

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):

- *The American Yawp*: Available as an OER at the following link: <http://www.americanyawp.com/>
The provided link will direct you to the clickable Table of Contents. You may also download a single PDF including all of the chapters or purchase a print copy, if you prefer.
- *The American Yawp Primary Source Reader*: Available as an OER at the following link: <http://www.americanyawp.com/reader.html>
The Primary Source Reader will be used throughout the course to supplement your textbook readings. Again, you may download a single PDF file, if you prefer.

Course Requirements:

Testing:

- 15 Weekly Quizzes (20 points each): 300 points
- 1 Final Exam (100 points): 100 points
- Total: 400 points

Quizzes are non-cumulative and multiple choice. The Final Exam is cumulative and multiple choice.

Discussion:

- 15 Weekly Discussions (20 points each): 300 points
- Chicago Citation Exercise: 25 points

- Primary, Secondary, and Tertiary Sources Exercise: 25 points
- Structuring an Argument Exercise: 25 points
- Crafting a Thesis Exercise: 25 points
- Total: 400 Points

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

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

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 provided topic options and will use primary source evidence and the textbook 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
- Weekly Quizzes

Week 1: Capital and Labor

Citation Practice Exercise

Week 2: The West

Primary, Secondary, and Tertiary Sources Exercise

Crafting a Thesis Statement Exercise

Week 3: Life in Industrial America
Structuring an Argument Exercise

Week 4: American Empire

Week 5: The Progressive Era
Essay Project Assignment Thesis Statement Due

Week 6 : World War I & Its Aftermath

Week 7: The New Era

Week 8: The Great Depression

Week 9: World War II

Week 10: The Cold War
Essay Project Assignment Draft Due

Week 11: The Affluent Society

Week 12: The Sixties

Week 13: The Unraveling

Week 14: The Triumph of the Right

Week 15: The Recent Past
Essay Project Assignment Final Due

Week 16 and Finals Week
Optional Extra Credit Essay Due
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.

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.