

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

**Course Discipline and Number: HSTY 202**  
**Course Title: American History Since 1877**

**Year: 2021-2022**  
**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 course analyzes problems faced by the American people since the end of Reconstruction. Issues include the effects of industrialization, social, economic and political reform, imperialism, immigration, urbanization, populism, progressivism, the transformation from isolationism to a position of world power, the New Deal, World War I, World War II, the Cold War, revival of feminism and racism. HSTY 202 fulfills the SUNY General Education American History requirement. Prerequisites: Prior completion or concurrent enrollment in ENGL 101; prior completion or concurrent enrollment in 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 A.S. degree 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**

Objective/Topic	% Course
The student should be able to describe and discuss the major trends, ideas, events, figures, and problems experienced by American society since 1877.	50%

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 a historical topic.	20%
The student should be able to demonstrate increased skill in reading and interpreting maps and graphs.	10%

### General Education Objectives/Emphasis

<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.</li> <li>➤ 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 synopsize 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 from tracing the events and lives of history.</p> <p>Students will recognize the social, economic, and ecological consequences of early interactions with the environment by the natives and Europeans and how those interactions shape modern U.S. history.</p>

### Instructional Methods

Instructional methods should include: lectures, group work, videos, PowerPoint presentations, supplemental reading, library instruction and individualized assistance with the historical portfolio. An extensive guide sheet should be distributed detailing portfolio instructions.

### Methods of Assessment/Evaluation

<b>Method</b>	<b>% Course Grade</b>
Two Exams	50%
Portfolio	30%
Book Quizzes	10%
Class Participation	10%

**Text(s)**

A Student's Guide to History, Amy Benjamin, Latest edition, © 2005 Eye on Education, Inc.

Crabbgrass Frontier, K. Jackson, © 1989.

**Recommended**

America, A Concise History Volume II: Since 1877, Henrietta et.al., 2nd edition, © 2002 Bedford/St. Martin Press.

Recommended

Bread Givers, A. Yeziarska, Latest edition, © 2002

Nickel and Dimed, B. Ehrenreich, Latest edition, © 2002

Haven, R. Gruber, Latest edition, © 2002

**Bibliography**

A.D. Chandler, Jr., The Visible Hand.

R. McCormick, The Party Period and Public Policy.

L. Goodwyn, The Populist Moment.

E. Ayers, Southern Crossing.

W. LaFeber, The New Empire.

R. Hofstadter, The Age of Reform.

Lizabeth Cohen, Making a New Deal.

M. Leffler, The Spectre of Communism.

A. Hamby, Liberalism and its Challengers.

D. Garrow, Bearing the Cross.

**Other Learning Resources****Audiovisual**

Civil War Series (PBS)

In the White Man's Image

Journey to America

Influenza

Life and Times of Rosie the Riveter

Eyes on the Prize

Chicago: City of the Century

Zoot Suit Riots

Scottsboro: An American Tragedy

After the Cuban Missile Crisis

The Great War

D-Day

The Day They Bombed Pearl Harbor

Remembering Jim Crow

Rise and Fall of Jim Crow

The Crash of 1929

**Electronic**

History Webpage (Library Gateway)

American Memory

**Other** See mediography in Media Center

