HIST-1520: UNITED STATES HISTORY SINCE 1877

Cuyahoga Community College

Viewing: HIST-1520 : United States History Since 1877

Board of Trustees:
January 2018

Academic Term:
Fall 2021

Subject Code
HIST - History

Course Number:
1520

Title:
United States History Since 1877

Catalog Description:
An overview and critical examination of United States history from 1877 to the present with emphasis on significant political, social, cultural, economic and military events as well as specific historical personalities. Will also examine the influence and contributions of women, minorities and ethnic groups.

Credit Hour(s):
3

Lecture Hour(s):
3

Lab Hour(s):
0

Other Hour(s):
0

Requisites

Prerequisite and Corequisite
ENG-0995 Applied College Literacies, or appropriate score on English Placement Test.
Note: ENG-0990 Language Fundamentals II taken prior to Fall 2021 will also meet prerequisite requirements.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour

Courses offered in other part of terms (e.g. 14 week, 8 week, flexibly scheduled, etc.) ensure equivalent workloads. Students should prioritize their time accordingly, particularly when taking part of term courses.
II. ACCESSIBILITY STATEMENT

Tri-C is committed to providing online services, software, and electronic information that is accessible and usable by all of our students, including those with disabilities. It is our mission to provide accessible opportunities and services by complying with Federal and State accessibility guidelines.

If you need any special course adaptations or accommodations because of a documented disability, please contact Student Accessibility Services (SAS) (https://www.tri-c.edu/student-accessibility-services/) or SAS via email at CCCSAS@TRI-C.EDU. Students have the right to request accommodations at any point in the semester; however, accommodations are not retroactive.

Eastern (216) 987-2052 – Voice. (216) 987-2423 – Fax
Metropolitan (216) 987-4344 – Voice.
(216) 987-3257 – Fax.
Western (216) 987-5079 – Voice. (216) 987-5118 – Fax.
Westshore (216) 987-3900 – Voice. (216) 987-5294 - Fax.
Brunswick (216) 987-5079 – Voice. (216) 987-5118 - Fax.
Off-Site (216) 987-5079 – Voice

III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:
• For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

• For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at https://www.tri-c.edu/student-resources/documents/studenthandbook.pdf You must also

VI. CORONAVIRUS/COVID-19 STATEMENT

Students are responsible for adhering to all College health and safety guidance, including that which relates to the COVID-19 pandemic. Public health requirements and standards are changing rapidly, and the College is adapting its guidance accordingly. Please check your Tri-C email and visit tri-c.edu/coronavirus regularly for updates.

All students must adhere to the following general guidelines, until further notice:
• Remain at home if you are ill or experiencing symptoms of illness. Do not attend any in-person class or gathering.
• Notify your instructor(s) if you are ill, have tested positive for COVID-19, or were exposed to an individual who has tested positive for COVID-19 and they will report the information to the Tri-C Compliance & Risk Management team and you may be contacted for follow-up information.
• Wear a mask or face covering at all times, including, but not limited to: upon entering and exiting any Tri-C facility, in class, and in all common areas.
• Maintain a distance of at least six feet between yourself and others at all times and if you must pass near an individual do it quickly and do not linger.
• Provide the College with relevant information about your current health status and participate in any required on-site checks (e.g., temperature checks, current contact information, symptom profile, etc.).
• Use only designated areas of Tri-C facilities, including entrances and exits. Sign in and out of Tri-C facilities as directed.

The general guidelines listed above do not encompass all coronavirus-related guidance. These guidelines are subject to change at the discretion of the College and under the direction of public health authorities. Students who fail to adhere to this guidance may be subject to disciplinary action under the College’s Student Code of Conduct and the Student Judicial Code.

Outcomes
Course Outcome(s):
Analyze and interpret historical documents within the historical context they were produced.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Analyze historical controversies and evaluate historical documents.
2. Evaluate Gilded Age politics and attempts at reform.
3. Assess the social, political, cultural, and economic transformation of America in the 1920s.
4. Examine the origins of the Great Depression, evaluate its impact on Americans, and analyze the nature and effects of the New Deal.
5. Research a historical topic using credible internet resources, and discerning between primary and secondary sources.
6. Analyze the social and political unrest of American life in the 1960s.
7. Evaluate the presidencies of the 1970s and 1980s.
8. Examine American political, economic, and social development from the conclusion of the Cold War to the impact of the events of September 11, 2001.
9. Examine the presidency of America’s first minority president.
10. Identify the geographical locations of major events on a map.
11. Articulate the political, economic, social and scientific contributions of women and minority groups in American history.
12. Summarize the nature of the ongoing conflict between Native Americans and the US government.
13. Explain the rise of an industrial and urban America and the social and political implications.

Course Outcome(s):
Objectively compare and contrast historical figures, the actions taken, along with the resulting consequences in U.S. history.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Evaluate the key leaders, issues, and achievements of the Progressive Era.
2. Assess the social, political, cultural, and economic transformation of America in the 1920s.
3. Examine the origins of the Great Depression, evaluate its impact on Americans, and analyze the nature and effects of the New Deal.
4. Compare and contrast the presidencies of Eisenhower and Kennedy and changes in the nation at mid-century.
5. Analyze the origins, leaders, and accomplishments of the Civil Rights Movement.
6. Research a historical topic using credible internet resources, and discerning between primary and secondary sources.
7. Examine the presidency of America’s first minority president.
8. Develop and evaluate supporting arguments regarding historical issues.
9. Analyze and interpret the social and cultural perspectives of minority groups.
10. Analyze the status of African Americans in the post-Reconstruction era.
11. Explain the rise of an industrial and urban America and the social and political implications.

**Course Outcome(s):**
Analyze international concerns regarding American's governmental action in modern times.

**Essential Learning Outcome Mapping:**
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**
1. Analyze the rise of the United States as an imperial power.
2. Explain the origins of World War I, the role of the United States, and the contributions and consequences of United States involvement.
3. Analyze the role of the United States in World War II and the social, economic, and political consequences of American involvement.
4. Evaluate the rise of the Cold War, United States involvement in the Korean War, and the effects on the American homefront.
5. Compare and contrast the presidencies of Eisenhower and Kennedy and changes in the nation at mid-century.
7. Examine American political, economic, and social development from the conclusion of the Cold War to the impact of the events of September 11, 2001.
8. Examine the ongoing war on terror.

**Course Outcome(s):**
Discuss the importance of participating in the electoral process and its impact on America.

**Essential Learning Outcome Mapping:**
Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.

**Objective(s):**
1. Analyze the origins, leaders, and accomplishments of the Civil Rights Movement.
2. Analyze the social and political unrest of American life in the 1960s.
3. Examine the presidency of America’s first minority president.

**Methods of Evaluation:**
1. Midterm exam(s) and final exam and/or
2. Research paper and/or
3. Presentation (individual or group) and/or
4. Oral history paper and/or
5. Internet research assignment
6. Discussion/participation.

**Course Content Outline:**
1. Introduction to course, research methods, and nature of historical study
2. African Americans in the Post-Reconstruction Era
   a. Reconstruction Amendments and the Limits of Reform
   b. Disfranchisement
   c. The Jim Crow South
   d. Rise of the KKK
3. Conquering the West: Native Americans and the United States government and westward expansion.
4. Rise of an Industrial and urban America
   a. Factors leading to industrialization
   b. The wealthy and the working class
   c. Immigration
   d. Women and minorities in industrial America
5. Commonwealth and Empire
   a. Gilded Age politics
   b. Women and reform
c. The Populist movement
d. The Spanish-American-Cuban-Filipino War

6. Progressive America
   a. Women and progressivism
   b. Political, social, economic and urban reform
   c. Muckraking
   d. W.E.B. DuBois and the founding of the NAACP
   e. Progressive Presidents: Theodore Roosevelt, William Howard Taft, and Woodrow Wilson

7. The Great War
   a. International Crisis and the origins of war
   b. U.S. entrance into war
   c. The American homefront
   d. Allied Victory
   e. The Failure of Peace: Woodrow Wilson, the Fourteen Points, and the Treaty of Versailles

8. The 1920s and the emergence of Modern America
   a. Consumer society and culture: movies, radio, sport and celebrity
   b. The state, economy, and business: Warren G. Harding, Calvin Coolidge, and Herbert Hoover
   c. Resistance to Modernity
   d. American Women: the ERA, National Woman’s Party, and League of Women Voters
   e. The Harlem Renaissance

9. The Great Depression and New Deal
   a. Underlying weaknesses of the economy and the 1929 stock market crash
   b. Hoover and the Depression
   c. Franklin D. Roosevelt and the New Deal
   d. Organized labor comes of age

10. World War II
    a. International crisis and the origins of war
    b. United States entrance into the war
    c. American homefront
    d. Fighting the war
    e. National and international consequences

11. The Cold War
    a. Origins
    b. Containment
    c. The Korean War
    d. The Cold War at home

12. America at mid-century
    a. The Eisenhower and Kennedy presidencies
    b. American culture and society

13. The Civil Rights Movement and Minorities
    a. Origins
    c. Montgomery, Alabama Bus Boycott
    d. Leadership of Martin Luther King, Jr.
    e. Little Rock, Arkansas
    f. Student activism, sit-ins, and the formation of SNCC
    g. Kennedy, Johnson, and Civil Rights
       i. Freedom rides
       ii. Birmingham, Alabama
       iii. March on Washington
       iv. Civil Rights Act, 1964
       v. Voting Rights Act, 1965
    h. Malcolm X
       i. Women and Minority struggle for rights:

    a. Origins of United States involvement
    b. Presidents Kennedy and Johnson
i. Gulf of Tonkin Resolution
ii. Escalation of US forces
iii. Tet Offensive and the demise of a president
c. President Nixon and Vietnam
d. American society and the war
15. Struggles of the 1970’s and 1980’s
   a. Economic struggles of the 1970s
   b. Nixon, Ford, and Carter Presidencies
   c. Rise of the New Right
   d. The Reagan Revolution and Presidency of George H.W. Bush
16. America in the Post-Cold War world
   a. The Clinton Administration
   b. Election of 2000
17. Twenty-first Century America
   a. September 11, 2001 and the war on terror
   b. President Barack Obama
   c. Election of 2016

Resources


“American Historical Review”

“Journal of American History”

“Journal of Southern History”

**Instructional Services**

**OAN Number:**
Ohio Transfer Module TMSBS and Transfer Assurance Guide OHS044 and OHS010 (2 of 2 courses, both must be taken)

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