

HIST 310: History of North Dakota (3 Credits)
Spring 2008 (Tuesday and Thursday 8:30-9:45)
Instructor: Danielle Stuckle Office: Dickinson Museum Center (off campus)
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Introduction/Description:

The History of North Dakota is an examination of social, political, and economic evolution of the State from the earliest Native Americans to post-World War II. It is also an introduction to understanding, interpreting, and teaching local and state history.

Pre-requisites: HIST 103 – United States to 1877 and HIST 104 – United States since 1877

Student Learning Outcomes:

Institutional Student Learning Outcomes met in this class:

- Critical Thinking Skills—Students will demonstrate critical thinking skills in the writing assignments and oral history project. (Institutional Outcome 1)
- Communication and Technology Skills—Students will demonstrate proficiency in communication skills in writing and oral history assignments, and will have the opportunity to demonstrate effective use of current technologies and other information resources. (Institutional Outcome 2)
- Multicultural and Global Experience—Students will demonstrate knowledge of national and international multiculturalism in class assignments related to the study of Native Americans and the various ethnic groups whom have inhabited North Dakota throughout the state's history to the present. (Institutional Outcome 3)
- Aesthetic Experience—Students will have an opportunity to demonstrate knowledge of the arts and humanities in their oral history presentation. (Institutional Outcome 4)

Program Student Learning Outcomes met in this class:

Discipline Based Knowledge—Students will demonstrate discipline-specific knowledge and career skills related to the field of historical study, with an emphasis on research, and writing. Students will develop a basic understanding of relevant concepts, themes, and trends pertaining to historical interpretation, and develop an awareness of the interconnectedness of historical developments. (Institutional Outcome 5)

Course Student Learning Outcomes met in this class:

The North Dakota History course is designed to: foster an appreciation for the history of North Dakota; acquire a basic understanding of relevant facts, concepts, themes and trends pertaining to the interpretation and context of North Dakota history; and create an awareness of the interconnectedness of historical developments. (Institutional Outcomes 1 through 5)

Course Policies:

Attendance: Students are expected to attend class and are responsible for all material covered in class. Lecture material can, and often will, come from sources other than the texts. This is not strictly a lecture course, and class participation is important. Students who know they will be missing class (such as for University sanctioned events), will be excused, but will be expected to make appropriate arrangements with the instructor. All other absences must be excused by the instructor. Students absent on discussion days will not receive any credit for participation on those days. Extra credit opportunities will be available to all students with excused absences.

Late Work: Late assignments will be dropped one letter grade.

Special Needs: Any students who need special accommodations for learning, or who have special needs, should share these concerns or requests with the instructor as soon as possible.

Learner-Centered: This course will be delivered in a way that encourages students to take responsibility for their own learning. They are responsible for their own attendance, their own work, and for actively participating in class. Students who do not accept this responsibility hurt only themselves.

Academic Integrity and Misconduct

Students are assumed to conduct themselves in a manner that upholds academic integrity. Dickinson State University does not sanction or tolerate academic misconduct by students. Academic misconduct such as cheating on exams, plagiarism, etc. are defined in the Dickinson State University Student Guide under Article III. A. - Academic Misconduct. Academic misconduct includes, but is not limited to: copying another student's work on tests, examinations, or other assignments; allowing a student to copy one's work; cheating on examinations; plagiarism (not giving proper credit to sources); and turning in assignments that are not the student's own work.

Required Texts

Robinson, Elwyn B. *History of North Dakota*. Fargo: Institute for Regional Studies, 1994.

Low, Ann Marie. *Dust Bowl Diary*. University of Nebraska Press. 1984.

Guy, William. *Where Seldom Was Heard A Discouraging Word*. Fargo: Institute for Regional Studies, 1992.

Assignments and Grading:

[Details on each assignment will be provided by the instructor]

Participation (160 points): Students will receive credit based on their daily attendance and participation in classroom activities and discussions. Students will need to be familiar with the readings for each class period in order to fully participate. All students are expected to engage in class discussion. Students not engaged in class will **not** receive points for participation. Simply showing up is not sufficient effort to earn participation points.

Group Discussion (36 points): Each student will have the opportunity to participate in four unscheduled, in-class group discussions throughout the semester. Discussions will include an opportunity to critique the participation and involvement of their group members. Students will earn up to nine points per discussion for a total of thirty-six points.

Mapping Assignment (34 points): Taking a map of North Dakota (provided by instructor), map out significant communities and geological features of the state (i.e.: rivers, significant buttes and other geological landmarks, major communities, etc...). This assignment will familiarize students with the physical geography of the state, and past and present political boundaries (state and county lines) of the area to be discussed throughout the semester.

Due January 17.

Project Planning Assignment (20 points): In order to get the most out of their research, students will select an overall topic for the semester. This will allow students to use individual assignments throughout the semester as source material for the final project. It will also help students discover early on if there are issues with their topic of choice. It is also possible some students might find it necessary to change topics. Doing a little planning now can save a lot of time and trouble later in the semester. **Due January 31.**

Film Review Assignment (50 points): Choose a film related to North Dakota history, the history of the Great Plains region, and/or related to one of the themes discussed in class. Check titles with instructor for approval (instructor will provide list of potential films). Do some background research to understand the context, for example, read a few reviews to see what others, especially historians, had to say about the film. Summarize the film, relate key points and issues, and evaluate the work (artistic merit, historic merit, etc...). About two pages; however, worry about content more than length. **Due February 7.**

Analytical Essay Assignment (100 points): Students will write a five page analytical essay. The essay must be properly cited using footnotes according to Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations* (6th ed.). **Due March 6.**

Book Review Assignment (50 points): Choose a book related to North Dakota history, the history of the Great Plains region, and/or related to one of the themes discussed in class. Check titles with instructor for approval (instructor will provide bibliography of potential books). Do some background research to understand the context, for example, read a few reviews to see what others, especially historians, had to say about the work. Summarize the book, relate key points and issues, and evaluate the work (style and artistic merit, historical merit, etc...). About three pages; however, worry about content more than length. **Due March 27.**

Oral History Assignment/Presentation (200 points): Students will prepare a twenty-minute oral presentation based on an oral history interview. Each presentation will be presented to, and critiqued by, the rest of the class. Students will turn in a three page, typed, double-spaced outline of their presentation (including background/context of the project, the subject matter, and any sources used). The presentation must convey important information about the oral history project to the entire class and can include a variety of elements including (but not limited to) audio/visual aids, photographs, artifacts, etc...(be creative—within reason). The class should have a sense of the importance of your research findings. What do you believe is so important that the other students just have to know? PowerPoint and all other media used will be evaluated as part of the presentation. It is recommended that students select a topic related to their final research topic. **Presentations to be Determined.**

Peer Critiques (50 points): Students will earn up to fifty points for classmate critiques they write for the oral history presentations. **Due Finals Week.**

Extra-credit (Heritage Event or Site): Students attending lectures, heritage events, or historic sites for credit should bring a program, brochure, and/or photo as evidence of attendance. Students must also write a one-page reaction essay that includes a summary and assessment of the event or the site. Reaction essays are due no later than one week following your participation. It is possible that the class will have the opportunity for a field trip to the Heritage Center in Bismarck. Details will be discussed early in the semester.

Grading:

- A. 90-100%
- B. 80-89%
- C. 70-79%
- D. 60-69%
- F. 59% and below

Distribution:

Participation	160 points
Group Discussion	36 points
Mapping Assignment	34 points
Project Plan	20 points
Film Review Assignment	50 points
Analytical Essay Assignment	100 points
Book Review Assignment	50 points
Oral History Presentation	200 points
Peer Critiques	50 points
Total:	700 points

Tentative Daily Schedule

<u>Week One</u> (Jan. 8 and Jan. 10)	<u>Lecture/Discussion:</u> General Context. Read: Robinson, Chapter 1
<u>Week Two</u> (Jan. 15 and Jan. 17)	<u>Lecture/Discussion:</u> Academic Theories. Read: Robinson, Preface Mapping Assignment due January 17.
<u>Week Three</u> (Jan. 22 and Jan. 24)	<u>Lecture/Discussion:</u> Native Americans in North Dakota. Read: Robinson, Chapter 2
<u>Week Four</u> (Jan. 29 and Jan. 31) No Class Jan. 29	(... <i>Continued</i>) Native Americans in North Dakota. Project Planning Assignment due January 31
<u>Week Five</u> (Feb. 5 and Feb. 7)	<u>Lecture/Discussion:</u> Exploration, Fur Trade. Read: Robinson, Chapters 3-5 Film Review Assignment due February 7.
<u>Week Six</u> (Feb. 12 and Feb. 14)	<u>Lecture/Discussion:</u> Military.
<u>Week Seven</u> (Feb. 19 and Feb. 21)	<u>Lecture/Discussion:</u> Transportation/Early Settlement. Read: Robinson, Chapters 6, 9
<u>Week Eight</u> (Feb. 26 and Feb. 28)	<u>Lecture/Discussion:</u> Ranching.
<u>Week Nine</u> Monday, March 3 through Friday, March 7: <i>Spring Break</i>	
<u>Week Ten</u> (March 11 and March 13)	<u>Lecture/Discussion:</u> Agriculture. Read: Robinson, Chapter 7 Analytical Essay Assignment due March 13.
<u>Week Eleven</u> (March 18 and March 20)	<u>Lecture/Discussion:</u> Turn of the Century/Early 1900s. Read: Robinson, Chapter 8
<u>Week Twelve</u> (March 25 and March 27)	<u>Lecture/Discussion:</u> World War I and Prairie Politics. Read: Robinson, Chapters 10-16 Book Review Assignment due March 27.
<u>Week Thirteen</u> (April 1 and April 3)	<u>Lecture/Discussion:</u> Dust Bowl, Dirty Thirties, Great Depression. Read: Low; Robinson, Chapters 17-18
<u>Week Fourteen</u> (April 8 and April 10)	<u>Lecture/Discussion:</u> World War II. Read: Guy; Robinson, Chapter 19
<u>Week Fifteen</u> (April 15 and April 17)	<u>Lecture/Discussion:</u> Cold War, Oil Boom and Bust. Read: Robinson, Chapter 20
<u>Week Sixteen</u> (April 22 and April 24)	<u>Lecture/Discussion:</u> Out-migration, Buffalo Commons, Progress. Read: Robinson, Chapters 21-23
<u>Week Seventeen</u> (April 29 and May 1)	Oral History Presentations and Peer Critiques.
<u>Week Eighteen</u> Final Exams	