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# *U.S. HISTORY II—Online*

## *Civil War to the present*

Syllabus for HIST 202

Professor: Terrence Delaney

Phone: (860) 383-5248 (however, I will be out of the office all summer)

E-mail: use Blackboard account ONLY

Summer 2010 Semester

Start here with [Important Points and FAQ](#).

The overall aim of this course is to develop an understanding of the history of the United States by examining the major themes and movements that were happening during this period. Hopefully, each student will gain a sense of where the country has been and what that could possibly mean for the future. At a time when more and more people are “clueless” about their past, and unfortunately quite comfortable in that state, it is important that we build an essential component to good “citizenship”: an historical understanding.

As one of my professors defined it, history is the “explanation of change over time.” The study of history is an important component of a sound liberal arts education. “[Why study history?](#)” is a question that is asked by many people. This course should answer that question. Another purpose of this course, and one I feel is equally important as those above, is that everyone involved has an enjoyable time. For this to happen it is necessary that everyone participate in the class. Please, ASK QUESTIONS. This is a way for all of us to learn.

Another question that is always asked: [What can you do with history?](#) An objective of this class is not only a knowledge of history, but to help the student develop a methodology of examining evidence and learning to report on it in a clear and concise manner. In the future you may have a boss who will ask you for a three-page report on a project you are in the middle of. You will

have to examine the files, going through the data and finding the significance. This is what a historian does. So in a way, just about everyone can use historical methodologies.

### Course Description

Survey of United States history from Reconstruction to Bush, with special emphasis on the development of the American economy, United States expansionism, race relations, the world wars, women's rights, the cities, the sixties, the depression, the Cold War, Watergate, Vietnam, and the 1980s.

### Required Texts

The following books and resources will be used:

*America: A Narrative History* Volume II

*Major Problems in American History* Volume II

*Out of This Furnace*

The course will be divided into three two-week modules. Each module will have a deadline upon which all [work assignments](#) must be completed.

Since much of this course entails using the Internet, It may be helpful to have some of the following software on your computer. They are very easy to install; just follow the directions. Make sure you get the free version of each of these (you may have to look closely for it). All of them have plug-ins, applications that automatically link with your web browser, that allow you to more fully experience the web. You should have the latest version of the following:



### Method of Evaluation

- 1) Exams- There will be a total of three examinations. Material for examination purposes will come from a variety of sources: your readings, the websites assigned, any videos assigned, and the message board.

Although several questions may be offered, only one will be completed for each exam. Typed, double-spaced, and use of the [MLA format](#) are the expected, standard formats. These papers will constitute sixty percent of your final grade. Words of wisdom: “Every job is a self-portrait of the person who did it. Autograph your work with excellence.” J. Guidobono.

- 2) Discussion Board Postings- for this part of the course we will be using the Blackboard Vista site, accessed through the [my.commmnet.edu](#) site. Students can log into the site by using the instructions given out by the registrar’s office. One of the clear advantages and joys of learning is that it does not occur in a vacuum. Indeed, the socialization of learning can be an exciting experience as ideas and opinions can have a steamrolling effect. That is one of the drawbacks of online learning. This is not, nor is it intended to be, a correspondence course. The challenge is to “come together” as a class. Hopefully the discussion boards will allow that to occur. Each student will be responsible for monitoring the board on a regular and frequent basis, making original posts and responding to other student’s postings. Any posting you make should be of a substantive nature. A “substantial posting” is one that brings a unique (comparative, analytical, critical) perspective to some aspect of the reading, websites, or another student’s perspective. The discussion board is also a place for you to ask questions, and answer those questions that are asked. You may also use this space to bring in websites you have found on your own. I will write more on this in the discussion area. This exercise will constitute twenty percent of your final grade.
- 3) Objective tests- for this part of the course we will be using the Blackboard Vista site, accessed through the [my.commmnet.edu](#) site. There are objective tests for each chapter of the *America* text. They are comprised of twenty true-false/multiple choice questions for each chapter of the text. Each student must complete the test that corresponds to that module’s readings by the end of the end of the module. These are date sensitive, and once the deadline is passed the test will no longer be available. They are meant more as a device to keep reading at a given pace than an assessment of knowledge. The tests are also time sensitive: you have twenty minutes to take each test. To paraphrase a former student: if you have read the material closely they aren’t a problem; if you are sitting there with the book looking for the answers, you could have great difficulty. This will constitute twenty percent of your final grade.

Three Rivers is working to provide more resources for students to help them be successful at the learning process. TRCC's library provides [access](#) to several comprehensive databases with trade and general-interest periodicals. Although the journals accessed through the library are mostly academic in nature, not everything available online is. But the Internet can be a tremendous resource for learning. The T.A.S.C. has developed an online self-tutorial called [Research and the Internet](#) that helps decide what a valuable site is for academic exercises. Search engines are used to access an ever-growing number of webpages the Internet offers. Assessing the accuracy and validity of some sites can be difficult. The library would be happy to help you. Contact Rob Walsh for any questions in regards to this.

Grade	Equivalent	Quality Points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

### Course Objectives

The objectives for this course are varied, being specific to U.S. history, and supportive of the Liberal Arts and Sciences objectives. Working through a variety of methodologies, students will be introduced to the skills necessary to:

- Read and interpret historically relevant information.
- Articulate an understanding of the major themes and issues of our history.

- Use analytical and critical thinking skills to assess historical data.
- Access current technology to obtain historical information.
- Use the English language, both in written and verbal forms, to communicate thoughts and ideas.

### College Withdrawal Policy

A student who finds it necessary to discontinue a course MUST complete a withdrawal form obtained from the Registrars Office. Students may withdraw from class anytime during the first ten weeks of the semester without being in good standing or obtaining prior permission of the instructor. After that period, a student wishing to withdraw must obtain written authorization of the instructor to receive a "W" grade for the course. Students, who fail to properly withdraw, and discontinue coming to class, will be assigned an "F" grade. Eligibility for refund of tuition is based upon date of withdrawal when received by the registrar. Verbal withdrawals will not be accepted.

### Learning Disabilities Statement

If you have a hidden or visible disability that may require classroom or test-taking modifications, please see the professor as soon as possible. If you have not already done so, please be sure to register with either Chris Scarborough.

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[Dr. Delaney's Homepage](#)

[Social Science  
Department](#)

[TRCC Homepage](#)