



U.S. HISTORY I

Encounter to Civil War

Syllabus for HIS 201 (in class)

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Office hours: MW 1:00-2:00pm, 5:00-6:00pm

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. It is hoped that each student will gain a sense of where the country has been and what that could possibly mean for the future. To paraphrase the American poet and philosopher George Santayana, those who do not understand their past are doomed to repeat it.

History is the “explanation of change over time,” as one of my professors defined it. The study of history is an important component of a sound liberal arts education. Here is one answer to the question, [why study history?](#) 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.

The question 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 on their job.

Course Description

Survey of United States history from colonial times to 1877. A survey of the major political, economic, social, cultural and diplomatic developments in American History, including the Revolution, the Constitution, Jeffersonianism, Jacksonianism, sectionalism, slavery, expansionism, and the Civil War and Reconstruction.

Required Texts

The following books and resources will be used:

American Stories Volume I

Making Freedom

Autobiography of Frederick Douglass

Homework Assignments

Method of Evaluation

- 1) Exams- There will be a total of four examinations. Material for examination purposes will come from a combination of lecture, discussion, video presentation, and your readings. Exams will consist of short and long essay questions, as well as identification questions, true/false, and multiple-choice questions. These exams will constitute seventy 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) Term Paper- you will be given an assignment for a paper that will address a question and/or theme from the course. This will be a polished piece of work: double spaced and typed, logical and clear progression, clear introduction and conclusion, as well as other aspects of good writing will be expected. It is expected that your paper will adhere to the [MLA format](#) (use “In-Text Citations: The Basics”). More details will be passed out in class. This paper will be worth twenty percent of the final grade.
- 3) Good Citizenship- The social component of learning is an important part of the process. For that to happen, you must come to class and be ready to participate. Any absences beyond two will count against you. Class participation is also an important component of this. It is important to be prepared to take part in discussion and then be an active member of your

group and class when the time comes. This section will constitute ten percent of your final grade.

Three Rivers is working to provide more resources for students to help them be successful at the learning process. One of those resources, newly added, is [iCONN](#), a comprehensive database with trade and general-interest periodicals. Follow the link, select a site, and enter your password, which is the bar code number on your library card (example: D310123456).

Although the journals accessed through iCONN are 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. One that can work well for academic searches, if you review the material closely, is [Google](#).

Course Objectives

The goals and objectives for this course are specific to the study of history and integrated with the college's general education goals. Working through a variety of methodologies, the successful student will develop the following skills:

- Course goal: to analyze and evaluate argumentation:
 1. acquire and analyze information to determine its quality and utility;
 2. summarize, analyze, and evaluate argumentation and persuasion.
- Course goal: To understand and convey ideas in diverse contexts using reading and writing:
 1. to comprehend and evaluate written passages;
 2. to write clearly;
 3. to speak clearly;
 4. to understand lectures and arguments.

Grading Scale

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

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 thirteen weeks of the semester without being in good standing or obtaining prior permission of the instructor. 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 question regarding a disability that may affect your progress in this course please contact one of the college's Disability Service Providers as soon as possible. Chris Scarborough (892-5751) generally works with students who have learning disabilities or ADHD. Kathleen Gray (885-2328) generally works with students who have physical, visual, hearing, medical, mobility, and psychiatric disabilities. Matt Liscum (383-5240) also works with students who have disabilities. Your cooperation is appreciated.