

Course Syllabus
History 2030
Tennessee History

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Course Description

A survey of the geographical background, peoples, political life, and economic and social development of the state of Tennessee. This development is traced from the earliest beginnings of the state to the present, while improving research, writing and critical thinking skills.

Course Objectives/Rationale

History 2030 is part of the General Education Core. The history component of the Core consists of six semester hours and is normally completed by taking History 2010 and History 2020. History 2030 may be substituted for one semester of the American History survey. It is also required for students seeking teacher certification.

Course Audience

History 2030 is a sophomore level course required for teacher education majors. Students attempting the course must have completed all remedial and development requirements. No prior courses in History are required.

Learning Resources

Textbook: Bergeron, Paul. Paths of the Past. Knoxville: University of Tennessee, 1992.
Satz, Ronald. Tennessee Indian Peoples: from White contact to Removal, 1540-1840 Knoxville: University of Tennessee, 1979
Lamon, Lester. Blacks in Tennessee, 1791-1970. Knoxville: University of Tennessee, 1981.

The textbooks are available at the university bookstore. Along with the textbooks, students may be required to purchase additional materials which may be ordered on line at Amazon.com or bookstores.com. The additional materials may also be purchased at Borders. Students should consult the syllabus supplement for their specific section of the course to determine whether additional materials are required.

Instructional Methodology

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| 1. Guided Reading: | The regular reading of the textbook and substitute materials to the course schedule is essential in learning History 2030. The textbook provides fundamental knowledge for lectures and class discussion. Students are responsible for preparing for class by reading the Textbook. |
| 2. Lectures: | Lectures in History 2030 build on the content of the textbook by exploring issues of significance and interpretations. Notetaking is an essential part of the class given that all lectures are narratives. In addition, outside resources will be used. |
| 3. Class Discussion: | Class discussion is a vital part of learning History 2030. Times for discussion may be incorporated into lectures. Students are encouraged to participate actively in class, introducing questions, and expressing their own viewpoints. |
| 4. Class Assignment: | Class assignments are geared to prepare students for the writing |

Content on the mid term and final examinations. Assignments are To be typed and in essay form, stapled, 1 1/2 spaces, 1" margins, Numbered pages, and 10/12 point font. You are required to have a cover page but not a bibliography for the historical review. Additional review will be discussed.

Directions for constructing the title page: type the information first, using 14-point font, new times Roman, boldface. Highlight the typing; go to format and border 4.5, color TSU blue. Make sure that your page is centered neatly.

Examination Schedule

Date

Quiz I	February 2, 2012
Blue Books due	February 2, 2012
Historical Review (1)	February 23, 2012
Mid-term	March 1, 2012
Historical Review (2)	March 29, 2012
Last day to withdraw	March 23 2012
Quiz II	April 5, 2012
Final	As indicated by the University

Topics for the Historical Review are due no later than, January 31, 2012. No two students should have the same topics

Exams will be comprised of two essays, short answers/identification and multiple choice questions. Quizzes will consist of short answers, identification, and multiple choice questions. The final examination will be administered at the date and time indicated by the University. There will be no exceptions. The schedule is printed in the class schedule book each semester and is also available on the University's web site.

Attendance Policy

The attendance policy for History 2030 is based on the policy stated in the University's Undergraduate Catalog. Students are expected to attend class punctually and regularly, and those arriving after the beginning of class may, at the instructor's discretion, be counted absent and/or asked to remain outside the classroom until the end of the lecture.

In accordance with the attendance policy for all courses at the University, students, three absences in a class meeting twice per week, or two absences in a class meeting once per week must withdraw from the course or received a mandatory grade of F.

In the event of an illness or emergency requiring absence from class, students should obtain the documentation necessary to have the absence excused. *Documentation of an excused absence must be submitted on the day of return.*

Academic Conduct

- Except in cases of group projects so designated by the instructor, all assignments submitted in the course must be the original work of the student. In cases of plagiarism or cheating, the instructor may assign an F on the assignment or an F in the course and is also advised to report such cases immediately to both the Vice President for Student Affairs and the Vice President for Academic Affairs.
- Please come to class on time and leave only when class is over. Attendance and punctuality are required. Final grades will reflect both participation and attendance. Leaving class

before the class is dismissed is disruptive. If you must go to the restroom while class is in session, you should not return until the class session is completed.

- Students will be asked to leave with any form of disruptive behavior that includes excessive chatter, sleeping, or any thing that may hinder the learning or opportunity of other students in the classroom. All electronic equipment, such as cell phones, CD players, and I-pods should be turned OFF during class time. Students may not take pictures of lectures. Finally, students who have been approved to use computers during lectures must sit in assigned seats.
- Eating and drinking are not permitted in the classrooms.
- Be on time. If you are late, take the first seat available nearest the door. Do not cross the room.
- Learn the names of the other class members.
- Student participation is expected and will be considered in the final grade process.
- I will not discuss any grades or classroom performance with a parent or spouse unless the student is present. I will also not discuss grades over the telephone, in the hallway or immediately before and after class.
- Extra credit will not be allowed for students with excessive absences.
- If you, the student, can not follow classroom rules, please withdraw from the class.

Make-Up Examinations

Students, who are officially excused from absence on the date of examination, may complete a make-up examination on a date scheduled by the instructor. *See attendance policy for acceptance of excused absences.

Grading Policy

Grades will be determined by the instructor's evaluation of the learning outcomes for the course as reflected on examination, writing assignments and oral presentations. The correspondence between numerical and letter grades is as follows: 600-540=A; 539-480=B; 479-420= C; 3419-360= D; 359-0 F.

Attendance will be reflective in the final grade.

Reference Materials

Dictionaries and Encyclopedias

Dictionary of American Biography, E 176 .D56

Dictionary of American History, E 174 .D52

The Tennessee Encyclopedia of History and Culture, F 436 .T525

Online Databases

Tennesseeencyclopedia.net

Tngenweb.org/maps/tenn

America: History and Life (citations and abstracts only)

Infotrac Expanded Academic ASAP (some full text)

Teach TN History to Kids

Historical Journals

America Historical Review

Tennessee Historical Quarterly (articles on Tennessee History)

Journal of Southern History (articles on the history of the South)

Negro History Bulletin

Writing Resources

Hult, Christine A., and Thomas N. Hucklin. *The new Century Handbook*. New York: Longman, 2001.
Strunk, William, Jr., and E. B. White. *The Elements of Style*. New York: Macmillan, 1999

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Bond, Beverly. *Memphis in Black and White*. Charleston: Arcadia Publishing. 2002.
Chattanooga African American Museum. *Black America Series: Chattanooga*. Charleston: Arcadia Publishing. 2005.
Corlew, Robert. *Tennessee: A Short History*. Knoxville, Tennessee: University of Tennessee. 2003.
Country Music Foundation. *Night Train to Nashville. Music City Rhythm and Blues, 1945-1970*. Nashville: Country Music Foundation Press. 2004.
Crabb, Alfred. *Nashville: Personality of a City*. The Bobbs- Merrill Company, Inc. 1960.
Crutchfield, James. *On This Day: a Brief History of Nashville and Middle Tennessee*. Franklin, Tennessee: Cool Springs Press. 1995.
Doyle, Don. *Nashville Since the 1920s*. Knoxville, Tennessee: The University of Tennessee Press. 1985.
Doyle, Don. *Nashville in the New South: 1880-1930*. Knoxville, Tennessee: The University of Tennessee Press. 1985.
Dykeman, Wilma. *Tennessee: A History*. Newport, Tennessee: Wakestone Books. 1984
Egerton, John. *Visions of Utopia. Nashoba, Rugby, Ruskin, and the "New Communities" in Tennessee's Past*. Knoxville: The University of Tennessee Press. 1977.
Ely, James. *A History of the Tennessee Supreme Court*. Knoxville: The University of Tennessee Press. 2002.
Fleenor, E. Michael. *Images of America. East Nashville*. Charleston: Arcadia Publishing. 1998.
Foster, Austin. *Counties of Tennessee: A Reference of Historical and Statistical Facts for Each of Tennessee's Counties*. Johnson City, Tennessee: The Overmountain Press. 1998.
Foster, Dave. *Tennessee. Territory to Statehood*. Johnson City, Tennessee: The Overmountain Press. 2002.
Freeman, Sarah Wilkerson and Bond, Beverly Greene. *Tennessee Women: Their Lives and Times-Volume I*. Athens: University of Georgia. 2009.
Hoobler, James. *Nashville and the Collection of Carl and Otto Giers. Volume II*. Charleston: Arcadia Publishing. 2000.
Hubbard, Rita Lorraine. *African Americans of Chattanooga: A History of Unsung Heroes*. Charleston: The History Press. 2007.
Ivey, Jennie. *Tennessee Tales the Textbooks Don't Tell*. Johnson City: Overmountain Press. 2002.
Johnson, Charles W., Sr. *The Spirit of a Place Called Meharry: The Strength of Its Past to Shape the Future*. Franklin, Tennessee: Hillsboro Press. 2000.
Jones, James B. *Every day in Tennessee History*. Winston Salem, North Carolina: John F. Blair Publisher. 1996.
Lamon, Lester. *Blacks in Tennessee, 1791-1970*. Knoxville, Tennessee: University of Tennessee Press. 1981.
Long, Joanna. *The Cost*. Franklin, Tennessee: Hillsboro Press. 1996.
Lovett, Bobby. *The African American History of Nashville, Tennessee, 1780-1930*. Fayetteville: The University of Arkansas Press. 1999.
Lovett, Bobby. *The Civil Rights Movement in Tennessee: A Narrative History*. Knoxville: The University of Tennessee Press. 2005.
Mansfield, Stephen and Grant, George. *Faithful Volunteers: The History of Religion in Tennessee*. Nashville, Tennessee: Cumberland House. 1997.
Norton, Herman. *Religion in Tennessee, 1777-1945*. Knoxville: The University of Tennessee Press. 1981.
Satz, Ronald. *Tennessee's Indian Peoples. From White Contact to Removal, 1540-1840*. Knoxville: The University of Tennessee Press. 1979.
Shapiro, Karen A. *A New South Rebellion: The Battle Against Convict Labor in The Tennessee Coalfields, 1871-1896*. Chapel Hill: University of North Carolina. 1998.
Smith, Jessie Carney and Wynn, Linda T. *Freedom Facts and Firsts: 400 years of the African American Civil Rights Experience*. Detroit: Visible Link Press. 2009.

**HIST 2030
Tennessee History
Fall 2011**

**Short Guide to WRITE Courses for
Sophomore History Students**

Introduction

HIST 2010 (American History I), HIST 2020 (American History II), and HIST 2030 (Tennessee History) are WRITE courses at Tennessee State University.

The goal of WRITE – which stands for Write » Reflect » Integrate » Transfer » Excel – is for students to become excellent writers by continuously building on abilities developed in ENGL 1010 and ENGL 1020 throughout their college experience.

Following on ENGL 1010 and ENGL 1020, the two-semester sophomore history survey is the second stage of WRITE. In addition to providing an introduction to U.S. or Tennessee history, these courses support students in improving their writing skills and preparing for the challenges of writing at an even more advanced level in their junior and senior-level courses.

The visible evidence of this process is the WRITE E-portfolio. In addition to their credits and grades, students successfully completing the sophomore history survey will have begun a digital portfolio including at least one artifact from each semester of the history survey showing the progress of their writing during their sophomore year.

Resources and Support

- Preparation in the First-Year Writing Program

Course prerequisites for HIST 2010, 2020, and 2030 ensure that all students enter these courses having successfully completed TSU's First-Year Writing Program (ENGL 1010 and 1020) or its equivalent at another institution. Students in the sophomore history survey have therefore already demonstrated college-level writing ability.

- Limited Class Sizes

WRITE limits enrollment in the sophomore history survey to 25 students per section in order to provide for individual attention to the development of students as writers.

- Course Web Enhancement

All sections of the sophomore history survey are web-enhanced through eLearn (ellearn@tnstate.edu), allowing students to submit writing assignments online, use "Turnitin" to avoid plagiarism, and to receive feedback from their instructors using

WRITE's online assessment rubrics.

- Course-Embedded Writing Support

In preparing writing assignments, students in the sophomore history survey are supported by the faculty and staff of the University Writing Center

(tsuwritingcenter.wordpress.com) and the WRITE Studio (www.tnstate.edu/write).

Together these centers provide supplemental in-class instruction, out-of-class mentoring and tutoring, writing facilities on campus, and online resources.

E-portfolio Artifacts and Learning Outcomes

As WRITE courses, HIST 2010, HIST 2020, and HIST 2030 provide significant opportunities for students to develop as writers. The syllabi for these courses require at least ten pages of out-of-class writing to achieve and demonstrate academic writing competency at the sophomore level.

As indicated above, at least one writing assignment, determined by the instructor in each section of the course, will become an artifact in the student's WRITE E-portfolio. This artifact should comprise at least five pages in length and demonstrate the following WRITE learning outcomes:

- Statement of Purpose

The student is able to distill a primary purpose into a single, compelling statement.

- Organization

The student is able to order major points in a reasonable and convincing manner based on that purpose.

- Analysis and Argument

The student is able to develop ideas using appropriate rhetorical patterns (e.g., narration, example, comparison/contrast, classification, cause/effect, and definition) in response a specific rhetorical situation.

- Grammar and Mechanics

The students is able to employ standard diction, syntax, usage, grammar, and mechanics.

- Use of Sources

The student is able to manage and coordinate basic information gathered from multiple sources.

A detailed description of each level of achievement (A, B, C, D, F) of these learning outcomes is provided in the WRITE Sophomore History Rubric available on eLearn.