

Mayville State University

History 104 U.S. History Since 1877

Spring 2025

There is, of course, a thing called history, but history is something unpleasant that happens to other people. –

Arnold Toynbee

If history repeats itself, and the unexpected always happens, how incapable must Man be of learning from experience. – George Bernard Shaw

Instructor: John M. Pederson, Ph.D.

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Office Hours: MWF 10:30 – Noon; 1:00 – 2:00 PM; T/Th 8:30 – 11:00 AM; and by appointment.

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Instruction Mode: On campus, face-to-face

Credit Hours: 3

Meeting Times and Location: Noon – 1:15 PM, Tuesdays and Thursdays in Classroom Building 103/104

Required Texts

Laskin, David. *The Children's Blizzard*.

Foner, Eric. *Give Me Liberty: An American History*. Brief seventh edition.

Course Description

A historical survey of the United States from 1877 to the recent past.

Purpose of the Course

History 104 surveys the history of the United States from its post- Civil War reconstruction and settlement of the western frontier up to the present. It also seeks to place the history of the Great Plains in the context of the nation's history. It examines social, economic, intellectual, cultural, political, diplomatic, and military developments that contributed to the rise of the United States internationally and the subsequent domestic consequences.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

Students will develop and demonstrate effective written communication skills.

Students will demonstrate comprehension of assigned readings.

Students will understand and be to explain:

The causes and consequences of the settlement of the Great Plains

The nature, consequences, and significance of the Children's Blizzard

The Populist and Progressive movements

The nature and evolution of the labor movements in the United States

- How the United States became an imperial power
- The United States' role in World War I
- The impact of the Great Depression on the United States
- The involvement of the United States in World War II
- The Civil Rights movement in the United States
- The nature of the Cold War
- The post – Cold War era and the war on terror
- The policies and appeal of the last three Presidents of the United States

Standards Alignment (Social Science Education Program Approval Standards-ND ESPB):

15035.1 In the social studies composite major curriculum the program requires the study of a broad base of social studies including history (eighteen semester hours) and at least two of the following three core areas: political science and civics (twelve semester hours), economics (twelve semester hours), and geography (twelve semester hours). Additional electives to the social studies composite may include: sociology (six semester hours) or psychology (six semester hours) or anthropology (six semester hours) or global studies (six semester hours).

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course addresses Social Science and Social Science Education SLO 1: Students will explain and demonstrate content knowledge in various formats.

Essential Studies Courses

As part of Mayville State University's Essential Studies curriculum, this course seeks to prepare students for twenty-first century challenges by gaining: 1) Knowledge of human cultures; 2) Intellectual and practical skills; 3) Personal and social responsibility; 4) Integrative and applied learning.

Learning Experiences and Instructional Strategies

This course will utilize readings, discussion of assigned readings using discussion forums and VoiceThread, recorded lectures, discussion questions from lectures, quizzes, exams, written essays, and podcasts.

Evaluation and Grading Policy

Grades are not compensation for work, but measurements of achievement. No so-called "extra credit" assignments will be given individually. Your grade will be determined by the score you earn on the following items:

First Exam – 100 points	<i>Children's Blizzard</i> Essay – 100 points
Second Exam – 100 points	<i>Children's Blizzard</i> Quizzes – 25 points
Final Exam – 140 points	Textbook quizzes – 50 (55) points (Top 5 of 8)
Participation – 35 points	<i>Children's Blizzard</i> Sentences – 50 points
Debate Summary paper – 50 points	Textbook or document sentences – 50 points

Total – 700 points

Grading Scale: A = 630 or more points (90% +); B = 560 – 629 points (80 % +);

C = 490 – 559 points (70 % +); D = 420 – 489 points; F = 419 points or less.

Quizzes: You will have four quizzes on the *Children's Blizzard* and at least eight other quizzes on your textbook readings throughout the semester. For missed quizzes your quiz score is zero. Your lowest three quiz scores on the textbook readings will be dropped.

Essay and Analysis Papers: Complete instructions for the writing assignments will be posted in Blackboard. The essay is based upon David Laskin's *The Children's Blizzard*. The debate summary is of the Intelligence² debate "Was January 6 an Existential Threat to American Democracy?"

Sentences. For each chapter in *The Children's Blizzard*, you are to write a seven-word sentence summarizing that chapter. Each sentence is worth a potential four points. For selected textbook readings and primary documents you will write a seven-word sentence summary in at least 12 other class periods. Your lowest two sentence scores from the textbook and other primary documents will be dropped. Your sentence scores will be computed in GPA form and then converted to 50 points in each category.

Make-up Policy: Those who miss an exam or scheduled quiz for participating in a school sponsored activity are expected to contact the instructor in advance and make appropriate arrangements. Other legitimate reasons for missing an exam or quiz include a medical condition such that your presence endangers your health and/or that of others, or a family emergency. Quizzes missed for participating in a school sponsored activity can be made up if you have notified the instructor in advance. Quizzes missed for a family emergency or medical condition may be made up if the student has already missed three quizzes.

Expectations and Student Responsibilities

Students are to attend each class on time, having completed the reading assignment for that day. Student participation is expected during the discussion of course readings and every student should prepare for class by identifying the most surprising and most important information from the assigned reading. In class periods when assigned sentence summaries are not graded, students may be asked to summarize material discussed in class with their neighbors in a seven-word summary. Write course papers in MLA format. Roll will be taken throughout the semester. If an absence is necessary, please notify the instructor in advance. Behavior that disrupts instruction and/or learning in the class will not be tolerated, nor will academic dishonesty.

Continuity of Academic Instruction for a Pandemic or Emergency

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If there is a significant health or safety event that necessitates a change in course format, plans for remote options for this course include utilization of Zoom and Blackboard.

Instructor/Student Communication

Students are accountable for all communication sent to their Mayville State University e-mail address. My preferred method of communication is face-to-face, before or after class, or during office hours. Speaking by telephone during office hours or e-mail are my preferred alternatives. If you contact me via e-mail or voicemail, you should expect a response within 24 hours, Monday – Friday. Please note that the listed telephone number on the syllabus is my office phone. I am not available by text messages.

Given my degree, tenure, and rank at Mayville State University, I prefer to be called, "Dr. Pederson" or "Professor Pederson."

Enrollment Verification

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Important Student Information

- ✓ In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:
- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Consequences of academic dishonesty: When a student commits academic dishonesty, he/she may be answerable to one or more of the following consequences:

1. receive an "F" for the assignment with no opportunity to redo it
2. receive an "F" for the course
3. referral of the Vice President for Academic Affairs for further disciplinary action

Standard	INTASC Principles covered in this course:
4	Content knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
6	Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
8	Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Sources Consulted:

Benedict, Michael. *The Blessings of Liberty*. Third edition. Lanham, MD: Rowman & Littlefield, 2016.

Faragher, John, et al. *Out of Many: A History of the American People*. Fourth edition. Upper Saddle River, NJ: Pearson Prentice Hall, 2006.

Tindall, George Brown and David Shi. *America: A Narrative History*. Third edition. New York: Norton, 1992.

Kennedy, David. *Freedom from Fear: The American People in Depression and War, 1929 – 1945*. New York: Oxford University Press, 1999.

Mondale, Walter, and David Hage. *The Good Fight: A Life in Liberal Politics*. New York: Scribner, 2010.

Course Timeline/Schedule

The following is subject to change at the instructor's discretion.

<u>WEEK</u>	<u>DATE</u>	<u>SUBJECT</u>	<u>READING</u>
JANUARY			
1	T – 14	America in 1877	Foner, 470 – 473
	Th – 16	Settling the West	Foner, 492 - 507
2	T – 21	Settling the Great Plains	Laskin, 1 – 83
	Th – 23	Technology; Robber Barons	Laskin, 85 – 116; Foner, 475 – 482
3	T – 28	The Children's Blizzard	Laskin, 117 – 202
	Th – 30	Workers in the Gilded Age	Foner, 482 – 491, 513, 517 – 519
FEBRUARY			
4	T – 4	The Frontier After the Blizzard	Laskin, 203 – 271, p.s. 6 – 16
	Th – 6	Populism	Foner, 507 – 510, 513 – 528
5	T – 11	Imperialism	Foner, 528 – 544
		➤ <i>Essay Due</i>	
	Th – 13	Progressivism	Foner, 547 – 576
6	T – 18	FIRST EXAM	
	Th – 20	The Great War	Foner, 579 – 600
7	T – 25	Peace, Return to Normalcy	Foner, 593 – 610
	Th – 27	The Roaring Twenties	Foner, 551–553, 613–635
MARCH			
8	T – 4	The Great Depression	Foner, 636 – 641
	Th – 6	FDR's New Deal	Foner, 643 – 669
9	10 – 14	SPRING BREAK	No Class
10	T – 18	Isolationism & War	Foner, 669 – 674, 677 – 681
	Th – 20	World War II: Asia & Europe	Foner, 682 – 686, 706 – 710
11	T – 25	The Homefront & Holocaust	Foner, 686 – 705
	Th – 27	Professional Development Day	No Class
APRIL			
12	T – 1	SECOND EXAM	
	Th – 3	The Cold War Begins	Foner, 712 – 719, 723 – 729
13	T – 8	The Cold War, Korea & McCarthyism	Foner, 719 – 722, 729 – 734, 736 – 739
	Th – 10	Ike & Kennedy	Foner, 735, 742 – 757, 769 – 771, 777 – 779

<u>WEEK</u>	<u>DATE</u>	<u>SUBJECT</u>	<u>READING</u>
APRIL			
14	T – 15	Civil Rights	Foner, 760 - 769, 773 – 777, 779 (<i>Review</i> 524–528)
	Th – 17	LBJ & the Great Society	Foner, 779 – 788, 792
15	T – 22	The Vietnam War	Foner, 758–760, 788–791, 794–795, 804–806
	Th – 24	Nixon, the 1970's	Foner, 793, 796 – 804, 809 – 821
16	T – 29	Presidents Ford, Carter & Reagan	Foner 821 - 844
MAY			
	Th – 1	G.H.W. Bush, Clinton and the 1990s	Foner, 847 – 859, 869 – 874, 902
17	T – 6	G. W. Bush, Culture Wars	Foner, 874 – 885, 889 – 896, 859 – 869
	Th – 8	Presidents Obama & Trump	Foner, 887 – 888, 896 – 901, 903 – 932.
		➤ Debate Summary Due	
W – 14	FINAL EXAM		