

Course Syllabus

Course: U.S. History II, 3 credits

Days and Times: Online, Distance Learning

Semester: Winter Intersession 2014

Department: Social Science

Instructor: Dr. Victor A. Triay

On-campus Office: Snow Hall, 508

Telephone Number: (860) 343-5746

WELCOME

I would like to welcome all of you to HIS 202. My name is Dr. Victor A. Triay, and it is my pleasure to be your professor for this course.

As I have always done in my courses, I will begin by giving you a brief glimpse into my background and experience. As some of you may know, I was born and raised in Miami, Florida. I graduated from Christopher Columbus High School in 1984, and subsequently attended Miami-Dade Community College. From there, I went on to the University of Florida, where I received my B.A. in history in 1988. During my undergraduate years I also spent a good amount of time abroad, studying in Italy and Spain, and backpacking across Europe on several occasions. Upon receiving my bachelor's degree, I taught high school history with the Dade County Public Schools for one year. I then began working on my graduate degrees at Florida State University in Tallahassee, from where I eventually received both my M.A. (1991) and Ph.D. (1995) in history. During my time in Tallahassee, I also taught (History and Spanish) and coached football at a local private academy.

I joined the faculty at MxCC in 1992, a few years before completing my Ph.D. Even though I was far from home, receiving a job at Middlesex was "a dream come true" for me, since it was my ambition to become a community college professor ever since I was a student at Miami-Dade. After completing my Ph.D. in 1995, in addition to teaching at Middlesex and starting a family, I devoted a great deal of time to research and writing. As a result, I have published six books and a handful of essays, all dealing with Cuban and Cuban exile history.

After twenty-two years at Middlesex, I am as happy and enthusiastic as I was on my first day. Every year, every semester, and every class, is a new and rewarding experience for me. Therefore, I look forward to working with each and every one of you during the present semester. I know this going to be a fantastic course.

I sincerely hope you come away from this course a better informed and more enlightened student. Whether you are a recent high school graduate or a returning student, I applaud your decision to enroll in college since the monumental shift we are experiencing in our economy has made a sound educational base an indispensable asset.

But, in addition to the practical reasons for receiving an education, there are others. Allowing ourselves to become educated is one of the most exciting opportunities available, for it opens our minds and allows us to experience and enjoy much of the world that would otherwise be closed to us.

At one time, the chance to become educated was limited to very few people. Our society, however, has created mechanisms such as the community college system so that every person could have such an opportunity. So, now that you have the chance, use it to the fullest.

COURSE STRUCTURE

As in all courses, it is imperative that the professor and the students are clear on the requirements and expectations. Please read the following carefully.

1) Readings

On the coverage schedule, you will see the time divided into “blocs” and the readings you are expected to complete within each of those blocs. You are expected to read the assigned chapters thoroughly and to understand them fully.

2) Discussion questions

a. On the night before each bloc begins, at 11:59 p.m., you will be given discussion questions (except for Bloc 1, in which you have only one). You will have until 11:59 p.m. on the last day of the bloc to complete and post them.

b. It is expected that you will provide answers that are complete and thoughtful. If you include any outside information, make sure it is clearly cited.

c. The discussion questions will be graded on scale of 0 (the lowest) to 10 (the highest).

d. If a response is late, the final score will be penalized one point per day. After three days you will receive a zero. Please notify me immediately if you have technological or other issues that prevent you from completing the assignment on time. These situations, which should be very rare (given you have an entire week to complete the assignment), will be handled on a case-by-case basis.

e. And, please, use proper English spelling and grammar in your responses and not codes, abbreviations, or language used in instant messaging!

3) Tests

a. The four tests will be posted on the dates indicated on the schedule.

b. You may sign on to take the test anytime during the bloc when it is posted, but once you open the test you will have exactly five hours to complete it. When the time is up, or after you have submitted the test, you will not be able to go back to it.

c. The tests will be made up of multiple choice questions.

d. You may use class materials on the test, but you are strongly advised to study, read, and outline the chapters during the days assigned in order to ensure success, for the test questions are not easy despite the format. You will also notice the chapters are quite intricate and require careful reading.

d. Tests must be completed individually, i.e., no collaboration.

e. If a test is late, the final grade will be penalized ten points each day it is late. After three days, the test will not be accepted and you will receive a zero. Please notify me immediately if you have technological or other issues that prevent you from completing the test on time. These situations, which should be rare (given that you have a full week) will be handled on a case-by-case basis.

f. Please try to make arrangements to have a back-up computer in case you experience problems. Late test submissions are a great burden on me and the staff at the Distance Learning office. Although computer and internet problems happen, you can avoid causing the staff a great deal of extra work by having a back-up and by submitting ALL WORK ON TIME!

5) Final evaluation

Each of the four tests will count as one-fifth of your grade. The average of your discussions answers will account for the remaining one-fifth.

COURSE DESCRIPTION

A systematic study of the United States from Reconstruction to the present, with special attention given to industrialism's social, ideological, and economic impact, America's changing ethnic make-up, racial conflict, and changes in the U.S.'s international position through the two world wars and the Cold War.

COURSE RATIONALE-WHY WE TAKE THIS COURSE

In general, we study history for many reasons. Most importantly, studying history satisfies our natural human desire to establish a link with our past. On a more pragmatic level, a sound understanding of how our institutions, beliefs, and society originated and grew gives us an accurate perspective on the present and helps our decision making for the future. Although history does not literally "repeat itself," there are certain patterns in every human society that, with our knowledge of them, makes the present more comprehensible.

COURSE GOALS

You shall be expected to demonstrate a working knowledge of the patterns, trends, individuals, and various facts concerning U.S. History since 1865.

REQUIRED TEXT

Brinkley, Alan, *The Unfinished Nation: A Concise History of the American People*. Volume Two, Seventh Edition (no other editions are permitted).

DIVERSITY COMPONENT

U.S. History II covers a number of issues relating to diversity, such as the role of African Americans during Reconstruction and after the rise of the New South; the massive immigrant waves from Eastern and Southern Europe to the American industrial belt; the challenges faced by rural Americans at the turn of the century; the ethnic issues of the Progressive Era; the rise of anti-immigrant legislation of the 1920s; the impact of the Great Depression on different ethnic and regional groups; the unifying spirit of World War II.

ADA Accommodations Statement: Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.

Academic Ethics and Classroom Behavior: At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' Proscribed Conduct Policy in Section 5.2.1 of the Board's policy manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally. (Board of Trustees' Policy.