USU 1300 - 002 (#41746) U.S. INSTITUTIONS: American History
Fall 2014, 9:30am-10:20am, M-W-F, TSC Auditorium

USU 1300 is a survey of US Institutions, focusing on American History, pre-contact to present, with an emphasis on the period 1760 to 2000. The course consists of lectures, readings, and occasional films. Emphasis is on larger thematic ideas, causation, and critical thinking rather than dates/names. Student questions/comments are welcome during lectures, before/after class, and in office hours. Required readings should be purchased/used online and read in pace with lectures. 

Learning Outcomes: to build factual knowledge and a historical understanding of change and development of US institutions (history, government, politics, economics, society, culture, and diversity) over time; to recognize the complex and contested nature of the past; to identify reoccurring themes and assess contemporary issues from a historical knowledge base; to encourage critical listening, reading, and analytical skills; and to hone basic study and writing skills.

REQUIRED READINGS
2. Primary Source Documents, available on class Canvas page (https://login.usu.edu/cas/login/) under FILES. Documents are listed by Doc# in “Course Readings” (next page).
3. Lecture Outlines and Exam Study Guides for each of the three exam sections are available on the class Canvas page under FILES.

EXAMS AND GRADING
1. There will be THREE in-class EXAMS (85%) during the semester, each worth 100 points or 28.33% of your final grade. Exams will consist of essay and multiple guess questions. See Writing Guide (below) for info on preparing essay answers and on grading.
2. There will be weekly in-class quizzes (multiple guess or short answer, one or two each week subject to in-class announcement) based on the Primary Source Document readings, worth a total of 15% of your final grade. No unexcused quiz make-ups or late turn-ins.

COURSE GRADING SCALE: A =100-92; A- =91-88; B+ =87-86; B =85-80; B- =79-78; 
C+ =77-76; C =75-70; C- =69-67; D+ =66-65; D =64-60; F =59-0.

SUPPLEMENTAL INSTRUCTION
Supplemental Instruction (SI) is a university-run program designed to help students learn how to study, construct outlines and essays, and grapple with some course content. Attendance is voluntary and no cost. For more info see http://www.usu.edu/arc/supplemental_instruction/.
The SI Leader for this class: Jason Averett averett20@gmail.com
SI Schedule: Tuesday 5:30 pm, MAIN 121; Thursday 5:30 pm, MAIN 121.

GRADUATE TEACHING ASSISTANTS
Graduate Teaching Assistants are available to advise students on course content and will assist in grading exams. See the “SI and TA Contact Info” folder in Canvas FILES folder. Contact them in class or by email. GTA Office: Old Main 321-N (enter History Dept, Main 323).
COURSE READINGS & EXAM SCHEDULE
(All dates subject to change announced in class)

SECTION I: INDIGENOUS NATIONS TO EMPIRES TO NATION.
Week 1: Aug 25, 27, 29: People and a Nation, Chaps. 1-5.
LABOR DAY HOLIDAY Monday 1 Sept
Week 2: Sept 3, 5: People and a Nation, Chaps. 6-7 and Appendix A1-A6
  Doc1 Declaration of Independence; Doc2 Articles of Confederation.
Week 3: Sept 8, 10, 12: People and a Nation, Chaps. 7-9 and Appendix pp. A6-A15
Week 4: Sept 15, 17, 19: People and a Nation, Chaps. 9 and 12
  Doc6 South Carolina Ordinance of Nullification.
  In-Class Exam Review Session, 19 Sept.
FIRST EXAM, on Section I (100 pts. 28.33%), Monday 22 September, in-class.

SECTION II: EXPANSION, HOUSE DIVIDED, AND EXPANSION RENEWED.
Week 5: Sept 24, 26: People and a Nation, Chaps. 10-11, and 13.
  Doc7 Harriet Robinson, Life as a Lowell Mill Girl; Doc8 Seneca Falls Declaration;
  Doc9 Cherokee Removal 1830s.
Week 6: Sept 29, Oct 1, 3: People and a Nation, Chaps. 13-15
  Doc10 Slave Recollections.
Week 7: Oct 6, 8, 10: People and a Nation, Chaps. 16-17
  Doc11 Amendments 13-15; Doc12 Tourgee on KKK; Doc13 Plessy v Ferguson.
Week 8: Oct 13, 15, 16: People and a Nation, Chaps. 18-19
  Doc14 Lewis Hine Photographs; Doc15 Jacob Riis, How the Other Half Lives.
FALL BREAK Fri 17 Oct. Attend FRIDAY class schedule on THURSDAY 16 Oct.
Week 9: Oct 20, 22, 24: People and a Nation, Chaps. 19-21
  Afternoon/Evening Exam 2 Review Session with Professor, Thursday 23 Oct, TBA
SECOND EXAM, on Section II (100 pts., 28.33%), Monday 27 October, in-class.

SECTION III: MODERN WORLD POWER.
Week 10: Oct 29, 31: People and a Nation, Chaps. 22-24
  Doc16 Flapper Jane;
Week 11: Nov 3, 5, 7: People and a Nation, Chaps. 24-25
  Doc17 Palmer, Case Against the Reds; Doc18 Steinbeck, Grapes of Wrath.
Week 12: Nov 10, 12, 14: People and a Nation, Chaps. 26-28
  Doc19 WWII Relocation and Internment.
Week 13: Nov 17, 19, 21: People and a Nation, Chaps. 28-30
  Doc20 HUAC and McCarthyism; Doc21 Johnson, Great Society;
Week 14: Nov 24: People and a Nation, Chaps. 29-30
  Doc22 King, I Have a Dream; Doc23 Malcolm X.
HOLIDAY, THANKSGIVING, 26-28 Nov
Week 15: Dec 1, 3, 5: People and a Nation, Chaps. 29-33
  Doc24 Kennan, Sources of Soviet Conduct; Doc25 Nixon Articles of Impeachment
  Make-Up Exams (pre-approved only) Friday 5 Dec, TBA
  Afternoon/Evening Exam Review Session with Professor: Friday 5 Dec, TBA.

FINAL EXAM, on Section III (100 pts. 28.33%), Wed. 10 December, 9:30-11:20am TSC Aud.
FINAL EXAM DATE IS FIXED AND NON-NEGOTIABLE.
**IMPORTANT not-so FINE PRINT**

*By registering for this class you accept the assignments and conditions outlined in this syllabus*

**EXAMS:** Students are expected to take exams and turn in assignments at scheduled times. It is ESSENTIAL that you attend all of the LECTURES, do all of the assigned READINGS, TAKE NOTES on both the lectures and readings, STUDY those notes, and make ESSAY OUTLINES for the exams. Partial fulfillment of these requirements will show up in your exam performance and therefore in your grade. *Effort does not earn credit—performance does.*

**NO EXTRA CREDIT** outside the exams/assignments/quizzes is available.

**MAKE-UP EXAM POLICY:** I maintain a very strict make-up policy. You must have an urgent and compelling reason for missing a scheduled exam—only university-approved excuses are acceptable. You must contact me before the scheduled exam time and provide verification of the reason for your absence. I reserve the right in all cases to decide if any make-up will be allowed. Expect the make-up exam to be different than regularly scheduled exams. There is only ONE DAY and ONE HOUR for all approved make-ups: **Friday 5 Dec, TBA.** See me for approval and exam location/time before that date. No make-ups or late turn-ins on in-class quizzes unless excused.

**The FINAL EXAM** is a set time by university policy and is NOT negotiable, so don’t ask (unless you have three the same day). http://catalog.usu.edu/content.php?catoid=8&navoid=1721

**INCOMPLETES** given only in special, extenuating circumstances (not poor performance) at instructor's discretion  http://catalog.usu.edu/content.php?catoid=8&navoid=1650#Incomplete

**ACADEMIC DISHONESTY:** University rules and procedures will be followed. http://catalog.usu.edu/content.php?catoid=8&navoid=1572

**FINAL GRADES** will be posted on Banner, not on the class Canvas page. If you want your final exam returned, bring a self-addressed legal size stamped envelope to the final exam.

**DRC:** Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC), http://www.usu.edu/drc/. Notify professor and contact DRC as soon as possible for alternate format materials (Braille, large print, digital). http://catalog.usu.edu/content.php?catoid=8&navoid=1600

**NON-NATIVE ENGLISH LANGUAGE STUDENTS:** See Professor for information.

**ANY QUESTIONS? PROBLEMS?** See the Professor ASAP. He doesn’t bite (hard).

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**ON WRITING ESSAYS FOR USU 1300 EXAMS**

I. **HOW TO PREPARE FOR THE EXAM:**

The most important first step is to *begin your preparation EARLY.* Keep up with the readings—trying to cram it all in at the last minute NEVER works. Attend SI sessions regularly [when available].

Review your class notes as well as the notes you took on your readings. Take reading notes rather than just highlighting passages in your textbook. This process of writing notes slows you down and makes you THINK about what you have read, improving retention and recall.

**IMPORTANT SUGGESTION:** Download Lecture Outlines from class Canvas page as MS Word docs, insert extra spaces between items, and print out so you can take lecture notes directly on them. If you leave enough spaces in these outline lecture notes, you can also insert more complete info from your textbook reading. *This leaves you with ONE CONSOLIDATED SET OF NOTES for studying.*

Don’t get lost in the details of lectures/readings. Keep your eye on the BIG PICTURE, the important point(s). I will try to make these clear in class. A sense of chronology and causation is more important than specific dates: “This leads to this, contributes to this, causing this, resulting in this…” *However, the best essays will demonstrate more detailed knowledge, illustrated by specific facts/examples.*

Look carefully at the exam study guides well before each exam. Some students find flash cards useful preparing for multiple guess questions, but for the essays prepare DETAILED ESSAY OUTLINES.
II. EXAMPLE OF A DETAILED STUDY ESSAY OUTLINE: This is the road map for the essay you plan to write. Lay out the path you need to follow, point by point, to complete your description or argument.

1. INTRODUCTION: All essays begin with an introduction. In this case, one or two sentences restating the question or setting out what you want to say in the body of the paper is enough.

   Example, Paragraph 1: “The Civil War was a turning point in the nation's history for a number of reasons, as I'll demonstrate by considering four main points [A, B, C, and D].”

2. BODY: three or four paragraphs that elaborate on the points brought up in your Introduction.

   Example: Paragraph 2 -- Point A, illustrated by sub points or specific examples 1, 2, 3, etc.
   Paragraph 3 -- Point B, illustrated by sub points or specific examples 1, 2, etc.
   Paragraph 4 -- Point C, illustrated by sub points or specific examples 1, 2, 3, 4, etc.
   Paragraph 5 -- Point D, illustrated by sub points or specific examples 1, 2, 3, etc.

3. CONCLUSION: For this class, a single sentence or two stating the SIGNIFICANCE of the question and your answer—WHY is this important to the developing nation or the study of US history?

III. WRITING THE ESSAY:

   Once you reach the exam, read the essay question CAREFULLY and make sure you understand exactly what has been asked. Take some time to organize your ideas so you are confident that you can answer the question completely. You may want to rough-out a quick outline of the more detailed outline you constructed for studying, but do so quickly so you can get to the essay.

   Once your ideas are organized, write an introductory sentence or two that restates the question and/or argument you’re going to make in the body of your essay.

   Then in the body of the essay, in two to four paragraphs, demonstrate your command of the information through the use of historical examples and thoughtful explanations that support your argument. Be DIRECT and use specific language, concepts, and terms. Be sure to demonstrate the CONNECTION between points—how one event/idea leads to another (cause and effect).

   In the rush of an exam, a formal conclusion is not always possible, but if you have time you should write a conclusion (1-2 sentences) that underscores what you believe is the most important point in your essay, and/or assesses the SIGNIFICANCE of the topic or event under consideration.

IV. HOW NOT TO WRITE AN ESSAY: Do not read the essay in a hurried panic and then proceed to scribble down any or all information that pops into your head. You may receive some credit for such a disorganized effort, but your score will suffer. Information “bullet points” or outlines alone are not an essay.

V. ADVICE:

   By the time you get to the exam you will have spent several hours of careful review and study, with special emphasis on the potential essay topics, so remain calm, keep your head clear, and write the best organized, most complete and DIRECT answer that you can. Think about the OUTLINES you made for those essays. Think about important KEY WORDS or PHRASES that will describe the point you want to make directly, thoroughly, and quickly. Consider CAUSATION—how one event leads to another that causes another, etc. BUDGET YOUR TIME between the essay and multiple guess portions of the exam.

VI. WHAT WILL BE CONSIDERED IN GRADING?

   Each essay will be read completely without marking so that your entire response to the essay question may be judged as a whole. The essay will then be scored with careful attention to several criteria: (1) Command of Information: whether the explanations and specific examples used in the essay are appropriate and accurate, reflecting familiarity with the lectures and readings. (2) Clarity and Completeness: whether the essay reflects a clear understanding of the question and the connections between events/ideas (cause and effect). (3) Organization: how well the body of your essay supports the points or arguments made in your introduction, and how logically you have ordered your presentation. (4) Grammar, Spelling, and Punctuation: much less important in a timed exam, but the quality (and clarity) of your writing will be considered, especially for higher grades. Generally, we will make brief written comments in the body of your essay (as well as at the end), commenting on specific strengths or weaknesses of the points you made, correcting errors, or asking for further explanation of specific points and causation.