



U.S. HISTORY II

Civil War to the present

Syllabus for HIS 202

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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

A survey of United States history from Reconstruction to the present, with special attention given to changing social, economic, environmental, and ideological impacts. As well, America’s changing ethnic make-up, race conflict, and changes in the United States’ international position through the two World Wars and the Cold War will be examined.

Required Texts

The following books and resources will be used:

American Promise Volume II

Tangled Roots

Homework Assignments can be found [here](#)

Method of Evaluation

- 1) Exams- There will be a total of three 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](#). 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 three 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. Periodic quizzes may be used to gauge how well a student is doing. This section will constitute ten percent of your final grade.

Attendance

Almost all student guidebooks on how to be successful in college, such as Linda O'Brien's *How to Get Good Grades in College*, stress the importance of attendance. As O'Brien writes, “If you want to get good grades in college, you must attend every class – not almost every class.” She goes on to state, “You cannot make up what you miss, and you cannot get it from someone else.” Most college professors would agree with these statements. If you miss more than three classes, your grade will be reduced one letter grade for each absence. For instance, if you miss four classes, a “B” will become a “B-“; five classes, a “B” will become a “C+.” As one of my colleagues puts it, be serious about your education. “Get up, dress up, show up.”

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 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 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.

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