Dakota College Course Syllabus

Course Title: HIST 220 – History of North Dakota
Credits: 3

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Course Description:
This course will examine the history of North Dakota from earliest geological times forward. Students will examine such subjects as glaciation, land forms, Native American nations, early trading activity, military exploration and outposts, farming and ranching, statehood, state politics, economies, and the development of technology. Within and beyond these topics, this course allows students significant freedom to explore those areas of North Dakota History of greatest interest to them.

Course Objectives:
This course has four objectives.

1. Students will be able to identify key historical events and people and the forces surrounding those events. In other words, students will have a grasp of the basic elements of North Dakota History.
2. Students will improve critical thinking skills through thesis based discussion.
3. Students will increase their familiarity with cultures within North Dakota that are different from their own cultures.
4. Students will take from this course the unique preparation that 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:

- Robinson, Elwin B. *History of North Dakota.* ISBN-13: 978-0911042436
- Sherman, William C., and Playford V. Thorson, eds. *Plains Folk: North Dakota's Ethnic History.* Institute for Regional Studies, North Dakota State University, Fargo, ND, 1986.
- Either: Laskin, David. *The Children's Blizzard.* ISBN-13: 978-0060520762
    - Or: Dunkel, Tom. *Color Blind: The Forgotten Team That Broke Baseball's Color Line.* ISBN-13: 978-0802121370
- Free supplemental and primary source materials via the course site.
- If students choose to do the optional extra credit paper, they may write a reflective essay on ay of the following:
    - Mary Dodge Woodward's diary, *The Checkered Years: A Bonanza Farm Diary, 1884-88* (Minnesota Historical Society Press, 1989). ISBN-13: 978-0873512374.

- Tom Dunkel's history, *Color Blind: The Forgotten Team That Broke Baseball's Color Line* (Grove Press, 2014). ISBN-13: 978-0802121370.
- Laskin, David. *The Children's Blizzard.* ISBN-13: 978-0060520762

Course Requirements and Grading:
Total points available = 1,000 points

Testing:
- 4 quizzes (non-cumulative), 25 points each = 100 points
- 1 final exam (cumulative) = 100 points
- **Total: 200 Points**

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

Discussion:
- Introduction Discussion = 25 points
- 15 Weekly Discussions, 25 points each = 375 points
- 2 Supplemental Discussions, 25 points each = 50 points
- **Total: 450 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.

Because you will write 500 - 1,000 words each week in discussion posts, there are only 2 papers of 1,000 words each. In this class you will learn how to argue logically, with proper grammar and source citation to ensure your credibility.

Exercises:
- Chicago Citation Exercise = 25 points
- Primary Source Exercise 1 = 25 points
- Primary Source Exercise 2 = 25 points
- Footnote Exercise = 25 points
- Crafting a Thesis Exercise = 25 points
- Structuring an Argument Exercise = 25 points
- **Total: 150 Points**

Papers:
- 2 essays, 100 points each = 200 points
- **Total: 200 points**

Optional Extra Credit Paper = 100 points.

Essays are thesis-based, 1,000 words at minimum and written in the citation style of the

student's choosing (Chicago, APA, MLA). Students will produce 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 explore a topic of their own choosing; students will argue a point, and will use primary source evidence and the text book to support their arguments.

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.

Tentative Course Outline

Week 1:	Native North Dakota
Week 2:	Early Native-European Contact
Week 3:	The Fur Trade Quiz 1
Week 4:	Boom
Week 5:	Statehood
Week 6:	*The Children's Blizzard* Paper 1 Due
Week 7:	Depression and 2nd Boom Quiz 2
Week 8:	Progressivism and Socialism
Week 9:	WWI
Week 10:	The Twenties Quiz 3
Week 11:	The Thirties
Week 12:	*Plains Folk*
Week 13:	WWII Ch 19 Paper 2 Due
Week 14:	The Postwar Years

Quiz 4

Week 15: Through to the Centennial & Beyond

Week 16: Catch up Week
Optional Extra Credit Paper Due
All Coursework Due
Quiz 4

Week 17: Final Exam

Lecture/Lab Schedule: Online and asynchronous.

General Education Goal & Objective:
Goal 4: Demonstrates effective communication
Objective 1: Expresses ideas through effective writing

- Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing.
- Skill 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.
- Skill 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.
- Skill 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:
- Students examine how North Dakota's natural resources have shaped its history.
- Students examine how technological developments have affected the state.
- Environmental responsibility is discussed within the class.

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.

Classroom Policies:
Reading the assigned texts is the student's responsibility and is essential to success in this course. Only the papers have firm deadlines within the semester. The rest of the course is entirely asynchronous. Papers will lose 5 points for every day they are late. All other work may be completed at any time before Finals Week. The Final Exam is available throughout the semester if students wish to take it early. The Final Exam deadline falls within Finals Week. 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.

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.