

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: Students will be asked to **remember** key concepts from course reading 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.

1. Students will demonstrate **understanding** of key concepts, themes and historic processes.
2. 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 of interest covered in the course.

Instructor: Dr. Zahra M. Moss

Office: TH2209

Office Hours: MWF: 11-12pm T/R 8-9am

Phone: 701-228-5445

Email: Zahra.moss@dakotacollege.edu

Lecture/Lab Schedule: MWF 10-10:50am

Textbook(s): Kyvig and Marty. *Nearby History: Exploring the Past Around you*. New York: Altamira Press, 2010.

Course Requirements:

Course Requirements: 350 possible points

4 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: Midterm exam is non-cumulative. It will be comprised of three short answer essay questions. There is no midterm make-up. Value of 50 points

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

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| 4 Archival Projects | 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 |
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| Week 1 | Course Introduction, Using LMS, Syllabus Writing for a History class/ Museum Studies | Instructor provided Bottineau County Museum |
| Week 2 | Introduction to Museum Studies | (M) Discovery (W) Maps (F) Quiz 1 |
| Week 3 | Archival Preparation and Best Practices | (M) Leonard, Maps (W) Trofanenko (F) In Class Assignment 1 |
| Week 4 | Geology of the plains | (M) Robinson, Chapter 1; (W) Michelle Cauley/ ND DINOS |
| | Local Flora and Fauna: Greenhouse/ Agriculture | (F) Wishart. (available online BB) http://plainshumanities.unl.edu/encyclopedia/doc/egp.ag.001 |
| Week 5 | A New Frontier Trade, Power Settlement | (M) Robinson, Chapter 2 (W) Skinner (F) Sundstrom Quiz 2 |
| Week 6 | Recording the Past | (M) Robinson, Chapter 6, In Class 2 (W) Community Collecting/Local Museums (F) Willoughby |
| Week 7 | Women on the Plains | (M) Online BB (W) Images of the Prairie (F) Midterm |
| Week 8 | The Historians Responsibility | (M) Robinson, Chapter 8 (W) Bottineau Currant Excerpts/ Interpreting the Past (F) Online BB Readings |
| Week 9 | Eating the Dakota Way | (M) Pioneer Cooking (M) (W) Cookbooks as Historical Artifact (W) (F) Let's Eat! (F) In Class 3 |
| Week 10 | Making a Modern Society Transformation in Bottineau | (M) Industrial Revolution in America (W) Mechanization of Agriculture, Pierce Readings (F) Quiz 3 |
| Week 11 | The Railroad | (M) Transcontinental Railroad PBS Documentary (W) Fraga (F) Pierce 2 |
| Week 12 | History of Science | (M) ND and Forestry (W) Chris Clemmons DCB Tree USA School (F) Sabol |
| Week 13 | Dakota College at Bottineau | (M) History and Origins (W) Evolution and change (Instructor Provided) (F) DCB Today, In Class 4 |
| Week 14 | Wildlife | (M) Furbearing and the frontier economy (W) Common animals of the Great Plains (F) Quiz 4 |
| Week 15 | Notable North Dakotans | (M) Louis L'Amour (W) Zoe Beiler, Grace French (F) Wiz Khalifa, Josh Duhamel |
| Week 16 | Review and Final Wrap Up | (M) In Class text review (W) Final Prompts (F) Final Review |

Final Exam: Check Final Exam Schedule when released.

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, 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.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

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| Students | <ul style="list-style-type: none">• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. |
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| | <ul style="list-style-type: none"> • Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. • In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement. |
| Faculty | <ul style="list-style-type: none"> • Determine if the use of generative AI could enhance student learning in any assignment or project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director. |