

Dr. David Rich Lewis
 USU 1300 Sec.004 (#48527)
 9:30am MWF, ENGR 101
 Fall 2006

OFFICE HOURS: M 10:30am-noon
 T 10-11am, or by appt.
 OFFICE: Old Main 323 (321-F), 797-1299
 dlewis@hass.usu.edu

USU 1300: U.S. INSTITUTIONS

USU 1300 is a survey of US Institutions, focusing on American history from prehistory to present with an emphasis on the period between 1760 and 1980. The course consists of lectures, readings, and occasional films. Emphasis is on ideas and critical thinking rather than dates, names, and places. Student questions and comments are welcome during the lectures, before or after class, and during office hours. The required readings should be purchased and assigned chapters read in pace with the lectures.

Course Goals: To build an understanding of the development of US institutions (history, government, politics, economics, society, culture, and diversity); To confront contemporary issues from a historical knowledge base; To encourage critical listening, reading, thinking, study, and writing skills.

REQUIRED READINGS

Mary Beth Norton, et.al., *A People and a Nation*, brief 7th ed. (Boston, 2007) *earlier editions OK.
 James W. Davidson and Mark H. Lytle, *After the Fact: The Art of Historical Detection*, 5th ed. (New York, 2005)

EXAMS AND GRADING

There will be THREE in-class exams during the semester, each worth 100 points. The final exam is NOT comprehensive. Exams will consist of ESSAY and MULTIPLE GUESS questions. Study Guides will be available for each exam: <http://www.usu.edu/history/faculty/lewis/classeslewis.htm>. Essays will be graded on: (1) command of lecture information and knowledge of the readings; (2) clarity and completeness of answers; (3) organization of the argument; (4) quality of writing. See Writing Guide. Pop quizzes worth additional points are possible, subject to in-class announcement.

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) *may* become available. This university-run program is designed to help students learn how to study, construct outlines and essays, and grapple with course content.

GRADUATE TEACHING ASSISTANTS

Graduate Teaching Assistants will be available to advise students on course content and will assist in grading exams. Contact them in class or through the History Department Office, Main 323.

****IMPORTANT not-so FINE PRINT****

EXAMS: Students are expected to take exams at the scheduled times. It is ESSENTIAL that you attend all of the LECTURES, do all of the assigned READINGS, TAKE NOTES on the

lectures and readings, and STUDY those notes for the exams. Partial fulfillment of these requirements will show up in your exam performance and therefore in your grade.

NO EXTRA CREDIT outside the exams/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 and perhaps more difficult than regularly scheduled exams. There will be only ONE DAY and ONE HOUR for all approved make-ups: Friday 8 December 2006, time TBA. See me for approval and exam location/time before that date.

The FINAL EXAM is a set time by university policy and is NOT negotiable. DON'T ASK. <http://www.usu.edu/policies/PDF/Reschedule-Finals.pdf>.

INCOMPLETES are given only in special, extenuating circumstances (not poor performance) and only at the instructor's discretion. <http://www.usu.edu/policies/PDF/Incomplete-Grade.pdf>.

ACADEMIC DISHONESTY: University rules and procedures will be followed. <http://www.usu.edu/policies/PDF/Acad-Integrity.pdf>.

FINAL GRADES can not be posted or given out over the phone/email. If you want your final exam and grade, bring a legal size self-addressed stamped envelope to the final exam.

SPECIAL NEEDS students must contact the Disability Resource Center and the professor immediately. Class materials for DRC-documented students are available through the DRC in large print, audio, diskette, or Braille format upon request. For further info see <http://www.usu.edu/policies/PDF/Accmdtns-for-Disabled.pdf>.

ONLINE SYLLABUS, STUDY GUIDES, and other course materials available at: <http://www.usu.edu/history/faculty/lewis/classeslewis.htm>.

COURSE READING & EXAM SCHEDULE

(All dates subject to change announced in class)

SECTION I: INDIGENOUS NATIONS TO EMPIRES TO NATION.

Aug.28-Sept.6: CONTACT TO REVOLUTION.

People and a Nation, Chaps. 1-6.

After the Fact, Prologue and Chap. 1.

HOLIDAY, Monday 4 Sept.

Sept.8-25: A NEW NATION.

People and a Nation, Chaps. 7-9, 11, and Appendix A1-A11.

After the Fact, Chap. 2.

FIRST EXAM, Section I (100 pts.), Monday 25 Sept.

SECTION II: EXPANSION, HOUSE DIVIDED, AND EXPANSION RENEWED.

Sept.27-Oct.2: ECONOMIC AND SOCIAL LIVES.

People and a Nation, Chaps. 10, 12-13.

After the Fact, Chaps. 5-6.

Oct.4-16: CIVIL WAR AND RECONSTRUCTION.

People and a Nation, Chaps. 14-16.

After the Fact, Chap. 7-8.

Oct.18-30: INDUSTRIAL AND URBAN GROWTH, IMMIGRATION, AND REFORM.

People and a Nation, Chaps. 17-21.

After the Fact, Chaps. 9.

SECOND EXAM, Section II (100 pts.), Monday 30 October.

SECTION III: MODERN WORLD POWER.

Nov.1-10: THE GREAT WAR, THE GREAT ROAR, AND THE GREAT CRASH.

People and a Nation, Chaps. 22-25.

After the Fact, Chaps. 11-12.

Nov.13-27: THE SECOND GREAT WAR AND THE ATOMIC CAFE.

People and a Nation, Chaps. 26-29.

After the Fact, Chaps. 13-14.

Nov.29-Dec.8: RECENT AMERICA.

People and a Nation, Chaps. 30-33.

After the Fact, Chaps. 15-16.

FINAL EXAM, Section III (100 pts.), Monday 11 December, 9:30-11:20am, ENGR 101.

ON WRITING ESSAYS FOR USU 1300 EXAMS

I. HOW TO PREPARE FOR THE ESSAY:

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 notes you took on your readings. Taking notes rather than just highlighting passages in your text slows you down and makes you THINK about what you have read, improving retention. Consider leaving blank spaces between ideas or topics WITHIN your class notes so you can insert more complete information from the textbook. This leaves you with ONE CONSOLIDATED SOURCE 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 examples.*

Look carefully at the exam study guide which will be available before each exam. Prepare DETAILED OUTLINES for the essay questions. Some students find flash cards useful preparing for multiple guess questions.

II. OUTLINE EXAMPLE:

1. INTRODUCTION: Usually one sentence/paragraph restating the question or setting out what you want to say in the body of the paper.

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; sub points and/or specific examples 1, 2, 3, etc.

Paragraph 3 -- Point B; sub points and/or specific examples 1, 2, etc.

Paragraph 4 -- Point C; sub points and/or specific examples 1, 2, 3, 4, 5, etc.

Paragraph 5 -- Point D; sub points and/or specific examples 1, 2, 3, 4, etc.

3. CONCLUSION: this is a brief summary of your answer and place to state the SIGNIFICANCE of the question/event—WHY is it important to the developing nation or the study of US institutions/history?

III. HOW TO WRITE 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 before proceeding, but do so QUICKLY so you can get on to the essay.

Once your ideas are organized, write an introductory paragraph that summarizes the main points you will make in the body of the 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 the summary answer to the question already presented in your introduction. 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 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. Likewise, information "bullet points" 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 for the exam, 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 that will describe the point you want to make thoroughly and directly—descriptive words or phrases which might save you time and energy over the course of the exam. 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 making any marks 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. (2) Clarity and Completeness: whether the essay reflects a clear and full understanding of the question, and the connection 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 discussion. (4) Grammar, Spelling, and Punctuation: less important in a timed exam, but the quality (and clarity) of your writing will be considered, especially for higher grades. Generally, I 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.