

United States History Since 1877

HSTA 102 – United States History since 1877
Adjunct Professor Shane Fairbanks
Dual Enrollment Billings Central Catholic High School
Montana State University-Billings
3 Credits
Spring 2017



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Room 220, Billings Central Catholic High School

Course Description

Surveys the political, economic, and social development of the U.S. since Reconstruction. Deals with industrialization and the agrarian reaction, Progressive Era, U.S. reaction to World War I, 1920s, Depression and New Deal, background to involvement in World War II, Cold War leadership (including Korea and Vietnam), and domestic and political changes since WWII.

Course Objectives

- Establish a chronology of major historical events in the United States since 1877.
- Explain the changing geopolitical presence of the United States since 1877.
- Define the importance of key individuals, events, developments, and ideas in United States history since 1877.
- Identify the social, economic, and political forces at work in the evolution of the United States since 1877.
- Recognize and describe the significance of some of the Constitutional, social, political and cultural changes in the United States since 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*, 8th ed. REVEL edition. Boston: Pearson, 2015.

McGovern, James R., *Anatomy of a Lynching: The Killing of Claude Neal* (LSU Press, 1992).

O'Brien, Tim, *If I Die in a Combat Zone: Box Me Up and Ship Me Home* (Broadway Books, 1999).

Sinclair, Upton, *The Jungle* (Dover, 2001).

Wiesel, Elie, *Night* (Hill and Wang, 2006).

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.

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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!

Thematic Elements

We will cover the following thematic elements in United States history during our lectures and discussions, and your final position paper will need to focus upon a specific area of one of the following thematic elements:

- Social and Political Changes
- The Fight for Equality
- Civil Liberties (Defense of and Infringements Upon)
- American Power and Global Policing

Summary of Topics

**Note that these topics are subject to some changes depending on the availability of time and their importance.

One Country, One Destiny – The Reconstruction Era

- Impact of the Civil War
- One Country, One Destiny: Reconstruction
- American Terrorists: Jim Crow and the KKK

Trials of Democracy

- Faragher, Ch 19
- Jim Crow discussion
- The Price of Conquest in the West
- Gilded Age – Built on the Backs of the Poor
- **Debate – DuBois vs. Washington**

America in the Gilded Age: Progress at what Cost?

- Faragher, Ch 20 & 21 & Upton Sinclair's *the Jungle*
- Gilded Age – Built on the Backs of the Poor (Cont'd)
- The Progressive Era
- Democracy and Empire
- **Debate – American Imperialism**
- **Debate – Which Progressive Reform was the most important?**

Johnny Get Your Gun: The Great War and Its Impact

- Faragher, Ch 22
- The Guns of August: American Neutrality
- Dulce Et Decorum Est: Life on the Front Lines
- Fighting for Peace at Home and Abroad: The Treaty of Versailles
- Social Effects of the Great War

Ballyhoo and Jazz: The Roaring Twenties

- Faragher, Ch 23 & McGovern's *Anatomy of a Lynching*
- Reaction and Change in the 1920s
- The Nobel Experiment: Prohibition
- Life in the Roaring Twenties

From Boom to Bust: The Great Depression

- Faragher, Ch 24
- From Boom to Bust: The Great Depression
- New Deal, New Era
- **Debate: Best way to solve the Great Depression?**

Rise of Totalitarianism and the Road to WWII

- Faragher, Ch 25 & Wiesel's *Night*
- The Coming of the Storm – Totalitarianism Sweeps Europe
- From Appeasement to Aggression
- Bushido – The Spirit Warriors of Pearl Harbor

From Global War to Cold War: WWII and the start of the Cold War

- Faragher, Ch 26 & Frank's *Alas, Babylon*
- The Application of Power & Turning the Tides of War
- From Cold Peace to Cold War
- **Debate – Cold War: Who's to blame?**

The Times They Are A-Changin': The Revolution of the 1950s and 1960s

- Faragher, Ch 27
- Better Dead Than Red: America in the Second Red Scare
- The Times They Are A'Changin
- We Shall Overcome: The American Civil Rights Movement

A Time for Justice: Civil Rights Movement

- Faragher, Ch 28
- We Shall Overcome: The American Civil Rights Movement
- Arms Raised with a Clenched Fist: Black Power
- The Vietnam Quagmire

War at Home, War Abroad: Sixties Counterculture and Vietnam

- Faragher, Ch 29
- 1968 – The Year the Dream Died
- Stickin' it to the Man!

The Silent Majority and End of An Era

- Faragher, Ch 30
- End of An Era and Presidential Scandal
- The Reagan Revolution
- Modern America and the Limits of the American Superpower

America in an Era of Turmoil: The Post 9/11 World

- Faragher, Ch 31
- America in an Era of Turmoil
- **Debate – Iraq, NSA, ISIS**

