



Course Prefix/Number/Title: HIST 225H: American Studies II

Number of Credits: 1

Course Description: American Studies is an interdisciplinary seminar class in the culture of the United States. Subjects vary from year to year and will be topical focusing on a specific era or theme in American culture.

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: Dr. Zahra M. Moss

Office: TH2209

Office Hours: T/R 12:00-12:50pm

Phone: 701-228-5445

Email: Zahra.moss@dakotacollege.edu

Lecture/Lab Schedule: By appointment

Textbook(s): OER's and content available via Blackboard

Course Requirements:

Assessment
Weekly Check in
In Class Project
Independent Research Project

Tentative Course Outline:

Indicates week and Topic	Indicates week and topic	Indicates week and topic	Indicates week and topic
Week 1: Intro/ Research and sources	Week 5: F. Engels Inequality and Class Conflict Du Bois: Inequality and Race conflict	Week 9: Scientific racism and Eugenics	Week 13: Social Justice
Week 2: E. Durkheim Functionalism	Week 6: Case Studies: Zinn Education Project	Week 10: Case Studies SC Case Buck V. Bell Relf Sisters	Week 14: The Purge
Week 3: Weber and Blumer Theories of Deviance National Parks and Crime	Week 7: Zillah Eisenstein	Week 11: Race and Class in America	Week 15: Independent Research Project
Week 4: Case Study Anders Breivik Timothy McVeigh	Week 8: Case Studies Gender and Crime Jane Toppan Andrea Yates Patty Hearst	Week 12: Case Studies Emmet Till Joseph Christopher Terrance Wakeland Lonnie Franklin, Jr.	Week 16: Future Research

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): This course aligns with the specific general education guidelines established by Dakota College at Bottineau. Specifically students will address the following goals: Students will be able to analyze musical forms using the appropriate terminology, evaluate the social events that influenced their production and coherently explain the relationships between the arts, humanities and society as outlined in Goal 7¹. Specifically Objectives 2 and 4.²

Relationship to Campus Focus: This course uses the campus theme of “Nature, Technology and Beyond,” in part to explore how Americans draw inspiration from the natural world to define national identity. Moreover we explore the complex dynamic relationship between science, nature and art to describe the world at specific moments in time.

Classroom Policies: Cell phone use is prohibited in the classroom. Extenuating circumstances in which the students’ needs to make or receive a phone call are allowed as long as the student leaves the room in a manner that is not disruptive.

¹ Goal 7 stipulates that students will demonstrate the ability to create and analyze art; evaluate aesthetics; and synthesize interrelationships among the arts, the humanities and society. [DCB General Education Goals](#)

² Objective 4: Synthesizes interrelationships among arts, languages, the humanities and societies.

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. [DCB Accessibility Coordinator](#)

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

Students	<ul style="list-style-type: none">• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.• 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.
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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.
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