

Course Discipline and Number: HSTY 202

Course Title: American History Since 1877

Instructor: Brian Roser

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Location: Morris Central School

Spring 2024

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.

II. Course Prerequisites & Basic Skills:

Prior completion of, or concurrent enrollment in, ENGL 100. 3 Cr., 3 Lec. Fall and spring semesters. Mastery of the Global History and Geography II Regents Class and Exam.

III. Student Learning Outcomes:

Students Will:

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

IV. Class Modalities / Learning Strategies:

- A. Students will use Google Classroom to access and submit assignments.
- B. Students will view and analyze a plethora of audiovisual materials.
- C. Students will access primary documents from various websites including:
 - 1. Historians.org
 - 2. Archives.gov
 - 3. loc.gov

V. Course Content/Essential Topics:

- A. 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

- B. 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
- C. 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
- D. 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
- E. 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
- F. 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. Pacing Guide:

- A. Introduction to the Field of History (January)
- B. The Reconstruction of the Union (January - February)
- C. The Late Nineteenth Century (February)
- D. The Progressive Era (February - March)
- E. The First World War (March)
- F. The Twenties (March - April)
- G. The Great Depression and the New Deal (April)
- H. The Second World War (April - May)
- I. The Cold War Era (May)
- J. The Sixties and the Rise of the Culture Wars (May-June)
- K. The End of the Cold War and the Post-Cold War World (June)

VII. Required Textbook Provided by MCS:

- A. Taking Sides: Clashing Views in United States History - Volume 2: Reconstruction to the Present, Seventh Edition - Larry Madaras, James M. SoRelle

VIII. Required Readings From Textbook:

- A. 2.1: Did the progressives succeed?

- B. 2.2: Was Woodrow Wilson Responsible for the failure of the United States to join the League of Nations?
- C. 2.3: Was the Ku Klux Klan of the 1920s a mainstream organization?
- D. 2.4: Did the new deal prolong the great depression?
- E. 2.5: Was the World War II era a watershed for the civil rights movement?
- F. 3.1: Was President Truman responsible for the Cold War?
- G. 3.3: Did President John F. Kennedy cause the Cuban missile crisis?
- H. 3.5: Did President Nixon negotiate a “Peace with Honor” in Vietnam in 1973?
- I. 3.4: Did southern white christians actively support efforts to maintain racial segregation?

IX. Methods of Assessment / Evaluation:

- A. Summative Assessments: 50% (Exams, Tests, etc.)
 - 1. There will be an exam at the end of each unit that will consist of multiple choice questions and an essay component.
- B. Formative Assessments: 30% (classwork, homework)
 - 1. There will be homework based on the assigned readings listed below.
 - 2. Historical deliberations and debates will also be conducted.
- C. Final Research Paper: 20%

The Following Grading Scale for Converting Between Numerical and Letter Grades will be used:

	Grade	Range	GPA
High Achievement	A	93 - 100	4.0
	A-	90 - 92	3.7
Good Achievement	B+	87 - 89	3.3
	B	83 - 86	3.0
	B-	80 - 82	2.7
	C+	77 - 79	2.3
Satisfactory Achievement	C	73 - 76	2.0
Below Satisfactory Achievement	C-	70 - 72	1.7
	D+	67 - 69	1.3
	D	63 - 66	1.0
No Credit	D-	60 - 62	0.7
	F or WF	59 And Below	0.0

X. Make-Up Policy

- A. Students are responsible for completing all missed assignments. The make up time period allowed will not exceed the number of days absent.
 - 1. For example, if you miss two days, you have two days to make-up the work.
- B. Any work due the day you were absent must be turned in when you return to school.

- C. Long-term assignments are due the day stated when the assignment was received, regardless of absences within the time period.

XI. Attendance Policy:

- A. 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. Unless otherwise provided for by the instructor, all students are expected to promptly attend, on time, every class session for which they are registered. If absence is anticipated, it is the student's responsibility to inform the instructor as far in advance as possible. If a student is absent on the day of an exam or deadline, the instructor will decide whether the exam or assignment may be submitted late. In all cases, it is the student's responsibility to find out what happened in class. Students are not penalized if they are unable to attend classes because of religious beliefs; students should discuss such absences in advance with their instructors.

XII. Student Responsibilities:

- A. Be on time with all necessary class materials.
- B. Be respectful. Use appropriate language and encouraging words and actions.
- C. Use technology appropriately, non-disruptively, and with permission. Unless instructed otherwise, phones should not be used.
- D. Always be prepared to class with your assignments and materials.
- E. This class will be more enjoyable if you participate. Engage in on-topic conversations and tasks.
- F. NO LATE WORK will be accepted. There IS no extra-credit.
- G. Be sure to follow all school rules and policies in the handbook.
- H. Leaving the Room - please do not leave during class unless it is absolutely necessary.

XIII. Statement of Academic Integrity:

Morris Central School's Plagiarism Policy:

- A. A general definition of plagiarism is: submitting work done (in whole or part) by others as if it were one's own.
- B. The following are all examples of plagiarism:
- C. copying passages from someone else's writing without using quotation marks and giving the author credit
- D. paraphrasing someone else's writing without giving credit
- E. using someone else's facts or ideas without acknowledgement
- F. handing in work for one course that you handed in for credit for another course without the permission of both instructors
- G. producing assignments in conjunction with other people (e.g. another student, a tutor) which should be your own independent work
- H. Students who commit plagiarism using Internet- based materials while on school computers are in violation of our Acceptable Use Policy and are subject to having their in-school access suspended.

- I. The consequences for plagiarism are the same as those for cheating. Students who plagiarize on classroom assignments (as determined by the teacher) will be assigned a zero. Students who plagiarize on an examination/test will be assigned a zero for that work. The zero will be averaged into their ten-week grade for that course.

Tompkins Cortland Community College:

- A. 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.

XIV. Additional Resource Assistance:

- A. Office Hours: Monday - Friday 2:00 PM - 3:00 PM
- B. campus and online tutoring resources, as well as study skills assistance, are at <https://www.tompkinscortland.edu/library>.

XV. Appropriate Academic Adjustments (Accommodations):

- A. It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities that may affect their ability to fully participate in college course activities or to meet course requirements. Students with disabilities should contact Carolyn Boone, Coordinator of Access and Equity Services at 607-844-8222 (ext. 4283) or BCL@tompkinscortland.edu to share their particular need for appropriate academic adjustments.

Tompkins Cortland Community College Expectations and Resources

Students and families should review the guidelines provided on CollegeNow's website for information on College expectations and policies, implications for academic standing and

financial aid, accessing learning resources and services, and transferring college credits. Student Resource links appear on the right side of the CollegeNow homepage at www.tompkinscortland.edu/academics/collegenow

XVI. Please Note:

- A.** These are official college courses, which appear on a Tompkins Cortland Community College transcript. The transcript does not identify course locations, only semesters, TC3 course names, and letter grades.
- B.** Our College provides a scholarship so there is no cost to you or your district. Students residing outside Tompkins County must have an active Certificate of Residence on file. The forms are available from our website, the CollegeNow instructor, and school counselor.
- C.** Textbooks will be provided to students at the district's expense.
- D.** Expectations for the course are at the college level: rigorous course objectives; more work outside of class; tougher grading standards; and the expectation that students will come to class every day prepared to delve deeply into the material. The responsibility for academic success shifts to the student, including managing time, keeping up on assignments and deadlines, and reaching out to instructors and TC3.
- E.** Review with your child, the Student Resources at www.tompkinscortland.edu/collegenow (links on the right). You will find information about concurrent enrollment, academic standards, transcripts, and services, such as the library and tutoring. You will also find information on College Now Online, which allows students to supplement their school's offerings through online college courses.
- F.** Students may use credits earned toward a degree at Tompkins Cortland or transfer the credits to most colleges around the country, depending on the student's major, course grade, and college policies. Generally, a C or higher is needed to transfer. Every college sets its own policies governing transfer credit. Students should research the credit transfer policies and procedures at their colleges of interest. Surveys show that more than 90% of colleges accept concurrent enrollment credit.
- G.** Students experiencing difficulty maintaining a desirable course average may withdraw from the course in accordance with the dates below to avoid receiving an unsatisfactory grade on their official college transcript. Poor grades and withdrawals may affect academic standing and financial aid.

Parent Signature:

Student Signature:
