



Course Prefix/Number/Title: HIST 103 – U.S. to 1877

Number of Credits: 3

Course Description: A survey of United States history to 1877.

Pre-/Co-requisites: N/A

Course Objectives: This course has three objectives. First, students will be able to identify key historical events and people and the forces surrounding them. In other words, students will have a grasp of the basic elements of early American History. Second, students will take from this course the many skills that the study of History provides. Students will learn how to evaluate sources and how to cite them. Students will learn how to craft a thesis and support it. Third, students will take from this course the unique preparation 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

Phone: N/A

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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: Indigenous America
Citation Practice Exercise

Week 2: Colliding Cultures
Primary, Secondary, and Tertiary Sources Exercise
Crafting a Thesis Statement Exercise

Week 3: British North America
Structuring an Argument Exercise

Week 4: Colonial Society

Week 5: The American Revolution
Essay Project Assignment Thesis Statement Due

Week 6 : A New Nation

Week 7: The Early Republic

Week 8: The Market Revolution

Week 9: Democracy in America

Week 10: Religion and Reform
Essay Project Assignment Draft Due

Week 11: The Cotton Revolution

Week 12: Manifest Destiny

Week 13: The Sectional Crisis

Week 14: The Civil War

Week 15: Reconstruction
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.

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.

The use of generative AI is not allowed in this course.

RESPONSIBILITIES

Students	• 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	• 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.