

Course Prefix/Number/Title: HIST 103: U.S. History to 1877

Number of Credits: 3

Course Description: This course offers students a broad introduction to major themes, key figures and important processes that shaped the continental U.S. Beginning in the pre-colonial era and exploring events leading up until Reconstruction this course offers students an exploration of interactions between people. It aims to evaluate how race, class and gender influenced the creation of the United States as we know it today.

Pre-/Co-requisites: N/A

Course Objectives:

1. Students will be asked to remember key concepts from course readings and class discussions. Using a combination of in class assignments and or quizzes, students need to demonstrate a familiarity with these key concepts and an ability to effectively use them in course discussions.
2. Students will demonstrate understanding of key concepts, themes and historic processes.
3. Students will apply knowledge gained during the course of the semester and use this information in new situations. As such they will offer an original historic interpretation of a topic on interest covered in the course.

Instructor: Dr. Zahra M. Moss

Office: TH 2209

Office Hours:

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Lecture/Lab Schedule: MWF 9-9:50am TH 1107

Textbook(s): Schaller, Michael. *American Horizons: U.S. History in a Global Context*. Vol. 1 to 1877. New York: Oxford University Press, 2018.

Course Requirements:

Quizzes: are short answer and must be completed on the course LMS Blackboard. These are non-cumulative and will cover material up until the administration date. Each quiz is worth 25 points.

In Class Assignments: Students will complete an in class assignment that will strengthen their reading comprehension, analysis, critical thinking and writing abilities. Each assignment is worth 25 points. **Midterm:** this exam is non-cumulative. It is comprised of three (3) short answer essay questions. There is no midterm make-up. Value of 50 points.

Final exam: This exam is comprised of short answer essay questions and fill in the blank. There is no final exam make-up. Value of 100 points.

4 Quizzes (open Wednesday, closes Friday before class)	25 points each	100 possible
4 In class assignments	25 points each	100 possible
Midterm	50 points each	50 possible
Final	100 Points	100 possible

Tentative Course Outline:

Date	Topic	Text/Resources
Week 1	Course Introduction, Using LMS, Writing for a History class	Instructor provided
Week 2	The Atlantic World; theories on "discovery,"	Schaller, Pp. 3-33, In Class 1
Week 3	Colonists and European Rule	Schaller, Pp. 41-68, Quiz 1
Week 4	Strengthening Rule	Schaller, Pp. 78-110, In Class 2
Week 5	Trade, Power and Migration	Schaller, Pp. 115-145, Quiz 2
Week 6	Cultural Rule: Religion and Ideology in Colonial NA	Schaller, Pp. 155-185, In Class 3
Week 7	Empire and Resistance	Schaller, Pp. 195-223
Week 8	Exercising Authority and budding revolutions	Schaller, Pp. 227-252, In Class 4
Week 9	Global Revolutions and change in NA	Schaller, Pp. 261-288, Midterm
Week 10	American Migrations	Schaller, Pp. 295-330
Week 11	Industrial and Market Revolutions	Schaller, Pp. 331-357, Quiz 3
Week 12	Challenge of Labor, Men and Women in Antebellum America	Schaller, Pp. 363-400
Week 13	Budding Conflict in Antebellum America	Schaller, Pp. 437-468
Week 14	The Civil War, 1860-1865	Schaller, Pp. 469-504, Quiz 4
Week 15	Reconstructing America	Schaller, Pp. 505-535
Week 16	Review and Final Wrap Up	In Class text review

General Education Competency/Learning Outcome(s) OR CTE

Competency/Department Learning Outcome(s): This class uses the practice of studying history to develop three basic skills and abilities.

1. **Critical Thinking:** Students will explore themes and events applying a critical lens to assess the impact these events have upon shaping the world we live in today.
2. **Writing Improvements:** In order to effectively practice this skill, students will have reading responses to required readings and will have to demonstrate competency and comprehension through short answer quizzes.
3. **Analysis:** Students will take the general knowledge gained in this course and formulate a thesis, collect supporting evidence and present original ideas in a cohesive written document.

Relationship to Campus Focus:

This course bridges the important historical figures events and cultural processes that transcend time and geographical space. As such we intend to explore the interaction and changes that occur between human kind and, the environment in an increasingly technologically advanced world.

Classroom Policies:

Students are required to treat the instructor and peers with utmost respect at all times within the classroom. This includes limiting the use of distracting technologies including but not limited to; cell phones, laptop computers and portable hand held gaming devices. Students who are disruptive to the learning environment will be asked to leave and any work missed will not be made up.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.