

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: HSTY 201**  
**Course Title: American History to 1877**

**Year: 2020-2021**  
**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

This is a study of the American people from the point of European contact to the end of the Reconstruction period. Selected issues emphasized include the impact of European intervention on Native American civilizations, the development of the American republic, westward expansion, immigration, economic and religious ideals, the institution of slavery, sectionalism, early social reform movements including women's rights and abolition, and the war between the states. HSTY 201 fulfills the SUNY General Education American History requirement. Prerequisites: Prior completion or concurrent enrollment in ENGL 100, MATH 090, and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

### **Course Context/Audience**

This course is part of the Liberal Arts/Social Science Program. It fulfills the SUNY General Education requirement in American History and satisfies TC3 General Education goal #10 in many degree programs. It is appropriate for students with a general interest in American History or for a serious student of history.

### **Basic Skills/Entry Level Expectations**

**Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.

**Math:** M1 Taking MATH 090 (if needed) – Course requires limited use of very basic mathematical skills.

**Reading:** R3 Course may be taken concurrently with RDNG 116.

### **Course Goals**

1. Students will develop an appreciation of history as a discipline.
2. Students will reach a greater understanding of past events and achieve an increased awareness of how history is written (historiography).
3. Students will comprehend how and why events occurred or how ideas developed rather than simply memorize factual information.

### **Course Objectives/Topics**

Revised Spr 14

Objective/Topic	% Course
The student should be able to describe and discuss the major trends, ideas, events, figures, and problems experienced by American society prior to 1877.	40%
The student should be able to read and discuss historical material critically and analytically.	20%
The student should be able to research and write a well-organized essay on an historical topic.	30%
The student should be able to demonstrate increased skill in reading and interpreting maps and graphs.	10%

**General Education Goals - Critical Thinking & Social/Global Awareness**

<b>CRITICAL THINKING OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions. Consider analytically the viewpoints of self and others.</li> </ul>	<p>Students will be able to determine and identify major historical issues/problems and suggest solutions or potential resolutions.</p> <p>Students will be able to identify relevant and reliable sources of information and distinguish primary from secondary sources.</p> <p>Students will be able to synopsise their own interpretations of topic under conversation.</p>
<b>SOCIAL/GLOBAL AWARENESS OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>Students will gain an appreciation of their historical past.</p> <p>Students will become aware of social, economic and ecological consequences of early European Native settlers on the colonies.</p>

**Instructional Methods**

This course should be lecture based with group work, videos and discussions, and individualized instruction incorporated where appropriate. The instructor should provide articles and additional guide sheets for individual and group projects.

**Methods of Assessment/Evaluation**

Method	% Course Grade
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Two exams	50%
Primary Document Interpretation	20%
Two Book Quizzes	10%
Class Participation	20%

**Text(s)**

America: A Concise History: Volume I: To 1877, Henretta et. al., 2nd edition, © 2002 Bedford/St. Martin Press.  
Artificial River, Sheriff, Latest edition, © 1997 Hill and Wang.  
Incidents in the Life of a Slave Girl, Brent, Latest edition, © 1973 Harcourt Brace, Inc.  
The Narrative of the Life of Frederick Douglass. (c) any.

**Bibliography**

- R. Gutierrez, When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846.
- D. Richter, The Ordeal of the Longhouse: The Peoples of the Iroquois League in the Era of European Colonialization.
- E. Morgan, American Slavery, American Freedom.
- R. Gross, The Minutemen and Their World.
- M.B. Norton, Liberty's Daughters.
- C. Stansell, City of Women.
- H. Gutman, The Black Family in Slavery and Freedom.
- E. Genovese, Roll, Jordan, Roll.
- T. Holt, Black Over White.

**Other Learning Resources**

<p><b>Audiovisual</b>  Mary Silliman's War  the Man Who Wouldn't Be King  Jefferson  Civil War Series (PBS)</p>
<p><b>Electronic</b>  History Webpage (Library Gateway)</p>
<p><b>Other</b>  See mediography in Media Center</p>