

Dakota College Course Syllabus

Course Title: HIST 104 - U.S. History Since 1877

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Please use Course Messages as your primary means of contacting me.

Credits: 3

Course Description:

This course offers students an introduction to the History of the United States from post-Civil War Reconstruction through the 1990s. This course will follow major social movements such as Prohibition, Women's Suffrage, Civil Rights, and the organization of labor and agriculture. The semester will follow the continuing development of America as a nation, advances in technology, the varied means by which Americans met social and economic challenges, and the responses Americans had to their changing role in the world. Students will be introduced to key events, people, and trends fundamental to any course in American History. Within and beyond these key events, this course allows students significant freedom to explore those areas of American History of greatest interest to them.

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.

Texts:

- Ayers, Gould, Oshinsky, Soderlund, *American Passages: A History of the United States*, Vol. 2: Since 1865, 4th Edition, Wadsworth Publishing, 2009. ISBN-13: 978-0-547-16635-3.
- Free supplemental and primary source materials via the course site.

Course Requirements and Grading:

Testing:

- 4 quizzes (non-cumulative), 50 points each = 200 points
- 1 final exam (cumulative) = 100 points
- Total: 300 Points

Quizzes are non-cumulative and multiple choice. The final exam is cumulative and multiple choice.

Discussion:

- 16 Weekly Discussions, 25 points each = 400 points
- Chicago Citation Exercise = 25 points
- Primary Source Exercise = 25 points
- Structuring an Argument Exercise = 25 points
- Crafting a Thesis Exercise = 25 points
- Total: 500 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 available topic options and will use primary source evidence and the text book 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

No Incompletes will be given.

Due Date Policies

This course is very busy at the beginning of the semester and slows down as the semester progresses. 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.

Tentative Course Outline

Each week there are:

- Chapter Readings.
- Primary Source Readings.
- Weekly Discussions.

There are occasional supplemental readings. There are also four exercises to develop paper-writing skills. These exercises are to be accomplished in the early weeks of the course.

Week 1

Chapter 16: 1865-1877: Reconstruction: Its Rise and Fall

Citation Exercise

Week 2

Chapter 17: An Economy Transformed: The Rise of Big Business, 1877-1887

Primary, Secondary, Tertiary Sources Discussion

Crafting a Thesis Discussion

Week 3

Chapter 18: Urban Growth and Farm Protest, 1887-1893

Structuring an Argument Discussion

Week 4

Chapter 19: A Troubled Nation Expands Outward, 1893-1901

Quiz 1

Week 5

Chapter 20: Theodore Roosevelt and Progressive Reform, 1901-1909

Thesis Statement Due

Week 6

Chapter 21: Progressivism at High Tide, 1909-1914

Week 7

Chapter 22: Over There and Over Here: The Impact of World War I, 1914-1921

Week 8

Chapter 23: The Age of Jazz and Mass Culture, 1921-1927

Quiz 2

Week 9

Chapter 24: The Great Depression, 1927-1933

Week 10

Chapter 25: The New Deal, 1933-1939

Essay Draft Due

Week 11

Chapter 26: The Second World War, 1939-1945

Week 12

Chapter 27: Postwar America, 1946-1952

Quiz 3

Week 13

Chapter 28: The Eisenhower Years, 1953-1960

Week 14

Chapter 29: The Turbulent Years, 1960-1968

Week 15

Chapter 30: Crisis of Confidence, 1969-1980

Final Essay Due

Week 16

Chapter 31: From Reagan to Clinton, 1981-1995

Optional Extra Credit Paper Due

Quiz 4

Week 17

Final Exam

Lecture/Lab Schedule: Online and asynchronous.

General Education Goal:

Beyond the standard goal of any History course that students will be able to identify key historical events and people and the forces surrounding those events, this course has the goal of educating students in credible written communication. History requires analysis and argument. Because this is an online course, all communication is written. Hence, students will have the opportunity to develop the following skills:

1. Uses the stages of the writing process to develop, organize, and present ideas in writing.
2. Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity.
3. Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience.
4. Uses edited standard written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

Relationship to Campus Theme:

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.

Academic Integrity:

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party. It is your responsibility to learn and understand what plagiarism is. Please review the information regarding plagiarism provided on the course home page.

Disabilities and Special Needs:

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.