This syllabus and other class materials are available in alternative format upon request

**COURSE DESCRIPTION:** (as stated in the catalog) This course examines the historical experiences and events that shaped America's social and economic development in order to foster a better understanding of America's culturally diverse society.

**COURSE PURPOSE:** The purpose of this course is to provide perspective on the historical roots of America's urban, economic, industrial and multicultural experience throughout the history of the country and familiarize students with the major issues and interpretations of the American experience.


**ATTENDANCE:** Attendance in this course is mandatory and is expected at EVERY class if you wish to achieve a passing grade. If you wish to drop this course you must do so on your own, however, this instructor reserves the right to administratively withdraw you. **June 21, 2004 IS THE DROP DEADLINE.**

If you must miss class it is best for you to get the notes from a classmate. I recommend you get a phone number and/or e-mail address from a classmate or two.

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**ACADEMIC ALERT:** Students enrolled in the same college prep or college-level course for the 3rd time will pay 100% full cost of instruction except in approved cases of documented extenuating circumstances. Students may not withdraw on the 3rd attempt and will receive a grade in the course.
TESTS: There will be a total of four exams. Three semester exams and a final. These exams will consist of both multiple guess and essay questions. Make up exams will only be given by obtaining prior approval from the instructor and/or by documenting an emergency. **ALL MAKE-UP TESTS will be given on the last regular class meeting.**

GRADING:  

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<td>First</td>
<td>20%</td>
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<td>Second</td>
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FINAL EXAM: Any student who misses the final exam will be given an F in the course. This is in compliance with Tallahassee Community College policy which states students who miss the final exam at its given time must get permission from the Dean of the History and Social Sciences Division in order to be given a make-up test or receive an F in the course.

If you are on academic probation or financial aid probation dedicate yourself to excelling in the class from day one. You know what you must to do succeed. **DO NOT appeal to me at the end of the semester for a grade gift when you have had all semester to take care of your grade!**

WRITING ACROSS THE CURRICULA: This is a Writing Across the Curricula course, therefore, each student is required to satisfactorily write 1000 words. This requirement will be fulfilled in this course by writing in-class essays on exams. Any student who does not write 1000 words cannot receive a grade higher than D regardless of your course grade average.

This course enhances the college-level academic skills preparation and will assist the student in the following areas of the College-Level Academic Skills Test (CLAST): reading skills, essay skills and English language skills.

STUDENT E-ACCOUNT: Student e-Accounts provide access to e-mail, LAN, e-Campus web-based courses, and Web-Board discussion/conferencing. e-Accounts are automatically assigned to all currently enrolled students. Your TCC e-Account will be the same for all these services: using TCC e-mail system; accessing the campus LAN in the Library, the Computer Access Lab, the Adaptive Technology Computer Lab, or other academic labs; enrolling in a web-based course; or accessing the Web-Board discussion/conferencing system. You **must** activate your e-Account before any of these services will be available to you. In addition I will be e-mailing you various messages during the semester and you will need to have access to this information. You can access this information from your home computer or from any other computer worldwide that has internet connectivity. If you do not have a computer at home, you may use the computers in the open access computer labs found on campus. If you have not done so already, you can activate your e-Account at the following [link](http://www.tcc.fl.edu/help/accounts/index.htm)
BLACKBOARD: This course will have a web assisted component to it. The platform blackboard allows students to receive daily announcements concerning this course. It also allows students access to their grades online as well as study guides and discussion board forums. To access blackboard, you MUST use your same username and password as your eAccount. Blackboard can be accessed through [http://www.tcc.fl.edu/courses/webassisted.asp](http://www.tcc.fl.edu/courses/webassisted.asp)

Find your course and section number, click read and click begin course. Upon successful entry to the Blackboard system, you will see a welcome screen. All Blackboard courses you are currently enrolled in will be displayed here. In the left corner, you can see announcements for each course. To enter the course materials, click the name of your course located in the window on the upper right side of your screen.

TOPICS, COURSE OBJECTIVES, READINGS, ESSAY QUESTIONS and EXAM DATES:

**Topic I** Building A Nation: Searching for American Character

**OBJECTIVES:**

1. Obtain an understanding of Native American society and culture. Concentrate on the cultural diversity of the various tribes.

2. Obtain an understanding of the Native American experience with the early European settlers. Students should be familiar with the motivations of the Europeans especially the concepts of mercantilism and urbanism and the Native American response to their settlement.

3. Obtain an understanding of conflicting cultural values in early America. Concentrate on the class structure, ethnicity, and religion.

4. Obtain an understanding of early family life. Concentrate on the relationship between husband and wife as well as the nuclear and extended family unit.

5. Obtain an understanding of the system of slavery. Concentrate on both the slave experience during capture and captivity as well as North America.

6. Obtain an understanding of society and culture during the American Revolution.

**Readings:** *The American Journey* Chapters 1, 2, 3, 4, 5, 6, 7
EXAM I ESSAY QUESTIONS:

1. How did William Penn’s religious background affect the way he treated his colonists? Were his policies and programs successful?

2. Analyze the evolution of the black family unit in America.

3. Describe the importance of shipping to the New England economy.

4. Describe relations between the Native Americans and the various European and colonial powers in the period just prior to the American Revolution.

5. What role did African-Americans and Native Americans play in the American revolution and what effect did the war have on them?

EXAM I ESSAY TURN IN (voluntary -- no grade): WEDNESDAY May 19, 2004

EXAM I: MONDAY May 24, 2004

Topic II Expressions of American Culture: Social Life in the New Nation

OBJECTIVES:

1. Obtain an understanding of the industry and ideology in the emerging nation. Concentrate on Hamiltonian economic policy and its clash with Jeffersonian agrarianism.

2. Obtain an understanding of America's early American Native policy. Concentrating especially on the removal policy.

3. Obtain an understanding of the westward movement. Concentrate on the impact this movement had on American society and culture.

4. Obtain an understanding of pre Civil War immigration. Concentrate on who came, why they came and how did the population already here respond to this recent immigrants.

5. Obtain an understanding of the ante-bellum reform movement. Concentrate on labor, temperance, education, abolition, and women's rights.

6. Obtain an understanding of plantation society. Concentrate on culture, community, and conflict.

7. Obtain an understanding of society and culture during the Civil War and Reconstruction.

Readings: The American Journey Chapter 8, 9, 10, 11, 12, 13, 14,15, 16, 17
EXAM II ESSAY QUESTIONS:

1. What were the most important improvements in transportation during the first half of the nineteenth century?

2. Describe the average American’s knowledge and desire to learn about the frontier. Why did President Jefferson tell Lewis and Clark to “cultivate good relations with the Sioux”? How did Lewis and Clark describe this large tribe on the Great Plains?

3. Describe the institution of the slave family. In what ways did slaves nurture the survival of West African culture as a part of their African-American culture?

4. What evidence reveals the emergence of women as a major force in movements for social reform in American history prior to the Civil War.

5. Discuss the various responses to the Fugitive Slave Act?

EXAM II ESSAY TURN IN (voluntary -- no grade): WEDNESDAY June 2, 2004

EXAM II WEDNESDAY June 9, 2004

Topic III The Emergence of an Urban, Industrial Society: Societies Changing Values

OBJECTIVES:

1. Obtain an understanding of the Trans Mississippi community. Concentrate on the last frontier, family relations and the Native American reaction to this final push west

2. Obtain an understanding of the rise of big business and the new industrial economy. Concentrate on the rise of big business and the rise of organized labor.

3. Obtain an understanding of the new immigration. Concentrate on who came, why they came and the conflict between nativism and immigrant.

4. Obtain an understanding of black migration north after the Civil War. Concentrate on motivation for this migration and the experience of blacks once they arrived in their new location.

5. Obtain an understanding of the birth of Metropolitism. Concentrate on the Urban political machine and progressivism.

6. Obtain an understanding of society and culture during World War I.
Readings: *The American Journey* Chapters 18, 19, 20, 21, 22, 23, 25 (740 - 745, 750 - 757): (NOTE: pages assigned in the brackets of a chapter are the only pages you will need to read for that chapter)

EXAM III ESSAY QUESTIONS:

1. Describe the characteristics that define the sharecropping system.

2. What grievances and programs were expressed by the Southern Farmers’ Alliance? What role did women and African-Americans play in the Alliance?

3. Describe examples of both vertical and horizontal integration.

4. How was the nature of the Cattle Kingdom changed by labor and environmental conditions?

5. Analyze the appeal of the Omaha Platform to people who felt that industrialism was too dominant in the economic and social foundation of the United states.

EXAM III ESSAY TURN IN (voluntary -- no grade): WEDNESDAY June 16, 2004

EXAM III: THURSSDAY June 24, 2004

Topic IV Modern America Society: Varieties of American Thought

OBJECTIVES:

1. Obtain an understanding of social change and society in the 1920s. Concentrate on prohibition, the sexual revolution, women's rights the red scare, and the rise of the Klan.

2. Obtain an understanding of the economic causations of the Great Depression and the eventual solutions to the crisis. Concentrate on the role of the consumer, business and government in both the pending crisis and the outcome.

3. Obtain an understanding of the impact that World War II had on society and culture. Concentrate on the economy, impact on the family, women, minorities, and the policy of reconversion.

4. Obtain an understanding of the city v suburb debate. Concentrate on the decentralization of the American city.

5. Obtain an understanding of the government's role in the Post War economy. Concentrate on federal spending, defense spending, social welfare expenditures, and energy policy.
6. Obtain an understanding of the Crisis in the Post Industrial City. Concentrate on both social (war protest, civil rights, women's rights, gay rights, riots) and fiscal problems.

Readings: The American Journey Chapters 26, 27, 28 (819 - 826, 829 - 838, 847 - 850), 29 (851 - 860, 872 - 880), 30 (861 - 890, 899 - 911), 31, 32, 33 (975 - 983, 993 - 1007, Appendix)

FINAL EXAM ESSAY QUESTIONS:

1. Analyze the impact of mechanization, consumerism, advertising, and the boom in the auto industry on American life in the 1920s.

2. How did Herbert Hoover’s voluntarism fail to solve the problems of the Great Depression?

3. Discuss how America mobilized the Home Front during World War II. What impact did war mobilization have on woman, children, African-Americans, and industry?

4. What were the causes of the intense fear of communist subversion in the late 1940s and early 1950s? Who were the key figures in the Second Red Scare? What long term impact did the Red Scare have on American society?

5. What characteristics and organizations defined the non-violent movement to achieve civil rights in the period 1954 - 1965? What successes were achieved in this period? Who were the most successful leaders of these efforts?

FINAL EXAM ESSAY TURN IN (voluntary -- no grade): WEDNESDAY July 7, 2004

MAKE UP EXAM DAY: TUESDAY July 13, 2004

FINAL EXAM THURSDAY July 15, 2004 @ 7:00 a.m. - 8:45 a.m.