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CUNY School of Professional Studies

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2021

### AMER 200: American History and Culture

CUNY School of Professional Studies

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# CUNY School of Professional Studies

## **AMER 200 AMERICAN HISTORY AND CULTURE**

General Education

Flexible Core: B - U.S. Experience in its Diversity

No prerequisites

### **COURSE DESCRIPTION**

Explores race, class, and gender in American history and culture. Secondary source material by scholars of American Studies and primary source materials in a variety of genres, including music, poetry, art, and material culture, convey the ways in which American culture has been shaped by and has helped to shape ideas of race, class, and gender.

### **FLEXIBLE CORE AREA LEARNING OUTCOMES B - US Experience in its Diversity**

Students will:

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
5. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
6. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
7. Explain and evaluate the role of the United States in international relations.
8. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of US democracy.
9. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

*This course will address Learning Outcomes B 1,2,3,4,5,6,9*

## DISCIPLINE SPECIFIC LEARNING OUTCOMES

Students will:

- A. Develop understanding of the concept of race as it functions in American history and culture.
- B. Develop understanding of the concept of class as it functions in American history and culture.
- C. Develop understanding of the concept of gender as it functions in American history and culture.
- D. Demonstrate the ability to use secondary sources to inform analysis of primary source material.
- E. Identify how primary source material is used to support or challenge theses in the discipline of American studies.
- F. Demonstrate understanding of the concept of ideological changes over time.
- G. Develop competency in the use of digital media to conduct research and produce scholarly work.
- H. Be able to read, write and speak effectively in English.
- I. Express ideas and facts clearly in a variety of written forms, differentiating communication strategies according to features of the audience and the purposes of the communication.

## REQUIRED TEXTS

This is a Zero Textbook Cost (ZTC) course. There is no required textbook, and all required readings will be provided free of charge through the course site.

## NECESSARY ACCOUNTS

To complete the work in this course you will need:

- a Screencast-O-Matic account, which is available for free. We will use Screencast-O-Matic to create four major assignments in this course.
- You will also need a headset and microphone to record your screencast

## ASSIGNMENTS

1. **Blog:** Students will write a blog post the first week of the semester, introducing themselves and discussing the concept of intersectionality. *The assignment assesses LOs 2,3.*
2. **Essays:** Students will be required to complete 6 essays--2 for each unit (Race, Class, and Gender). Each essay will be 250-350 words. *These assignments assess LOs 1,2,3,5,6,9.*
3. **Unit Screencast Scripts:** At the end of each unit (Race, Class, Gender) students create a screencast presentation analyzing primary and secondary sources assigned over the unit to explain how a major concept in American culture has changed over time. Scripts will be between 450-500 words. For each unit, students will submit a written script before creating filming their screencasts. *These assignments assess LOs 1,2,3,5,6,9.*

4. **Unit Screencasts:** Students will then use Screencast-O-Matic or another screencasting platform to film a screencast presentation that clearly demonstrates the material visually and through speech. Screencasts will be 5 minutes long. Links to the Unit Screencasts will be posted in a unit blog. *These assignments assess LOs 1,2,3,5,6,9.*
5. **Peer commenting:** Students will comment on one another's screencasts in the unit blogs. *The assignment assesses LOs 2,3*
6. **Final Project:** Building on the essays and screencasts already completed, students analyze primary and secondary sources to create final screencast to develop an argument about how ideas about race, class, and gender have shaped and been by one another over time in American history. Students will write a draft script one week then record the revised script the following week. The final screencast will be 8-10 minutes; the script should be 1000-1500 words. *The assignment assesses LOs 1,2,3,5,9.*

### COURSE GRADING

ASSIGNMENTS	PERCENTAGE
Blog 1	2.5%
Plagiarism Tutorial	2.5%
Essays	30%
Unit Screencast Scripts	15%
Unit Screencasts	30%
Final Project Screencast Draft	5%
Final Project Screencast (Final Version)	15%
Total	100%

## **GRADING DISTRIBUTION**

<b>Grade</b>	<b>Point Range</b>
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D	60-69.9
F	Below 60

## **ACCESSIBILITY AND ACCOMMODATIONS**

The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. For more information, please see:

[Disability Services on the CUNY SPS Website.](#)

## **ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY**

The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Please see: ["Netiquette in an Online Academic Setting: A Guide for CUNY School of Professional Studies Students."](#)

## **ACADEMIC INTEGRITY**

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see: [Academic Integrity on the CUNY SPS Website.](#)

**TUTORING**

CUNY SPS offers all students a variety of tutoring services, free of charge, both online and in person. Please see: [Tutoring](#).

**HELP DESK**

For assistance with access to CUNY SPS and CUNY computing resources, please see the [Help Desk](#) website for contact details and semester hours.

**STUDENT SUPPORT SERVICES**

If you need any additional help, please visit [Student Support Services](#).

## COURSE SCHEDULE

Week	Topic	Assigned Work
<b>Week 1</b>	Introduction to the topic	<b>Due: Blog 1: Introduction and Intersectionality</b> <b>Due: Plagiarism Tutorial</b>
<b>Week 2</b>	Construction of Race/ Race in America in the 17 <sup>th</sup> & 18 <sup>th</sup> Centuries	<b>Due: Race Essay 1</b>
<b>Week 3</b>	Race in America in the 19 <sup>th</sup> Century	<b>Due: Race Essay 2</b>
<b>Week 4</b>	Race in the 20 <sup>th</sup> & 21 <sup>st</sup> century	<b>Due: Race Screencast Script Draft</b>
<b>Week 5</b>	Race in America Over Time	<b>Due: Race Screencast Post in Blog and Comments</b>
<b>Week 6</b>	Class Structure and Mobility in America/Class in the 17 <sup>th</sup> and 18 <sup>th</sup> century	<b>Due: Class Essay 1</b>
<b>Week 7</b>	Class in America in the 19 <sup>th</sup> Century	<b>Due: Class Essay 2</b>
<b>Week 8</b>	Class in America in the 20 <sup>th</sup> & 21 <sup>st</sup> Centuries	<b>Due: Class Screencast Draft Script</b>
<b>Week 9</b>	Class in America Over Time	<b>Due: Class Screencast Post in Blog and Comments*</b>
<b>Week 10</b>	Construction of Gender/Gender in America in the 17 <sup>th</sup> and 18 <sup>th</sup> Centuries	<b>Due: Gender Essay 1</b>
<b>Week 11</b>	Gender in America in the 19 <sup>th</sup> Century	<b>Due: Gender Essay 2</b>
<b>Week 12</b>	Gender in America in the 20 <sup>th</sup> & 21 <sup>st</sup> Century	<b>Due: Gender Screencast Draft Script</b>
<b>Week 13</b>	Gender in America Over Time	<b>Due: Gender Screencast Post in Blog and Comments*</b>
<b>Week 14</b>	Final Project: Draft Scripts	<b>Due: Final Screencast Draft Script</b>
<b>Week 15</b>	Final Project	<b>Due: Final Screencast Post in Blog and Comments*</b>

\* For each final screencast you are also required to submit a text version of the script via a link in the weekly assignments folder.