

## **HISTORY 148 – 5 credits**

Spring quarter 2019

Class Meets: Meets daily at 6:30 am in Room D-274-C

Instructor: T.A. Perry

Office Hours: By Appointment/before class/Office, B-100-C

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### **REQUIRED TEXTS:**

Jim Rosenberger: 1908

David Pietrusza: 1920 The Year of the Six Presidents

Timothy Egan: The Worst Hard Time

Tom Brokaw: The Greatest Generation

Danielle McGuire: At the Dark End of the Street

Tim Weiner: Enemies...

### **COURSE DESCRIPTION:**

From 1890 to now the United States matured into a global hegemonic power. We shall trace all facets of this development in both the foreign and domestic sphere. We will also delve into the myriad socioeconomic and cultural challenges that we have overcome and/or still face. Finally, we will treat with the national and world historical persons who have shaped this process.

### **COURSE LEARNING OUTCOMES:**

The primary learning outcomes of History 148 are to:

- A. Develop critical/analytical thinking.
- B. Develop an historical awareness of national cultural development within the larger global context.
- C. Develop an appreciation for the unique contributions of the various and myriad immigrant populations and how their interaction with established American culture led to significant socio-cultural collisions.
- D. Develop an appreciation for the human element within the trends of historical development.

These outcomes will be accomplished by:

- A. Discerning historical bias.
- B. Differentiating between fact and fiction.
- C. Recognizing cogency of reasoning.
- D. Recognizing fallacious reasoning.
- E. Comparing and contrasting data.
- F. Assessing accuracy and thoroughness of data.
- G. Identifying cause and effect in history.
- H. Developing inferential abilities.
- I. Developing critical judgments about historical developments.

Students will then be able to apply these skills in the following areas:

- A. Comprehend the development of historical trends and ideas.

- B. Comprehend the forces and factors unique to our nation as well as the larger contexts in which we have developed.
- C. Gain knowledge of basic geopolitical entities.
- D. Gain knowledge of the shifts in geopolitical boundaries through time.
- E. Recognize the role that geophysical realities have played in shaping historical developments.
- F. Understand the role that human emotions/behaviors have played in historical trends.
- G. Appreciate the role that cultural outlooks/attitudes have played in the formation of each of the following in a national context.
  - a. Religion
  - b. Political Systems
  - c. Social Stratification
  - d. Gender Relationships
  - e. Economic Systems
  - f. Military considerations/necessities
  - g. Plastic and Literary Arts
  - h. Resource Exploitation and Environmental Degradation
  - i. Science and Technology

### **COURSE REQUIREMENTS:**

There will be two take home exams. To receive credit for this class, a cumulative passing average must be attained on these tests. **If the final is not attempted, you CANNOT receive a passing grade!**

#### **MIDTERM**

Due: Monday, May 20, 2019 (30% of your grade)  
Questions will be distributed in advance.

**NOTE:** Exam I (mid-term) is an exercise in the narrative synthesis of historical material.

#### **FINAL EXAM**

Due: Wednesday, June 19, 2019  
One question will be comprehensive, the others covering the later one-half of the course. Questions will be distributed a minimum of one week prior to the exam date.

**NOTE:** Exam II (final) is an exercise in narrative, analytical, and historiographical synthesis of material presented during the duration of the entire term.

On the Midterm Exam, there will be a choice of questions to answer. There will be NO choice on the final exam.

**LATE EXAMS:** I will NOT accept a late mid-term exam. If the mid-term is not delivered on time in the classroom on the required date, it will be recorded as a zero and calculated as such in the overall average score to determine a final grade. As the Mid-term and the final are distributed well in advance of the due date, there is neither excuse nor reason to not submit them when they are due!

**NOTE:** The two exams are “Take home”. You will receive each in ample time to prepare them at minimum adequately, if not excellently. Once each is submitted, each is “**As good as a trillion**” – **To wit: There are no “Do Overs”**”.

**QUIZZES:** There will be five (5) quizzes. Each quiz will cover one of the assigned books. Each quiz will be worth 10% of your grade. I will delete the lowest quiz score from consideration. Thus, it is possible to ‘blow off’ one of the quizzes without suffering. **However, there will be NO, NADA, NON make-ups available for any reason—illness, travel, revelry, etc. AMEN!!!**

Each quiz is open book, in class, therefore, you may bring your book, only the book and nothing but the book to each quiz. **Web enhanced, note enhanced or print out enhanced responses are VERBOTEN.**

Thus, for each quiz there will be none of the above in the classroom. I will supply the paper for each quiz. You are allowed only a writing implement and the assigned book.

1. Friday, April 19, 2019
2. Friday, May 03, 2019
3. Friday, May 17, 2019
4. Friday, May 31, 2019
5. Monday, June 17, 2019

**GRADING POLICY:**

I will assign the final letter grades on a straight-forward percentage basis, as follows:

A	(4.0) 95-100	C	(2.0) 72-76
A-	(3.7) 91-94	C-	(1.7) 70-71
B+	(3.3) 88-90	D+	(1.3) 66-69
B	(3.0) 83-87	D	(1.0) 60-65
B-	(2.7) 80-82	F	(0.0) BELOW 60
C+	(2.3) 77-79		

I do not curve grades – but I do make allowances for extenuating circumstances (we all have bad days), and, I tend to emphasize improvement in assigning a final grade.

If you decide that this course is not your “cup of tea”, please do yourself a favor and withdraw, rather than simply evaporate “into the mystic”. Please be aware of the college policy for dropping classes as detailed in the academic calendar located on the BC Website <https://www.bellevuecollege.edu/studentcentral/calendar/> I will assign an incomplete (I) grade only under the most dire and documented circumstances.

**ODDS AND ENDS:** My basic approach is to use lecture and appropriate media materials to enhance your comprehension of the subject matter. We will seldom delve into formal discussions due to the volume of material to be covered and the limited time we have available. **I DO ENCOURAGE QUESTIONS.** The only “stupid” question is the one which needs to be answered but is not asked.

**NO CLASS DAYS:** Thursday, April 25, 2019 (College Onanism Day I)  
Tuesday, May 07, 2019 (College Onanism Day II)  
Monday, May 27, 2019 (Memorial Day Holiday)

### **HISTORY 203 – COURSE CONTENT (General Course Outline)**

- I. The “Macro” Background
  - A. Industrial America 1875-1900
  - B. Immigrant America 1880-1900
  - C. Reformist American 1880-1900
    - a. Birth of “Big Government”
    - b. The Labor Movement
- II. Global Outreach
  - A. Spanish American War
  - B. Teddy’s “big stick” approach
- III. Cultural Matters
  - A. “Muckraking”
  - B. Suffragettes
  - C. Pleasy vs. Ferguson & Black America
- IV. Progressive America
  - A. Taft Presidency
  - B. The Election of 1912
- V. Woodrow Wilson (The Scholar President)
  - A. Intervention and Isolation
  - B. “Neutrality”...more or less
  - C. World War I
  - D. “Mother Nature” bats “cleanup” – 1918
  - E. Versailles and After
    - a. League of Nations
    - b. Bolshevism
  - F. Socio-cultural Matters
    - a. Immigration restriction
    - b. Prohibition
    - c. Nativism
- VI. The Jazz Age

- A. Political Normandy
  - B. Early “Feminism”
  - C. The Harlem Renaissance
  - D. Mass Production & Mass Culture
    - a. “Flivers” and Flyers
    - b. Cinema
    - c. Radio
  - E. Sports & Games...
  - F. The Hollow Prosperity
  - G. The Great Flood – 1927
- VII. “Hoovermania”
- A. 1929 – “The Great Crash”
  - B. The Great Depression
  - C. International Intrusions
- VIII. FDR & The New Deal
- A. Economic “Recovery”
  - B. Political Shifts
  - C. Organized labor
  - D. Popular Culture Pervades
  - E. Fascism Ascendent
- IX. World War II
- A. Isolationism & “Neutrality”
  - B. The “Day of Infamy”
  - C. The “Arsenal of Democracy”
  - D. Theatres of War
  - E. Strange Diplomatic Bedfellows
  - F. The “Haberdasher” & FDR
  - G. “Brighter than 1000 Suns...”
- X. Affluence & Demographics (or vice-versa)
- A. The Cold War & “Red Menace”
  - B. Falling Dominoes
    - a. Korea
    - b. China
  - C. Senator Joe
- XI. The Fifties
- A. Ike & Real Normalcy
  - B. T.V. “Rules”
  - C. Civil Rights
    - a. Brown vs....
    - b. Sister Rosa...
  - D. It’s Only Rock & Roll...
  - E. Beep, Beep, Beep...
    - a. NDEA

b. Highways & National Defense

XII. The Sixties

- A. Youth will be served – JFK et seq
  - a. Foreign Affairs
  - b. Civil Rights
  - c. Dallas: Texas: 1963
- B. LBJ & the Great Society
  - a. Civil Rights: Domestic Powder Keg
  - b. “Nam” & Guns & Butter
- C. The Nixon Years
  - a. Youth run amok
  - b. Entering an “Age of Scarcity”
  - c. Exiting “Nam”
  - d. Hubris of Power: Watergate

XIII. The Seventies

- A. Ford & Carter
- B. Oil Diplomacy and Policy

XIV. The Eighties

- A. The “Gipper” sets the Agenda
  - a. Economic policies
  - b. Social policies
  - c. Foreign policy
- B. The Avalanche of Technology
- C. The Fall of the Evil Empire

X. The Nineties

- A. The Anarchy of Technology
  - a. One World or Too Many Worlds
  - b. Nightmarish Nationalism Redux
- B. Big Bubble(s) & the “Icarus Factor”
- C. Fin de siecle – encore performance

ATTENDANCE DISCLAIMER:

I have not, do not and never will utilize class attendance as a factor in assessing a grade, for a variety of reasons (whether a student is present or not for class is a personal decision). I would hope that I have something to offer vis-à-vis enhancement and/or comprehension of the course material and that might entice students to show up at least for the entertainment value. However, be aware that decisions like coins have two sides and an edge. The other side of the attendance coin is this: if announcements or pronouncements are made that are relevant to any and all aspects of the class, especially the course calendar, I am not responsible if a student is not here to hear them!

CLAIMING ASSIGNMENTS:

If any assignment is not claimed within one week from its assessment and returned to the class, each assignment will accrue a TEN point penalty subtracted from the collective quiz score for each unclaimed assignment after final exams have been submitted.

#### CANVAS:

This is a traditional on campus class taught by your instructor in a traditional fashion without the help or hindrance of any digital bells and whistles. Ergo, nothing will be posted on Canvas, the institution's course management system save for this syllabus and a link to the course evaluations. The evaluations will be activated by another person in another office at the appropriate time, please check your BC email account for evaluation notification information.