



U.S. HISTORY I—Online

Contact to Reconstruction

Syllabus for HIST 201
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Some [frequently asked questions and important points](#).

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. 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 important component to good “citizenship”: an historical understanding.

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.

An objective of this class is not just 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 in their work.

[Course Description](#)

US History I presents a social, political, and economic survey of the United States. The course begins with an examination of native culture, then follows the development of British colonialism, and then the establishment of the Union. It places an emphasis on the nature of immigration, slavery, and overall themes of nationhood, from sectionalism to unity, from westward expansion to urban development and other forces shaping society.

Required Texts

The following books and resources will be used:

Give me Liberty! Volume I

Narrative of the Life of Frederick Douglass



Homework Assignments can be found [here](#)

Method of Evaluation

- 1) Exams- Your examinations will be a combination of objective questions and essays. Material for examination purposes will come from a variety of sources: your text readings, primary documents, the websites assigned, any videos assigned, and the message board. There will be three exams spread across the semester. These exams will constitute fifty percent of your final grade.
- 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 forthcoming. This paper will be worth twenty-five percent of the final grade. Words of wisdom: “Every job is a self-portrait of the person who did it. Autograph your work with excellence.” J. Guidobono.
- 3) Discussion Board Postings- We will be using the Blackboard site for this purpose. Students can log into Blackboard by accessing the my.commmnet.edu site using their user ID name and password. Blackboard has a link in the top, right-hand corner. 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 is expected to be a regular and frequent contributor to the message board (more on this later), making substantive postings. 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 by other students. You may also use this space to bring in websites you have found on your own. This exercise will constitute twenty-five percent of your final grade.

Learning 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 competencies:

- 1) Explore the complexity of the human experience;
- 2) Develop a body of historical knowledge explaining the dynamics of change over time;
- 3) Interpret and contextualize the past on its own terms;
- 4) Evaluate a variety of historical sources, primary and secondary, for their credibility and utility;
- 5) Generate a historical argument that is reasoned and based on historical evidence;
- 6) Combine argument and evidence into effective narrative that describes and analyzes the past.

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 Registrar's 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 disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. You can make an appointment with a DSP by calling 860.215.9017. Please note: 1.) For academic adjustments, you will have to provide documentation of your disability to the DSP. 2.) Instructors cannot provide adjustments until you have delivered written authorization (from a DSP) to the instructor. 3.) Adjustments take effect when you deliver your written authorization to the instructor in person (provided there is adequate time for the instructor to make necessary arrangements). 4.) Adjustments do not apply to tests/assignments that were due prior to your delivering written authorization to your instructor in person.

[Dr. Delaney's Homepage](#)

[TRCC Homepage](#)