Catalog Course Description:
A survey of United States history from 1877 to the present.

Entry Level Standards:
The ability to read with a questioning mind and to write essay answers to exams is essential to performing well in this course. Students are also expected to be “active learners” in the sense that they should seek to accomplish more than memorization and passive absorption of reading material.

Prerequisites: None
Corequisites: None

Textbook(s) and Other Course Materials:

I. Week/Unit/Topic Basis:

<table>
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<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>The Economic Transformation of America</td>
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<td>2</td>
<td>Urban Growth and Farm Protest</td>
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<td>3</td>
<td>Domestic Turmoil and Overseas Expansion</td>
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<td>4</td>
<td>Theodore Roosevelt and the Progressive Program</td>
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<td>5</td>
<td>Progressivism at Its Height</td>
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<td>6</td>
<td>Over There and Over Here: The Impact of World War I</td>
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<td>7</td>
<td>The Age of Jazz and Mass Culture</td>
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<td>8</td>
<td>The Great Depression</td>
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<td>9</td>
<td>The New Deal</td>
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<td>10</td>
<td>The Second World War</td>
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<td>11</td>
<td>Postwar America</td>
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II. Course Objectives*:

A. Gain a basic understanding of the American past through a survey of key events and personalities between 1877 and the present. IV.1, IV.3

B. Establish major political, cultural, social and economic themes and trace continuity and change during the 19th and 20th centuries. IV.1, IV.3

C. Analyze how past societies differed from our contemporary world. IV.1, IV.3

D. Analyze what past societies have contributed to our contemporary world. IV.1, IV.3

*Roman numerals after course objectives reference TBR’s general education goals.

III. Instructional Processes*:

Students enrolled in U.S. History II will be expected to:

1. Read the text and use critical thinking skills to relate factual material to the themes of the course. History Outcome, Communication Outcome

2. Take notes and use critical thinking skills to organize their notes in preparation for quizzes and exams. History Outcome, Communication Outcome, Active Learning Strategy

3. Write analytical essays about the past. History Outcome, Communication Outcome, Social Science Outcome, Active Learning Strategy

4. Engage in classroom discussions with their peers about historical issues. History Outcome, Communication Outcome, Social Science Outcome, Transitional Strategy

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Understand the significant stages of development in American history. A, B

2. Understand how different cultures - and even one’s own culture in an earlier era - hold values different from the student’s own. A, B, C

3. Develop a greater appreciation of cultures and beliefs different from the student’s own. A, B, C, D
4. Understand how present assumptions, values, and practices emerged from previous ideas and institutions (i.e., the realization that we are products of our past). A, B, D

5. Be more of aware of political, social, economic, and environmental issues in contemporary society. D

6. Possess a fuller capacity for analytical and conceptual thought. B, C, D

7. Demonstrate the ability to write analytical essays about historical issues. B

*Letters after performance expectations reference the course objectives listed above.*

V. Evaluation:

A. Testing Procedures:

Students will be asked to write a series of essays that require them to create a factually based interpretation of past societies. The majority of the final grade will come from this form of evaluation. Instructors may also make use of reading quizzes, require their students to interpret and evaluate original historical sources, and/or ask them to participate in extracurricular cultural events as part of their graded work for the course.

B. Laboratory Expectations:

0% of grade

Not applicable.

C. Field Work:

0% of grade

Not applicable.

D. Other Evaluation Methods:

0% of grade

E. Grading Scale:

The precise grading scale will be determined by individual instructors.

VI. Policies:

A. Attendance Policy:

According to Pellissippi State policies, “students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course” (PSTCC Catalogue – General Academic Policies). The history faculty penalizes any absences above 6 for MWF classes, any absences above 4 for TR classes, and any absences above 2 for night classes.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people,
or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

C. Accommodations for disabilities:

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751 (Voice/TTY) or 539-7153.

D. Other Policies:

Students are expected to demonstrate respectful behavior towards their instructor and their classmates. Conduct that disrupts the learning environment could result in a student’s expulsion from the class. For more information, please refer to the “Student Disciplinary Rules” section of the college catalogue.

Posted: January 11, 2007