

## United States History to 1877

**HSTA 101 – United States History to 1877**  
**Adjunct Professor Shane Fairbanks**  
**Dual Enrollment Billings Central Catholic High School**  
**Montana State University-Billings**  
**3 Credits**  
**Fall 2016**



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### **Course Description**

Surveys American history from the establishment of the colonies to the end of the Reconstruction period after the Civil War. Includes such topics as the English political and cultural heritage, independence, creation of the Constitution, early national period, increasing democracy, economic problems, manifest destiny, slavery, sectionalism, disunion, war, and reunion.

### **Course Objectives**

- Establish a chronology of major historical events in the United States to 1877.
- Explain the changing geopolitical presence of the United States to 1877.
- Define the importance of key individuals, events, developments, and ideas in United States history to 1877.
- Identify the social, economic, and political forces at work in the evolution of the United States to 1877.
- Recognize and describe the significance of some of the Constitutional, social, political and cultural changes in the United States to 1877.
- Analyze complex historical sources and materials (both primary and secondary) and reach conclusions based on interpretations of those materials.
- Writing historically based on interpretation of sources, discussions, and course materials.

### **Texts**

Faragher, John M., Buhle, Mari Jo, Czitrom, Daniel, et. al., *Out of Many: A History of the American People*, 8<sup>th</sup> ed. REVEL edition. Boston: Pearson, 2015.

Fisher, David, *Bill O'Reilly's Legends & Lies: The Patriots*. New York: Henry Holt and Company, 2016.

Punke, Michael, *The Revenant: A Novel of Revenge*. New York: Picador, 2015.

Douglass, Frederick, *Narrative of the Life of Frederick Douglass*, Unabridged. New York: Dover, 1995.

Fairbanks, Shane, *Civil War Textbook: Primary and Secondary Sources* (unpublished)

### **Academic Excellence**

Through honesty, integrity, responsibility and perseverance Billings Central Catholic High School will develop lifelong high achieving learners with Christ centered values to serve their global communities.

### **Timeliness Requirement**

Timeliness is next to godliness; don't incur the wrath of the Greek gods! Habitual tardiness will first result in strenuous labor (either pushups or afterschool desk cleaning), and will then result in removal from the class. DON'T BE LATE!

### **Technology Agreement**

All of our class documents and textbook will be available online for download onto your school iPads. Your device will be subject to the regulations and stipulations stated in the student handbook, your professionalism with technology will be expected at all times during class. *Individuals who misuse their technology during class time will face strenuous labor, unpaid indentured servitude, grade deductions, and you could be removed from the class.*

**Online Resources**

Website: <http://fairbanksonline.net>

Moodle Enrollment Password: **TeamAmerica**

**Plagiarism Agreement**

- Scans websites, journals, and other sources (including other student writing posted in D2L) and can and will detect evidence of plagiarism instantly.
- It is ruthless, fascist, and unforgiving. As such, academic honesty is expected of all students. The categories of prohibited activities specifically of concern are cheating and plagiarism. Neither will be tolerated on examinations, papers, or any other academic activity.
- Cheating is broadly defined as any activity, method or technique which gives a student unfair advantage over other students in the completion of evaluated work or which substitutes work done by another for one's own.
- Plagiarism involves submitting as one's own the words and/or ideas of others without proper and customary acknowledgement of one's sources.
- The penalty for violations of academic honesty is FAILURE IN THE COURSE and remanding to the Vice Chancellor for Student Affairs for possible expulsion from the university. Don't cheat or plagiarize, it isn't worth it.

**Types of Assessment:****Semester Research Project for the National History Day Competition**

Every year National History Day frames students' research within a historical theme. The theme is chosen for the broad application to world, national or state history and its relevance to ancient history or to the more recent past. This year's theme is ***Taking a Stand in History***. Your NHD project must formulate a thesis that fits within this thematic framework. Choose a topic that analyzes your topic of choice with specific detail and prove how it impacted history within the thematic framework. In what ways has this topic affected history? What were the successes and failures of the stand taken or the issues for which individuals fought? What were the results?

Your project will need to be presented in one of the following formats:

- Exhibit
- Performance
- Media Documentary
- Website

**In Class and Online Objective Exams**

Exams will be given upon the completion of each unit. A unit could cover only one topic, or it could cover a combination of two or more topics. Exams will usually be delivered in class or as an online assessment through either Moodle. Objective exams are usually a combination of multiple choice and matching questions.

**Short Answer Essays for *Making of the West* and Additional Reading Assignments**

As you read each chapter of Faragher's *Out of Many* and our additional reading assignments, you will download a copy of the Short Answer Questions from the website for each section and answer them in 1-2 paragraphs. **As**

**you read the chapter, get the IDEA:**

- Identify the important names and events
- Determine the main point/thesis
- Evaluate the significance
- Assess the concept (what might be testable information)

**Mock Trials, Group Debates & Panel Discussions**

The students will need to prepare an introduction, arguments both pro and con, and closing arguments. They will need to dress and act in a professional manner, and be able to use the entirety of the period. These will be graded on professional conduct, effectiveness of arguments, time qualifications, and overall group effort.

**Graded Discussions**

Students will need to be prepared to discuss assigned reading in detail and with examples. A grade will be applied based upon your ability to express your ideas and arguments based upon the texts. This is no time to be quiet! So be prepared to get over your shyness and make yourself heard!

**Summary of Topics**

\*\*Note that these topics are subject to some changes depending on the availability of time and their importance. Primary and secondary sources will be assigned for each topic listed below, although they may not be specifically cited in the list.

**Topics 1&2 – Worlds Collide: From “Discovery to the Colonies**

Faragher, Chapters 2-5 & selected documents

- Pre-Columbian Indian Civilization
- Worlds Collide: European First Contact
- The Columbian Exchange
- Founded Upon Smoke: The Virginia Colony
- The Wordy Shipmates: Theocracies in the New World
- Southern Colonies: Built on Slavery
- The Devil in New England: Salem Witch Trials
- Colonial Wars

**Topic 3 – “Mine Eyes Have Seen the Glory”: The American Revolution**

Faragher, Chapters 6-7, *Legends and Lies: The Patriots* & selected documents

- From Empire to Independence
- Taxes, Tyranny, and Tenacity: Defense of American Rights
- From Resistance to Open Rebellion: The Road to War
- The Road to Independence in Blood and Ink
- A Rabble in Arms and Washington’s Secret War
- Turning the World Upside Down: American Victory
- Blatant Hypocrisy or Social Revolution?

**Topic 4 – A Nation Founded on Compromise**

Faragher, Chapters 8-9, 11 & selected documents

- A Nation Founded Upon Compromise: The Constitutional Convention
- Launching the New Nation: The Washington Presidency
- A Lesson in the Abuse of Power: Alien & Sedition Acts
- Political Revolution of 1800
- Jefferson’s Empire of Liberty – Lewis and Clark
- America’s Second War for Independence: War of 1812

**Topic 5 – America’s Manifest Destiny**

Faragher, Chapters 10 & 14, *The Revenant, Narrative of the Life of Frederick Douglass* & selected documents

- Hugh Glass and the Fur Trappers of the West
- King Cotton & Antebellum Slavery
- The Bonds of American Slavery: Slave Rebellions
- Westward the Course of Empire: Manifest Destiny and the Mexican American War

**Topic 6 – The American Cataclysm: Civil War**

Faragher, Chapters 15-16, *Civil War Textbook*

- Averting Cataclysm: Compromise of 1850
- For the Soul of the Nation: John Brown, Lincoln, and Secession
- “A Great Slaughter Pen”: The Civil War Begins
- Tyrant or Savior?: Lincoln’s Decisions in War
- Conditions in War: Women and Field Hospitals
- “A Free Man’s War”: Emancipation
- “The Gray Floor of Hell”: Chancellorsville and Gettysburg
- “The Passing of the Dead”: Defeat of the Confederacy

