

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: HSTY 202

Year: 2025-2026

Course Title: American History Since 1877

Credit Hours: 3

I. Course Description: This course surveys the major historical developments of the United States of America from the end of Reconstruction to the present. Special emphasis is placed on reading, interpreting, and discussing primary source documents so students become familiar with the practice of historical research. HSTY 202 fulfills the SUNY General Education US History and Civic Engagement requirement. Prerequisite: Prior completion of, or concurrent enrollment in, ENGL 100. 3 Cr., 3 Lec. Fall and spring semesters.

II. Additional Course Information:

1. This course could be used as a liberal arts, social science, or unrestricted elective in various degree programs.
2. Some sections of this course will use Open Educational Resources (OER) in place of a textbook purchased/rented by the student; a small fee applies.
3. Class materials and communications will be provided via the College's Online Learning Management System (e.g., Brightspace). This does not apply to College Now classes.
4. Depending on class format significant participation and group work may be required as specified in the instructor's course outline.

III. Student Learning Outcomes

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

1. Explain the historical development of diverse individual communities since 1877.
2. Describe the varying abilities of individuals since 1877 to participate in civic engagement based on race, gender, and economic class.
3. Apply historical and contemporary evidence to draw, support, and verify evidence-based conclusions.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs

Complete this section for "service" courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☒ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

SLO #3: Apply historical and contemporary evidence to draw, support and verify evidence-based conclusions.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☒ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

SLO #3: Apply historical and contemporary evidence to draw, support and verify evidence-based conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes N/A

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

SUNY General Education Outcomes

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☒ CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

SLO #3: Apply historical and contemporary evidence to draw, support and verify evidence-based conclusions.

☐ INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): **US History and Civic Engagement**

- For courses that are approved to meet one (or more) of the ten SUNY General Education General Education Knowledge and Skills Area(s), indicate which area describe major concepts and theories of at least one discipline in the social sciences; and
- demonstrate an understanding of the methods social scientists use to explore social phenomena.

the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

SLOs #1, 2, & 3:

1. Explain the historical development of diverse individual communities since 1877.
2. Describe the varying abilities of individuals since 1877 to participate in civic engagement based on race, gender, and economic class.

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3. Apply historical and contemporary evidence to draw, support, and verify evidence-based conclusions.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Economic Development: early industrialization, from a rural to an urbanizing nation by 1920, creation of a manufacturing economy, stagflation, Economic Theories, the impact of globalization, and rise of the consumer service economy
2. Governance: trends in state and local governments, the interpretation and application of the US Constitution, the practices and enlargement of active Federalism, the limited expansion of the electorate after 1877, the long-term legal trends in the suffrage and Civil Rights movements, The New Deal, The Reagan Revolution, and the expansion of the American electorate
3. Racism, Slavery, and Discrimination: Indigenous communities in continued conflict with states and the Federal Government, the continuing challenges to full citizenship experienced by Indigenous, select European, African, and East Asian peoples in the expanding republic, legacies of slavery, anti-immigration sentiments and practices, delayed Civil Rights and legal battles for full access, LGBTQi rights
4. Gender Roles: traditional social, legal, and religious roles of women in diverse socio-cultural circles, challenges to the powerful traditional European perceptions and status quo after 1877, expansion of female labor outside the home, trends in childcare, education, legal alterations, birth control, divorce
5. Religious and Philosophical Trends: older Protestant Christian power (WASP) challenged on multiple levels, emergence and perseverance of alternative ideas, agnosticism, atheism, Islam, Sikhism, Buddhism, Roman Catholicism, Judaism, the Church of Latter Day Saints, and communes etc. impacting voting, education, and settlement patterns
6. Frontier Policy/Imperialism/Foreign Relations: closing of the frontier by 1890, immigration/migration impact, land/resource struggles, expansion into the Pacific Islands and Caribbean, international involvement in WWI, WWII, NATO, The Cold War, The UN, Korea, Vietnam, Desert Storm, Iraq, Afghanistan, and legacy of isolationism

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Written assignments using primary sources from class readings and lecture material	20-60%
2. Quizzes based on lecture and reading materials	10-30%
3. Attendance/Discussion/Classroom Presentations	10-30%
4. Synchronous or Asynchronous Short Answer or Essay Examination(s)	10-40%
Students may complete extra credit assignments at the discretion of the instructor.	

VII. Texts – ☐ Required ☒ Recommended ☐ Used for more than one course (list courses)

High school instructors may consult with CollegeNow for additional information.

Text	OER
1. <i>U.S. History</i> , edited by P. Scott Corbett, et al, Chapters 17-32, OpenStax, 2022.	☒
2. <i>The American Yawp</i> , edited by Joseph L. Locke and Ben Wright, Volume II Since 1877, Stanford UP, 2021.	☒

3. <i>AMERICA</i> , by David E. Shi, Third Edition, Volume II, W.W. Norton, 2022.	☐
4. <i>AMERICA: A Concise History: Volume II</i> , James Henretta, Bedford/St. Martin's Press, any edition.	☐

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. <i>Railroaded: The Transcontinentals and the Making of Modern America</i> , Richard White, Norton, 2011.
2. <i>Manifest Destiny: American Expansionism and the Empire of the Right</i> , Anders Stephanson, 1995.
3. <i>A People's History of the United States: 1492-Present</i> , Howard Zinn, Harper, 2003.
4. <i>Battling Demon Rum: The Struggle for a Dry America</i> , Thomas Pegasus, Chicago, 1998.
5. <i>The Ideas of the Woman Suffrage Movement 1890-1920</i> , Eileen Kravitt, Norton, 1991.
6. <i>An Indigenous Peoples' History of the United States</i> , Roxanne Dunbar-Ortiz, Beacon Press, 2014.
7. <i>The Bully Pulpit</i> , Doris Godwin Kearns, Simon & Schuster, 2013.
8. <i>Muckraking: Three Landmark Articles</i> , Baker et al., Bedford St. Martins, 1994.
9. <i>The Great Influenza: The Epic Story</i> , John M. Barry, Viking Books, 2004.
10. <i>The Deluge: The Great War and the Remaking of the World Order 1916-1931</i> , J. Adam Tooze, Viking Books, 2014.
11. <i>Jim Crow Moves North: The Battle over Northern School Desegregation, 1865-1954</i> , Douglas Davison, CUP, 2005.
12. <i>The People's Tycoon: Henry Ford and the American Century</i> , Steven Watts, Knopf, 2005.
13. <i>The Dust Bowl: An Agricultural and Social History</i> , R. Douglas Hurt, Chicago, 1984.
14. <i>Hard Times: An Oral History of the Great Depression</i> , Studs Terkel, Pantheon, 1970.
15. <i>Out of Work: A History of Wage-Earning Women in the United States</i> , Alice Kessler-Harris, OUP, 1982.
16. <i>Patriots: The Vietnam War from All Sides</i> , Christian Appy, Viking, 2003.
17. <i>Parting the Waters: America in the King Years</i> , Taylor Branch, Simon & Schuster, 1988.
18. <i>Vietnam: A History</i> , Stanley Karnow, Viking, 1983.
19. <i>The Big Short: Inside the Doomsday Machine</i> , Michael Lewis, Norton, 2010.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: There is a plethora of materials in varying formats available using web access. Due to the highly variable quality and accuracy of many of these, instructors are urged to preview all sources to review for suitability and veracity. Many publishers develop and maintain short videos and lectures on specific topics of interest.

Electronic: There are many easily accessible and reputable sites for accessing primary source documents in context for use in classes. These include: www.historians.org The American Historical Association maintains multiple links of interest not only to professional researchers but also to teaching historians at the K-16 levels. www.archives.gov The National Archives of the United States has a user-friendly and accessible website. www.loc.gov The Library of Congress of the USA is a diverse collection, readily searchable by all.

There are also multiple sites to access materials associated with the textbooks many instructors use; for details see the ancillary materials and access guides for your particular text.

Other: Depending on the scope of your work with students, there are many regional, state, county, and city historical societies/museums that maintain archives, physical artifacts, lending libraries, resource lists, and guest speakers. Check your local listings for such. For example, see: The History Center in Tompkins County, Ithaca, NY or the Cortland County Historical Society in Cortland, NY or the New York State Archives in Albany, NY.

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 academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.