



Course Prefix/Number/Title: HIST 104 – U.S. since 1877

Number of Credits: 3

Course Description: A survey of United States history since 1877.

Pre-/Co-requisites: N/A

Course Objectives: By the end of this course students will be able to explain in their own words the social conditions that shape American society throughout the 20th century. Students will identify a chronological and thematic progression of shifting ideologies in American culture. In doing so, students will acquire and employ a working vocabulary of technical terms associated with a specific period in U.S. History.

Instructor: Aimee Williamson

Office: N/A

Office Hours: N/A

Phone: N/A

Email: aimee.duchsherer@dakotacollege.edu

Lecture/Lab Schedule: Online Asynchronous

Textbook(s):

- Ayers, Gould, Oshinsky, Soderlund, American Passages: A History of the United States, Vol. 2: Since 1865, 4th Edition, Wadsworth Publishing, 2009. ISBN-13: 978-0-547-16635-3.
- Free supplemental and primary source materials via the course site.
- *Please note: there are a few different versions of the textbook and sometimes your page numbers might not be the same as your classmates'. This is ok. Just ensure you are following along with the correct chapter.*

Course Requirements:

Testing:

- o 4 quizzes (non-cumulative), 50 points each = 200 points
- o 1 final exam (cumulative) = 100 points
- o Total: 300 Points

Quizzes are non-cumulative and multiple choice. The final exam is cumulative and multiple choice.

Discussion:

- o 16 Weekly Discussions, 25 points each = 400 points
- o Chicago Citation Exercise = 25 points
- o Primary Source Exercise = 25 points
- o Structuring an Argument Exercise = 25 points

- o Crafting a Thesis Exercise = 25 points
- o Total: 500 Points

The heart of this course is participation. The weekly discussion fora have four purposes:

- o To explore and analyze the readings.
- o To build the skills required to craft and support an argument.
- o To build writing skills.
- o To teach students how to thrive in a professional digital community.

Essay Project Assignment:

- o Thesis Statement = 25 points
- o Essay Draft = 75 points
- o Final Essay = 100 points
- o Total: 200 points

Optional Extra Credit Paper = 50 bonus points.

Essay is thesis-based, 1,000 words at minimum. Students will provide papers that are polished and free of typos and grammatical errors. There will be abundant opportunity in the Weekly Discussion Boards to fix grammatical problems. Students will select one of the provided topic options and will use primary source evidence and the text book to support an argument. Please refer to "Essay Project Assignment" for complete instructions.

Total points available = 1,000 points
90-100% = 900-1,000 points = A
80-90% = 800-899 points = B
70-80% = 700-799 points = C
60-70% = 600-699 points = D
<59% = <599 points = F

Tentative Course Outline:

Each week there are:

- Chapter Readings.
- Primary Source Readings.
- Weekly Discussions.

There are occasional supplemental readings. There are also four exercises to develop paper writing skills. These exercises are to be accomplished in the early weeks of the course.

Week 1

Chapter 16: 1865-1877: Reconstruction: Its Rise and Fall
Citation Exercise

Week 2

Chapter 17: An Economy Transformed: The Rise of Big Business, 1877-1887
Primary, Secondary, Tertiary Sources Discussion
Crafting a Thesis Discussion

Week 3

Chapter 18: Urban Growth and Farm Protest, 1887-1893

Structuring an Argument Discussion

Week 4

Chapter 19: A Troubled Nation Expands Outward, 1893-1901

Quiz 1

Week 5

Chapter 20: Theodore Roosevelt and Progressive Reform, 1901-1909

Thesis Statement Due

Week 6

Chapter 21: Progressivism at High Tide, 1909-1914

Week 7

Chapter 22: Over There and Over Here: The Impact of World War I, 1914-1921

Week 8

Chapter 23: The Age of Jazz and Mass Culture, 1921-1927

Quiz 2

Week 9

Chapter 24: The Great Depression, 1927-1933

Week 10

Chapter 25: The New Deal, 1933-1939

Essay Draft Due

Week 11

Chapter 26: The Second World War, 1939-1945

Week 12

Chapter 27: Postwar America, 1946-1952

Quiz 3

Week 13

Chapter 28: The Eisenhower Years, 1953-1960

Week 14

Chapter 29: The Turbulent Years, 1960-1968

Week 15

Chapter 30: Crisis of Confidence, 1969-1980

Final Essay Due

Week 16

Chapter 31: From Reagan to Clinton, 1981-1995

Optional Extra Credit Paper Due

Quiz 4

Week 17
Final Exam

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

Competency/Goal 6: Demonstrates knowledge of social structures

Learning Outcome 1: Examines the experience of the individual

Performance Indicator 1: Demonstrates knowledge of mental processes within humans

Performance Indicator 2: Explains the developmental stages through which the human mind evolves

Learning Outcome 2: Examines the world of human diversity

Performance Indicator 1: Examines a variety of cultures

Performance Indicator 2: Identifies the varieties of human social groupings

Learning Outcome 3: Recognizes human social structures

Performance Indicator 1: Shows knowledge of governmental systems

Performance Indicator 2: Explains the implication(s) of colliding social structures

Relationship to Campus Focus: A focus on the interaction between natural resources and the development of the United States. Discovering how technological developments have affected the history of the American population. Reviewing the political process of the United States and reflecting on how future events hinge on current decisions.

Classroom Policies: Reading the assigned texts is the student's responsibility and is essential to success in this course. It is also the student's responsibility to manage their time efficiently and complete assignments in a timely manner. This academic environment is open and harassment free.

This course is very busy at the beginning of the semester and slows down as the semester progresses. Due dates are firm. Students may work ahead as far and as quickly as they would like; they may set their own pace. Students should be aware that hastily written posts and papers at the last minute will result in poor grades. Students should allow for plenty of time to receive and incorporate instructor feedback.

Submission of assignments after the due date are at the instructor's sole discretion. I will try to accommodate personal, academic, and professional issues that may affect a student's ability to complete an assignment on time but only if the student communicates with me. It is the student's responsibility to manage their time efficiently and contact me as soon as there is a problem. If you need an extension on a due date, you must contact me no later than the due date to request an extension--there will be no exceptions to this policy.

Weekly discussions remain open for a week after the due date--you do not need an extension to submit during that time period.

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.