

## HISTORY 151A: United States to 1865

Fall 2015

Professor: Dr. Kerry E. Irish

Office: Center Street House (Northwest corner of campus)

Phone: 2672

Office Hours: Tuesday and Thursday: 10:50 - 11:30; Monday: 10:00 - 11:00  
and by appointment.

### Teaching Assistant: Joel Grey

The following are some of your professor's ruminations on the importance and purpose of history.

Few subjects are as fascinating or as full of drama as American history. I know some of you doubt this, but I hope to convince you I am right. Our story begins – and it is a story full of plots, ideas, heroes, and villains - with the American Revolution. If you think of the great ideas in American history, and the great events, as you would the plot of a novel, the subject becomes inherently more interesting. You become, as it were, a detective looking for clues. Why did this or that happen, what was the result, how does that long ago event impact me? The first great plot or theme we must become aware of if we are to understand the drama that is American history is that no people has ever been more committed to two great ideas - however imperfectly – than the American people.

The first idea, as Thomas Jefferson wrote in the Declaration of Independence, is **that all men are created equal**. And that as equals a representative form of government - a Republic – was the only equitable means of government.

The second idea, sometimes synonymous with the first and at other times its opposite, is the idea of individual **liberty or freedom**. This is the idea Patrick Henry had in mind when, on the eve of the American Revolution, he exclaimed, "**Give me liberty or give me death!**"

Let me explain what I mean by stating that no people has ever been more committed to these two ideas of equality and liberty, this dual theme of American history. Americans fought two wars with Great Britain and a quasi war with France to establish their **liberty** to pursue the ideal of **equality**. They fought another war which determined whether **equality** and **freedom** were the possession of all men, or whites only. And for the last 145 years Americans have been engaged in a dialogue as to whether other non-white male and female groups also ought to be included in that **equality and freedom**.

In this drama there are heroes and there are villains. I suggest to you that men like George Washington, whom we will study in some depth, are worthy of our admiration in spite of their humanity, their failings. Indeed, only if we are aware of our ancestor's faults can we truly determine whether or not their contributions to this grand experiment that is America outweigh their failings. Washington, if one has an understanding of the tasks he faced and the choices he made, is one of the great Americans in spite of the fact that he was a slaveholder.

Then too, there are villains, men and women fully deserving of our scorn. From Presidents to pioneers the country has had its share of scoundrels, people willing to restrict the rights of others to further their own ends. This then is American history: dramatic, bloody, invigorating, sometimes depressing, but I think, in the end, encouraging and enlightening. If we remember it is the story of real flesh and blood people, human beings who lived and died, and gave birth to a new nation and to generations which ultimately culminated in you, and therefore are a part of you, how can it be boring? One should rather say that we ourselves are the ones who are boring, for we do not have the self respect to be interested in those who gave us life, **liberty**, and the **freedom** to pursue happiness.

#### OBJECTIVES:

1. Understand the United States' basic role in the world both past and present.
2. Develop an understanding of the ideas or philosophies that gave birth to this nation, molded the course of its history, and in some cases competed for acceptance amongst the people. These ideas are most commonly found in the areas of **politics** and **diplomacy**. Consequently the course focuses on these areas of our history.
3. Grasp how the US has meant different things at different times to various groups, and gain an appreciation for how those groups have come to the place they now hold in this society.
4. Gain an understanding of each side in the wars the United States has felt necessary to wage.
5. Consider the question "How does God work in history?" Hopefully, we will find some answers, thereby enriching our intellectual and spiritual experience.

## **Texts and Books:**

Robert Divine, *The American Story*, volume 1, **FIFTH EDITION**. ISBN: 10: 0-205-90736-9

Howard Fast, *April Morning*.

GRADING:   A = 90-100%  
              B = 80-89%  
              C = 70-79%  
              D = 60-69%  
              F = 0-59%

**Plusses and minuses are used (i.e. 91.9% is an A minus, 88% is a B Plus and so on).**

If you attend class regularly, and read the appropriate assignments **before** class, while performing the other assigned tasks, there is no reason why you cannot achieve a satisfactory grade. My expectations are clearly outlined below.

CONCEPT: The University expects that you should invest approximately two hours outside class for every hour in class; i.e. a three credit hour course requires 3 hours in class and 6 in outside preparation for a total of 9 hours per week, times 15 weeks, equaling 135 hours for the semester. Those 135 hours should include 42 hours in class, 45 in textbook study (800 pages at about 18 pages an hour - most of you read much faster), 5 hours preparing for discussions, and 30 hours (7 1/2 each) reviewing for exams. This leaves 10 hours for making up excuses for your parents as to why you need more money (I try to do my part to help you out).

## **ACTIVITIES WHICH EARN POINTS:**

1. Four full period exams (100 points each), roughly one every 4 weeks. The final exam follows the same format as the previous three in that it covers about 4 weeks of the class. Thus it is NOT comprehensive. However, it must be taken at the regularly scheduled time for the final in this class.
2. Attendance\Quizzes: Because it gives me great pain to see anyone searching for motivation to read their text, I supply it. At the beginning of most class periods (20 of the 28) there will be a quiz over the assigned reading. In order to have any chance of doing well on the quiz, you must read the assignment **before class**. The quiz also serves as a means of taking roll; **you must be here on time in order to take the quiz, you must remain in class the entire period to receive the attendance and quiz points**. Two points will be awarded for writing your name correctly on the quiz (this is difficult if you happen to be taking the class at 8:00

in the morning, but no mercy will be shown), 6 more will be granted if you answer the question correctly. The answer must be written in a complete sentence; two points are awarded for proper grammar, punctuation and writing quality. The total possible points on the quiz is 10, 200 possible for the term. If you have to miss any classes it is **your responsibility** to let us know why. You will lose points unless you demonstrate that your absence resulted from an emergency, school sponsored activity, or an illness confirmed by the school nurse. All absences are initially recorded as unexcused, it is up to you to change that status.

***You should notice that the attendance/reading quizzes are worth as many points as two exams. Obviously this means you cannot take attendance and reading assignments lightly and expect to do well. The course is designed to reward those who attend and do the reading. Cheating on quizzes is cheating. The punishment is the same as if one had been caught cheating on an exam.***

I reserve the right to reduce your grade if you fail to attend class regularly.

**POINTS:** There are 600 possible points, 40 of which are granted for simply showing up for class; 40 more for demonstrating elementary level writing skills. **However, it is hard to earn an A in this class, you must truly do outstanding work in order to do so.** Unlike some classes there are no set quotas for grades; if all of you earn an "A" that's the grade you will all receive. Regardless of your ability, I am willing to provide whatever help I can in order to assure your success, you need only ask.

**ASSIGNMENTS:** Missed quizzes and missed exams must be made up before the next exam.

**Extra Credit: I do not offer extra credit. You must focus on the tests and quizzes right from the start.**

**Classroom decorum: I do not allow the use of computers or any other electronic device in class. I provide a note guide for every lecture so there is no reason to use a computer.**

**Please remain in your seats the entire class period. Do not get up to go the bathroom. Plan accordingly. It breaks the attention of everyone in the classroom to have people getting up in the middle of class.**

### **COURSE CALENDAR**

Class	1:	Course introduction.
Sep.	1:	Reading: Read the entire SYLLABUS after class, all other readings are to be accomplished <b>before class</b> .
		Pretest.
		Lecture: Puritans and Pilgrims, Part one.

- Class 2: Lecture: Puritans and Pilgrims, Part Two.  
 Sep. 3: 30: **Reading is to be done before class.** The daily quiz is over the reading.  
 Reading: Divine, Chapter 2.  
 Seminar: How to read the text.  
 Film: Mayflower, Life in England.
- Class 3: Lecture: King Philip's War.  
 Sep. 8: Reading: Fast, *Introduction* and *The Afternoon*.  
 Film: Mayflower, Cape Cod.
- Class 4: Lecture: The Salem Witch Trials.  
 Sep. 10: Reading: Divine, Chapter 3.  
 Film: Mayflower, Plymouth Harbor.
- Class 5: Lecture: America, Experiment or Destiny.  
 Sep. 15: Reading: Fast, *The Evening*.  
 Film: Mayflower, New Leader.
- Class 6: Lecture: The Seven Years War.  
 Sep. 17: Reading: Divine, Chapter 4.  
 Film: Mayflower, Harvest Festival.
- Class 7: Midterm #1**  
**Sep. 22:**
- Class 8: Lecture: Origins of the American Revolution.  
 Sep. 24: Reading: Divine, Chapter 5.  
 Film: Thomas Jefferson and The Declaration of Independence.
- Class 9: Lecture: The American Revolution.  
 Sept. 29: Reading: Fast, *The Night*.  
 Film: Birth of the Republic.
- Class 10: Lecture: The Constitution  
 Oct. 1: Reading: Divine, Chapter 6.  
 Film: Birth of the Republic.

- Class 11: Lecture: The Presidency of George Washington, Part One.  
 Oct. 6: Reading: Divine, Chapter 7.  
 Fast, *The Morning*.  
 Film: Birth of the Republic.
- Class 12: Lecture: The Presidency of George Washington, Part Two.  
 Oct. 8: Reading: Fast, *The Forenoon* and *The Midday*.  
 Film: Birth of the Republic.
- Class 13: Lecture: Thomas Jefferson, Republican Democracy,  
 Oct. 13: and the Growth of the New Nation.  
 Reading: Divine, Chapter 8, to page 275, "Embarrassments Overseas."  
 Fast: *The Afternoon* and *The Evening*.  
 Film: Thomas Jefferson.
- Class 14: **Midterm #2**  
 Oct. 15:
- Class 15: Lecture: The War of 1812.  
 Oct. 20: Reading: Divine, Chapter 8, from page 275 "Embarrassments Overseas" to the  
 end of the chapter.  
 Film: The Buccaneer.  
 The Way West.
- Class 16: Lecture: Andrew Jackson's Democracy  
 Oct. 22: Reading: Divine, Chapter 9.  
 Film: The Way West.
- Class 17: Lecture: Andrew Jackson in Action.  
 Oct. 27: Reading: Divine, Chapter 10.  
 Film: The Way West.
- Class 18: Lecture: Discussion over Howe reading.  
 Oct. 29: Reading: Howe, Chapter 5, *Awakenings of Religion*, (On Foxtale).  
 Film: The Way West.
- Class 19: Lecture: Frederick Douglass.  
 Nov. 3: Reading: Divine, Chapter 11.  
 Film: The Way West.

Class 20: Lecture: The Sager's Way West.  
Nov. 5: Reading: Divine, Chapter 12.  
Film: The Way West.

Class 21: Lecture: The Mexican War.  
Nov. 10: Reading: Divine, Chapter 13.  
Film: The Way West.

Class 22: **Midterm exam.**  
Nov. 12:

Class 23: Lecture: Secessionists at Bay I: The Road to  
Nov. 17: Disunion to 1850.  
Reading: Divine, Chapter 14.  
Film: Glory.

Class 24: Lecture: The Road to Disunion, The 1850s.  
Nov. 19: Reading: McPherson, Chapter 7, *The Revolution of 1860*, (On Foxtale).  
Film: Glory.

Class 25: Catch up day  
Nov. 24:

### **November 26: Thanksgiving**

Class 26: Lecture: The Civil War: From the Election of  
Dec. 1: Abraham Lincoln to Gettysburg.  
Reading: Divine, Chapter 15.  
Film: Glory.

Class 27: Lecture: The Gettysburg Address.  
Dec. 3: Reading: *The Gettysburg Address* (available  
online, just Google it.)  
McPherson, Chapter 28, "*We Are All Americans*," (Foxtale)  
Film: Glory.

Class 28: Lecture: From Gettysburg to the Final Resting  
Dec. 8: Place.  
Reading: McPherson, the *Epilogue: "To the Shoals of Victory,"* (Foxtale)  
Film: Glory.

Class 29: Lecture: Reconstruction.  
Dec. 10: Reading: Divine, Chapter 16.  
Post-test.

## **The Apostles' Creed**

**I believe in God the Father Almighty, Maker of heaven and earth: And in Jesus Christ his only Son, our Lord; who was conceived by the Holy Ghost, born of the virgin Mary, suffered under Pontius Pilate, was crucified, dead, buried; he descended into hell; the third day he rose again from the dead; he ascended into heaven, and sitteth on the right hand of God the father Almighty; from thence he shall come to judge the quick (living) and the dead. I believe in the Holy Ghost, the holy catholic (catholic with a lower case c just means “universal”); the communion of the saints; the forgiveness of sins; the resurrection of the body; and the life everlasting. Amen.**

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs can be appropriately met. For more information, go to [ds.georgefox.edu](https://ds.georgefox.edu) or contact Rick Muthiah, Director of Learning Support Services (503-554-2314, or [muthiah@georgefox.edu](mailto:muthiah@georgefox.edu)).