

I. CATALOG DESCRIPTION:

- A. Department Information:
Division: Technical
Department: Transportation
Course ID: RAIL 050
Course Title: Railroad History
Units: 3
Lecture: 3
Prerequisite: None
- B. Catalog Description:
The primary objective of Railroad History is to provide an opportunity for the student to obtain information about the development and evolution of the railroad industry in North America. The course study will focus on the geographical expansion, technical advancements, sociological influences, government involvement, and economic impacts of the railroads and related businesses in the United States, Canada, and Mexico.
- C. Schedule Description:
This course covers the history and traditions of railroading and the industry's role in North American economic development.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of this course, students will be able to:

- A. Describe development of the steam engine.
- B. Assess contributions of early railroad engineers.
- C. Identify the building of the first networks in North America.
- D. Examine the role of railroads in U.S. history, e.g. Civil War
- E. Outline the building of the transcontinental railroad.
- F. Compare and contrast the railroads' development and North American economic development.
- G. List the technological developments from 1790-1900.
- H. Examine railroad monopolies and the rise of labor unions.
- I. Explain the Golden Age of railroading.
- J. List innovations on the rails: diesel and electric locomotives.
- K. Evaluate causes for the decline of the passenger train service.
- L. Examine the role of railroad in transporting the nations' freight.
- M. Discuss North American railroads in the 1990s and beyond.
- N. List significant events in North American railroading.

IV. CONTENT: Chronology of Railroad Evolution

- A. The Beginnings-Historical Survey
 - 1. The Industrial Revolution and the First Railroads
 - 2. Lions, Thumbs and Best Friends
- B. Railroad Fever-Historical Survey
 - 1. Run On To Goshen
 - 2. North vs. South: The First Railroad War
- C. The Glory Years-Historical Survey
 - 1. Harnessing the Elephant
 - 2. The Work Has Been Done Well in Every Way
 - 3. The Pullman Company
 - 4. Glory Years and Technology
 - 5. Railroad Financing

6. Perfecting the Network
 7. Locomotive Evolution and the Creation of a Railroad Culture
 8. Government Intervention
- D. The Golden Years-Historical Survey
1. "The Public Be Blessed"
- E. Their Finest Hour-Historical Survey
1. The Lifeline of the Nation
- F. Modern Times-Historical Survey
1. Twilight of the Railroad Era
 2. Trains Today
 3. Conclusion & Epilogue

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Discussion
- C. Video
- D. Demonstration

VI. TYPICAL ASSIGNMENTS:

- A. A written report is an optional assignment. Its appropriateness is to be determined by the instructor. It is suggested that the student perform individual research to some detail covering a topic to the course of study. Some suggested research ideas or topics are found in the Instructor's Guide for each chapter located in Section 3 (TS). An example of a written report is: "Write a report analyzing some new forms of technology on the railroad horizon."
- B. An oral report is an optional project and subject to the instructor's discretion. This can be presented to the class covering the same topic. The oral report can utilize between 10 and 15 minutes of class time. At least one handout will be provided as part of the oral presentation. Oral reports will be delivered during the 12th, 13th or 14th class sessions, etc. An example of an oral report is: "Prepare a speech describing AMTRAK today and assess its prospects for the future."
- C. Take home tests covering each chapter of the book. An example of a take home test question is: "Before the railroads, most American cities were located along waterways. True or False."
- D. A video learning journal is suggested as a way for students to process information gathered from in-class videos that accompany the course. A learning journal will be prepared by each student for a certain number of videos of their choice. This learning journal will be legibly hand written and have three sections: 1.) the key points. 2.) Writer's personal reactions (attitude) to the key points. (Theses should include personal opinion, judgments, thoughts and feelings.) 3.) A description of what the writer learned. (That is, brand new information received.)

VII. EVALUATION(S):

- A. Methods of Evaluation:
 1. Take-Home Tests
 2. In Class Unit Exams
 3. Comprehensive Final Examination
 4. Class Participation
 5. Video Learning Journal
- B. Frequency of Evaluation:
 1. Take-Home Tests Bi-weekly
 2. Four In Class Unit Exams
 3. Comprehensive Final Examination mid term and final
 4. Class Participation
 5. Video Learning Journal weekly
- C. Typical Questions:
 1. Identify at least three key developments that helped to improve railroad safety and

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- operations.
- 2. Describe early railroad obstacles and the steps taken to eliminate them.
- 3. Explain how and why railroading philosophy differed between the north and south.

VIII. TYPICAL TEXT(S):

Daniels, Rudolph, Rails Across the Continent, Second Edition, Sioux City, Indiana University Press, 2000

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None