

## Dakota College Course Syllabus

**Course Title:** HIST 104 – U.S. History Since 1877

**Credits:** 3

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### Course Description:

This course offers students an introduction to the History of the United States from post-Civil War Reconstruction through the Gulf War. 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.

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 early American History.
2. Students will take from this course the many skills that the study of History provides:
  - a. Students will learn how to evaluate sources and how to cite them.
  - b. Students will learn how to craft a thesis and support it.
3. 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:

- 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.
- If students choose to do the optional extra credit paper, they will write on one of two topics:
  - Mary Dodge Woodward's diary, *The Checkered Years: A Bonanza Farm Diary, 1884-88* (Minnesota Historical Society Press, 1989). ISBN-13: 978-0873512374.
  - Brian Iglesias' documentary film, *Chosin* (2010). ASIN: B005EUXN6E.

### 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.

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.

**Papers:**

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

Optional Extra Credit Paper (details to follow) = 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**

**Each week there are:**

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

There are occasional supplemental readings. There are also several 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
Week 2:	Chapter 17: An Economy Transformed: The Rise of Big Business, 1877-1887
Week 3:	Chapter 18: Urban Growth and Farm Protest, 1887-1893
Week 4:	Chapter 19: A Troubled Nation Expands Outward, 1893-1901 Quiz 1
Week 5:	Chapter 20: Theodore Roosevelt and Progressive Reform, 1901-1909
Week 6:	Chapter 21: Progressivism at High Tide, 1909-1914 Paper 1 Due
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
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 Paper 2 Due
Week 14:	Chapter 29: The Turbulent Years, 1960-1968
Week 15:	Chapter 30: Crisis of Confidence, 1969-1980
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. Develop, organize, and present ideas in writing.
2. Analyze the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity.
3. Demonstrate 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. Use 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.

**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. Due dates are on **Sundays rather than Fridays to provide students with extra time to complete weekly work**. Each weekly unit will close 1 week after its due date, giving you a week to make up any late items. The final exam is open all semester and must be taken by the due date. Papers will lose 5 points for every day they are late. 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.