SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: History and Culture of Wyandotte County
COURSE NUMBER: HIST-0120
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This course surveys the commercial, ethnic, and social development of Kansas City, Kansas and Wyandotte County. Emphases are placed on Native American cultures and the ethnic communities that contributed to the city’s and county’s history. The histories of towns in the county are also explored. The course is co-sponsored by the Wyandotte County Historical Society and Kansas City Kansas Community College.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Reference Materials at the Wyandotte County Museum
II. Native Americans
III. Emigrant Indian Tribes of Wyandotte County
IV. Afro-American Community in Kansas City, Kansas
V. The Ethnic History
VI. A Walk through Delaware
VII. Political History
VIII. Home Front Heroes
IX. Railroad History
X. Images of Strawberry Hill
XI. Important People, Places, and Events
XII. Rosedale History
XIII. How the Local Streets Got Their Names
XIV. History of Turner Community
XV. Wyandotte County in the Year 2000

EXPECTED LEARNER OUTCOMES:

A. The student will be able to identify some of the books and source materials on Wyandotte county History.
B. The student will be able to have knowledge of the reference materials available at the Wyandotte county Museum.
C. The student will be able to have an understanding of the early Native American Indian culture.
D. The student will be able to identify the emigrant Indian tribes of Wyandotte County.
E. The student will be able to have and understanding of the slave issue and how it related to Quindaro and the Wyandotte Constitutional Convention.
F. The student will be able to identify the rise of the various towns and communities of the County.
G. The student will be able to identify the ethnic groups of the county.
H. The student will be able to have an understanding of the county’s political history.
I. The student will be able to discuss the role of railroads and industry in the development of the county.

COMPETENCIES:

The student will be able to identify some of the books and source materials on Wyandotte county History.

1. The student will be able to recognize some of the major works written on Kansas City Kansas and Wyandotte County.

The student will be able to have a knowledge of the reference materials available at the Wyandotte county Museum.

2. The student will be able to understand the role of the Wyandotte County Museum in preserving local history.
3. The student will be able to recognize efforts at historical preservation.

The student will be able to have an understanding of the early Native American Indian culture.
4. The student will be able to describe the early Indian Culture.
5. The student will be able to understand the importance of the missionaries and their missions among the Native Americans.

The student will be able to identify the emigrant Indian tribes of Wyandotte County.
6. The student will be able to name the Emigrant Indian Tribes and assess their role in the development of the County.

The student will be able to have and understanding of the slave issue and how it related to Quindaro and the Wyandotte Constitutional Convention.
7. The student will be able to describe the growth of the Afro-American Community in Kansas City Kansas and relate the preservation of its culture.
8. The student will be able to examine the rise and fall of Quindaro, the Underground Railroad and the slave issue.
9. The student will be able to understand the era of the Exodusters and the significance of Western University.

The student will be able to identify the rise of the various towns and communities of the County.
10. The student will be able to name the origin of some local street and place names.
11. The student will be able to relate the events that led to the establishment of Kansas City Kansas in 1886.
12. The student will be able to recognize historic neighborhoods of Kansas City Kansas.
13. The student will be able to relate the saga of Argentine, Rosedale, Turner, Piper and other communities now a part of the city.
14. The student will be able to understand the role of education in the County’s history.
15. The student will be able to relate the story of Bonner Springs, Edwardsville and other communities comprising the County.
16. The student will be able to distinguish important historic sites.

The student will be able to identify the ethnic groups of the county.
17. The student will be able to distinguish the other major ethnic groups, evaluate their role in local history and assess the preservation of their culture today.
18. The student will be able to relate the role of the French in early Wyandotte County.
19. The student will be able to recognize important people in the County’s past.

The student will be able to have an understanding of the county’s political history.
20. The student will be able to examine the political history of the County and be able to evaluate and assess current political trends.
21. The student will be able to examine the Bleeding Kansas Era as it relates to Wyandotte County.
22. The student will be able to describe the effect of the Civil War on the area.
23. The student will be able to understand the role of the labor unions and labor organizations.
24. The student will be able to relate the influence of the home front and civilian efforts during World War I and World War II.
25. The student will be able to examine the influence of the Depression and New Deal Era.
26. The student will be able to understand the era of desegregation and the Civil Rights movement in Kansas City Kansas.
27. The student will be able to recognize current political trends.
28. The student will be able to assess the County’s future outlook in the 21st Century.
29. The student will be able to relate the importance of the city and county to our state’s history.

_The student will be able to discuss the role of railroads and industry in the development of the county._

30. The student will be able to examine the importance of the Santa Fe and Oregon Trails, and Military roads.
31. The student will be able to examine the growth of agriculture and business in the post Civil War Era.
32. The student will be able to examine the importance of the railroads on Kansas City Kansas.
33. The student will be able to describe the growth of the packinghouse industry.
34. The student will be able to name some of the important industries in Kansas City Kansas history.
35. The student will be able to relate the decline of the packinghouses and heavy industry during the post World War II Era.

**ASSESSMENT OF LEARNER OUTCOMES:**
Student progress is evaluated by means of classroom participation and regular attendance. A term paper on a topic of Wyandotte County history is required. There is a mid-term and final exam.

**SPECIAL NOTES:**
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic
Resource Center, in Room 3354 or call (913) 288-7670.
Kansas City Kansas Community College
21st Century General Education Learning Outcomes

Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become
actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

**Personal and interpersonal Skills Learning Outcomes**
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

**SOCIAL AND BEHAVIORAL SCIENCES**

**STUDENT SUCCESS STRATEGIES**

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.
Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.