

**Course Prefix/Number/Title:** HIST 220 – North Dakota History

**Number of Credits:** 3

**Course Description:** A survey of North Dakota History.

**Pre-/Co-requisites:** N/A

**Course Objectives:** This course has four objectives.

1. Students will be able to identify key historical events and people and the forces surrounding those events. In other words, students will have a grasp of the basic elements of North Dakota History.
2. Students will improve critical thinking skills through thesis based discussion.
3. Students will increase their familiarity with cultures within North Dakota that are different from their own cultures.
4. Students will take from this course the unique preparation that a digital course offers for a digital age. More and more work is done online, and this requires a new kind of professionalism. The ability to assert one's position in a credible and collegial manner is crucial to communication through electronic media. Proper grammar is of the utmost importance in establishing one's credibility in a world where the written word is the primary means of communication as is the case in digital communication. Particularly in the online world, the written word represents people. This course is designed to prepare students for working in a digital community.

**Instructor:** Aimee Williamson

**Office:** N/A

**Office Hours:** N/A

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**Lecture/Lab Schedule:** Online Asynchronous

**Textbook(s):**

- Robinson, Elwin B. History of North Dakota.
  - OER (free): <https://commons.und.edu/oers/1/>
  - ISBN-13: 978-0911042436
- Laskin, David. The Children's Blizzard. ISBN-13: 978-0060520762
- Free supplemental and primary source materials via the course site.

**Course Requirements:** Total points available = 1,000 points

Testing:

4 quizzes (non-cumulative), 50 points each = 200 points

1 final exam (cumulative) = 100 points

Total: 300 Points

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

Discussion:

Introduction Discussion = 10 bonus points

15 Weekly Discussions, 25 points each = 375 points

Total: 375 Points

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

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

In this class you will learn how to argue logically, with proper grammar and source citation to ensure your credibility.

Exercises:

Chicago Citation Exercise = 25 points

Primary Source Exercise 1 = 25 points

Primary Source Exercise 2 = 25 points

Crafting a Thesis Exercise = 25 points

Structuring an Argument Exercise = 25 points

Total: 125 Points

Essay Project Assignment:

Thesis Statement = 25 points

Essay Draft = 75 points

Final Essay = 100 points

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 available 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  
No Incompletes will be given.

**Tentative Course Outline:**

Week 1: Native North Dakota  
Week 2: Early Native-European Contact  
Week 3: The Fur Trade & Early Settlement

**QUIZ 1**

Week 4: Boom  
Week 5: Statehood

**THESIS STATEMENT DUE**

Week 6: *The Children's Blizzard*  
Week 7: Depression and 2nd Boom

**QUIZ 2**

Week 8: Progressivism and Socialism  
Week 9: WWI  
Week 10: The Twenties

**QUIZ 3**

**ESSAY DRAFT DUE**

Week 11: The Thirties  
Week 12: *Camp Depression*  
Week 13: WWII  
Week 14: The Postwar Years

**QUIZ 4**

Week 15: Through to the Centennial & Beyond

**FINAL ESSAY DUE**

Week 16: Catch Up Week and Final Exam

**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:**

- Students examine how North Dakota's natural resources have shaped its history.

- Students examine how technological developments have affected the state.
- Environmental responsibility is discussed within the class.

**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.

There will be no "Incompletes" given for this course except for serious extenuating circumstances at the instructor's sole discretion.

**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.