

Course Prefix/Number/Title: HIST 104: United States History Since 1877

Number of Credits: 3

Course Description: A survey of United States History since 1887.

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: TH 2209

Office Hours: MW 1-1:50pm and F 12:00-12:50pm

Phone: 701-228-5445

Email: Zahra.moss@dakotacollege.edu

Lecture/Lab Schedule: MWF 9-9:50am

Textbook(s): Schaller. *American Horizons: A Global History of the United States*. 2nd Ed.
New York: Oxford University Press, 2014.

Course Requirements: Subject to change

Assessment item	Quantity and point value
Discussion Boards	5 x 10 points
In Class Assignments	3 x 10 points
Midterm Activity	50 points
Map Activities	5 x 20 points
Final	100 points
Totals	330 points

Tentative Course Outline:

Week	Topic	Week	Topic
Week 1:	Reconstruction	Week 9:	Great Depression/New Deal
Week 2:	Expansion and conflict in the West	Week 10:	World War II
Week 3:	Industrial America Urban Development	Week 11:	Cold War politics
Week 4:	Immigration Working class	Week 12:	New Frontiers: 1960's
Week 5:	Progressive Reform	Week 13:	Liberalism and LBJ
Week 6:	Imperial expansion	Week 14:	Limits/Domestic affairs
Week 7:	World War and Power	Week 15:	Conservatism
Week 8:	Culture War and Boom	Week 16:	An Age of Terror

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

Outcome(s): This course focuses on LO's for Goal 4: Communicates effectively as well as Goal 6: Demonstrates knowledge of social structures. Lo's for Goal 4, include 1-4 and for Goal 6, Lo's 1-3.

Relationship to Campus Theme: Dakota College at Bottineau's focus is Nature, Technology and Beyond. The general education goals, objectives and skills reflect commitment to this focus. This course looks at the way that the human experience and social interactions have been influenced by human interaction as well as their interactions with their natural environment. We also explore the development of technological advances that altered the course of American history.

Classroom Policies: Our classroom is a safe place and comfortable learning environment. Class will begin within 1-3 minutes of the assigned time. Entering the room 10-15 minutes late is a disruption and students should not purposefully nor repeatedly do so. Student comments, and actions should be relevant to daily subject matter. Please note that students are expected to be respectful of their colleagues by refraining from use of cellular devices, and limiting computer use to note taking only. Talking amongst peers is encouraged specifically in group activities as well as before and after class. Once class is in session students should be well read, and versed in the subject material and ready to work. While it is important to share opinions and ideas regarding the subject matter DISRESPECTFUL AND/OR THREATENING BEHAVIOR WILL NOT BE TOLERATED. Such behavior will be reported to administrative officials, and if need be, the necessary authorities. For questions regarding these, and other university behavior policies, please refer to the following website: [DCB Student Handbook](#)

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 within the first two weeks of the semester to line up accommodations.

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.
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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