

# Course Syllabus

Course: U.S. History II, 3 credits

Days and Times: Online, Distance Learning

Semester: Winter Intersession 2019-2020

Department: Social Science

Instructor: Victor A. Triay

Contact: via Blackboard Messages

## WELCOME

I would like to welcome all of you to HIS 202. My name is 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 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 some time abroad, studying in Italy and Spain, and traveling to other parts of Europe on a few 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 studies. Even though I was far from home, receiving a teaching position 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 studies, in addition to teaching at Middlesex and starting a family, I devoted time to research and writing. As a result, I have written several books and a handful of essays, all dealing with Cuban and Cuban exile history.

After twenty-seven 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 is 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 a bloc begins, at 11:59 p.m., you will be given that bloc's discussion questions. 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 a 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, will be handled on a case-by-case basis.

**Please Note: For the final bloc, late assignments will not be accepted and there will be no extensions given. ALL WORK MUST BE SUBMITTED BY THE DUE DATE!**

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 any time during the bloc while 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, will be handled on a case-by-case basis.

**Please Note: For the final bloc, late tests will not be permitted and there will be no extensions given. ALL WORK MUST BE SUBMITTED BY THE DUE DATE!**

f. Please try to make arrangements to have a back-up computer in case you experience problems.

5) Final evaluation

Your test grades will count as 50 percent of your grade. The average of your discussion answers will account for the remaining 50 percent.

Your final grade will be calculated as follows:

A: 93-100

A-: 90-92

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

D+: 67-69

D: 63-66

D-: 60-62

F: 0-59

**LATE POLICY (EXTREMELY IMPORTANT!!!)**

In recent semesters, I have had more than a few problems with late and missing work from students. Please be aware of the course's late policy outlined below. READ IT CAREFULLY.

Discussion Questions:

1. As stated above, discussion questions are released on the night before a bloc begins at 11:59 PM and due by the due date indicated at 11:59 PM. If the answer is one day late, you will be penalized one point; if it is two days late, two points; three days late, three points—NO MATTER THE REASON. After three days, **it will become a ZERO.**

**Please Note: For the final bloc, late assignments will not be accepted and there will be no extensions given. ALL WORK MUST BE SUBMITTED BY THE DUE DATE! .**

If you cannot turn your answer in within the three-day late window because of circumstances you cannot control (illness, illness of a family member, computer problems, etc.), **you must nevertheless contact me *within* the three-day window if you wish to seek an extension. In order for me to grant an extension you must have an excusable reason (illness, etc.) and DOCUMENTATION to back it up.**

You may send me a message through Blackboard to request an extension. **If you are unable to do so (for medical reasons, etc.), you may do so through a third party (spouse, family member, friend).** If I hear nothing from you or a third party within the three days, the grade will be averaged as a **ZERO.**

**\*\*Reminder: For the final bloc, late assignments will not be accepted and there will be no extensions given. ALL WORK MUST BE SUBMITTED BY THE DUE DATE!**

Checking Your Post:

It is your responsibility to make sure your answer posted correctly. I have had cases in which students were convinced they posted their answers, yet there was no answer there. The rule is: no answer, no grade (that is, a zero).

Tests:

1. Like the discussion questions, tests are posted at 11:59 PM on the night before a bloc begins and due by the due date indicated at 11:59 PM. UNLIKE the discussions, the TESTS CLOSE and you cannot access them yourself after the due date. **You must contact me within three days to reopen the test for you.** If you complete it within one day, there will be a ten-point penalty; two days, a twenty-point penalty; three days, a thirty-point penalty—NO MATTER THE REASON.

**Please Note: For the final bloc, late tests will not be permitted and there will be no extensions given. ALL WORK MUST BE SUBMITTED BY THE DUE DATE!**

2. **If you cannot complete a test within the three-day late window because of circumstances you cannot control (illness, illness of a family member, hospitalization, etc.), you must nevertheless contact me *within* the three-day late window if you wish to seek an extension. In order for me to grant an extension, you must have an excusable reason (illness, etc.) and DOCUMENTATION to back it up.**

You may contact me through Blackboard to request an extension. If you are unable to do so (for medical reasons. etc.), **you may do so through a third party (spouse, family member, friend)**. If I hear nothing from you or a third party within the three-day window, the test will be averaged as a **ZERO**.

**Please Note: For the final bloc, late tests will not be permitted and there will be no extensions given. ALL WORK MUST BE SUBMITTED BY THE DUE DATE!**

Checking Your Grade:

At the end of several semesters, I have had students email me wondering why there were no grades for one or more of their tests. They claim to have taken them, but there is no record of them ever having accessed them. Clearly, many of them simply forgot to take the test(s) or did not notice it on the coverage schedule. If you forget to take a test, it will be averaged as a **ZERO** if it is not completed within the three-day late window or if you did not contact me within the three-day late window. In order to avoid confusion over whether or not you forgot to take a test or if for some reason you took it and it did not post, **you are responsible for checking that your test grade posted upon submission**. Grades are immediately available upon submission; therefore, unlike the discussion answers (which I need to grade one-by-one) you can check right away if the grade posted.

Keep in mind that the Distance Learning office can run a search to determine whether or not the test was ever accessed.

**If you take a test and see that the grade did not post right away, you must contact me within 24 hours.**

**ALSO: Make sure to submit your tests correctly.** I have had students who completed their tests but forgot to hit the "submit" button.

#### **Final Thoughts on Late Tests and Assignments:**

I think it is safe to say that the issue of late/missing tests and assignments is, by far, what has had the greatest negative impact on student grades in my distance learning courses. All of the above can be avoided simply by following the coverage schedule, logging in to Blackboard to access your assignments/tests, and completing them before the due date. YES, IT IS THAT EASY. You should also log in to Blackboard daily in order to check for new announcements and emails.

#### **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. The learning objectives are listed below. This course also adheres to the learning outcomes for the **Historical Knowledge** general education core competency. These competencies are found on the college website at: <https://mxcc.edu/catalog/general-education/historical-knowledge/>

## 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 Asia and Eastern and Southern Europe; 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; and more recent immigration patterns.

**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.

## Additional Information:

Please visit the following link for additional information. <http://mxcc.edu/catalog/academic-policies>  
Please pay special attention to the section on **Academic Honesty**. Under that section, you will find an additional link to the Board of Regents **Student Code of Conduct** (which should also be read carefully).

Below, please find the course's Learning Objectives:

## **U.S. History II Learning Objectives**

### 1) Reconstruction

Trace the evolution of Reconstruction, including Lincoln's plan, Johnson's Presidential Reconstruction, and Congressional Reconstruction. Attention is also given to the early development of the African American community in the post-slavery era.

### 2) The New South

Understand the establishment of the New South after the Reconstruction period, including the rise of the Bourbon class, class stratification in the white community, and the position of African Americans.

### 3) The Far West

Comprehend the development of the mining, cattle, and farming frontier in the Far West, including the impact of the Homestead Act, the hardships faced on the Great Plains, and the impact of Western settlement upon the various Native American groups. Also, explore the role of Hispanic and Chinese populations in the West.

### 4) Industrial Revolution

Understand the dramatic economic, social, technological, political, and ideological changes brought about by industrial change. Also, understand the profound impact of immigration on certain parts of the country during the period of industrial development.

### 5) Labor Issues

Appreciate the troubles experienced by labor during the Industrial Revolution, the early development of labor organizations, and the major strikes of the era.

### 6) Rise of the City

Understand the changing social, physical, and ethnic environment of the cities brought about by the rise of urban lifestyles, immigration, the rise of ethnic neighborhoods, and the rise of urban political machines.

### 7) Populist Era

Discuss the problems farmers faced in the late 19<sup>th</sup> century, their attempts to solve them, and their turn to political activism. Also, trace the history of the People's Party through the 1896 election.

## 8) Imperialism

Discuss the reasons for the rise of imperialism in the late 19<sup>th</sup> century and the role played by the U.S., particularly through the Spanish American War, the building of the Panama Canal, the Open Door Policy in China, the annexation of Hawaii, the domination of Samoa and the Philippines, and the opening of trade with Japan.

## 9) Progressive Era

Appreciate the idealism of the Progressive Era, the spirit of reform, and the major reform programs including those associated with women, economics, society, and politics; also, study Progressive reform during the early presidential administrations of the 20th century.

## 10) World War I

Understand the United States' evolving global policies in the late 19th and early 20th centuries; also, trace origins of U.S. entry into the First World War, the U.S.'s impact on the fighting, the Paris Peace Conference, and immediate post-war domestic and international challenges .

## 11) 1920s

Understand the profound changes in United States culture during the 1920s, especially the rise in consumerism, the position of women, economic developments, youth rebellion, jazz, dancing, spectator sports, the movies, radio, and motoring. Attention is also given to the rise of National Reactionaries, including the reemergence of the Ku Klux Klan, anti-immigrant sentiment, Christian fundamentalism, and Prohibition, as well as political developments at a national level.

## 12) The Great Depression

Discuss the causes and impact--economic, social, and otherwise--of the Great Depression. Also, trace the development of the New Deal.

## 13) Crises of the 1930s leading to World War II



Comprehend the crises leading to the Second World War, including: the Italian invasion of Ethiopia; Germany's rearmament, its remilitarization of the Rhineland, annexation of Austria, and conquest of Czechoslovakia; also, understand the importance of Japan's invasion of China.

#### 14) World War II

Understand U.S. entry into World War II, beginning with the various aid programs of 1940-1941, through the Japanese attack on Pearl Harbor; study the war in Europe and the Pacific, and the dropping of the atomic bomb. Also, explore developments and trends in the United States during the war.

#### 15) Cold War

Discuss Soviet aggression and the onset of the Cold War in Europe and its global expansion. Also, explore the development of anti-Soviet/anti-Chinese alliances, the economic revival and integration of Western Europe, and post-war diplomacy.

#### 16) Post-War Change, 1950s

Discuss the cultural changes brought about in the 1950s, especially the rise of suburban life, television, and political conservatism. Also, trace the beginning of the Civil Rights Movement and the major developments in the Cold War.

#### 17) 1960s-1980s

Understand the development of the Civil Rights Movement, the expansion of the Cold War, the Vietnam War, the Counter Culture, and the various movements focused on the rights of women, individuals, and minorities. Also explore the impact and social context of the Watergate scandal, the process of détente in the 1970s and its collapse, the Carter and Reagan eras, and the ultimate fall of communism in Eastern Europe in the late 1980s, with a particular emphasis on Solidarity in Poland and Gorbachev in the USSR.

#### 18) 1990s to the Present

Understand the transition to the post-Cold War era, globalization, the impact of terrorism, the economic crisis of the early 21<sup>st</sup> century, changes in American social and political life, and the impact of terrorism on American society and government.