

**Dr. DAVID RICH LEWIS** (Professor of History, USU)  
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 Office Hours: M, W, 11:30am-1:00pm, or by appt.

**USU 1300: U.S. INSTITUTIONS**  
 (Sec. 001, #14293)  
 SPRING 2011, 10:30am-11:20am, M-W-F, ENGR 103

USU 1300 is a survey of US Institutions, focusing on US History from pre-contact 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, causation and critical thinking rather than dates and names. Student questions/comments are welcome during the lectures, before or after class, and during office hours. Required readings should be purchased/used online and read in pace with lectures. Goals: to build an understanding of the development of US institutions (history, government, politics, economics, society, culture, and diversity); to assess contemporary issues from a historical knowledge base; to encourage critical listening, reading, thinking, study, and writing skills.

**REQUIRED READINGS**

1. Mary Beth Norton, et.al., *A People and a Nation*, brief 8th edition. (Wadsworth Cengage, 2010) \*6<sup>th</sup> or 7th brief combined editions are OK to use. Rental and e-book versions at <http://www.cengagebrain.com/isbn/0618951962?cid=D2S>.
2. Online Primary Source Documents (available on the class USU Blackboard page, linked on <http://www.usu.edu/myusu/>). Listed by Doc# on Course Readings & Exam Schedule.
3. Lecture Outlines and Exam Study Guides for each of the three exam sections are available on the class Blackboard page (linked on <http://www.usu.edu/myusu/>).

**EXAMS AND GRADING**

1. There will be THREE in-class EXAMS during the semester, each worth 100 points or 30% 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, short answer, one or two each week subject to in-class announcement) based on the online Primary Source Document readings, worth 10% of your final grade. No quiz make-ups or late turn-ins.

**CLASS 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 course content. The SI Leader for this class is **ERIC BOTTELBERGHE** ([redbottels@hotmail.com](mailto:redbottels@hotmail.com)) who has scheduled SI meetings each Monday at 6:30pm in Old Main 326 and each Tuesday at 4:30pm in Old Main 326.

**GRADUATE TEACHING ASSISTANTS**

Graduate Teaching Assistants are available to advise students on course content and will assist in grading exams. Contact them in class or find complete contact info on the class Blackboard page.

## COURSE READINGS & EXAM SCHEDULE

(All dates subject to changes announced in class)

### SECTION I: INDIGENOUS NATIONS TO EMPIRES TO NATION.

Week 1: Jan10-14: *People and a Nation*, Chaps. 1-5.

Week 2: Jan17-21: *People and a Nation*, Chaps. 6-7

Doc1. Declaration of Independence; Doc2. Articles of Confederation

**MLK Day, Monday Jan17.**

Week 3: Jan24-28: *People and a Nation*, Chaps. 7-8 and Appendix A1-A18

Doc3. US Constitution; Doc4. Bill of Rights; Doc5. Washington Farewell Address

Week 4: Jan31-Feb4: *People and a Nation*, Chaps. 9 and 12

Doc6. South Carolina Ordinance of Nullification 1832

In-Class Exam Review Session, 4 Feb.

**FIRST EXAM**, Section I (100 pts. 30%), Monday 7 Feb.

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

Week 5: Feb 7-11: *People and a Nation*, Chaps. 10-11

Doc7. Harriet Robinson, Lowell Mill Girl; Doc8. Seneca Falls Declaration 1848

Week 6: Feb14-18: *People and a Nation*, Chaps. 13-14

Doc9. Cherokee Indian Removal 1830s; Doc10. Slave Recollections

Week 7: Feb21-25\*\**People and a Nation*, Chaps. 15-16

Doc11. Amendments 13-15; Doc12. Tourgee on KKK; Doc13. Plessy v Ferguson

**\*\*President's Day, Mon 21 Feb. Attend Monday class schedule on Tuesday 22 Feb.\*\***

Week 8: Feb28-Mar4: *People and a Nation*, Chaps. 17-18

Doc14. Lewis Hine Photographs

Week 9: Mar7-11: **SPRING BREAK**

Week 10: Mar14-18: *People and a Nation*, Chaps. 19-20

Doc15. Jacob Riis, How the Other Half Lives

Week 11: Mar21-25: *People and a Nation*, Chaps. 21

In-Class and/or Evening Exam Review Session with Prof: Wed. 23 March, TBA.

**SECOND EXAM**, Section II (100 pts., 30%), Friday 25 March.

### SECTION III: MODERN WORLD POWER.

Week 12: Mar28-Apr1: *People and a Nation*, Chaps. 22-24

Doc16. Flapper Jane; Doc17. Palmer, Case Against the Reds.

Week 13: Apr4-8: *People and a Nation*, Chaps. 25

Doc18. Steinbeck, Grapes of Wrath, 1939

Week 14: Apr11-15: *People and a Nation*, Chaps. 26-29

Doc19. WWII Relocation and Internment; Doc20. HUAC and McCarthyism

Week 15: Apr18-22: *People and a Nation*, Chaps. 29-30

Doc21. Johnson, Great Society; Doc22. King, I Have a Dream; Doc23. Malcom X.

Week 16: Apr25-29: *People and a Nation*, Chaps. 30-32

Doc24. Kennan, Sources of Soviet Conduct; Doc25. Nixon, Impeachment Articles

Afternoon/Evening Exam Review Session with Prof: Friday 29 April, TBA.

**FINAL EXAM**, Section III (100 pts.30%), Friday 6 May, 9:30-11:20am ENGR 103.

## **\*\*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/turn in assignments at scheduled times. It is essential that you attend all the LECTURES, do all the assigned READINGS, TAKE NOTES on lectures and readings, and STUDY those notes for exams. As a rule, you should spend 3hrs studying outside class for every hour in class. Partial fulfillment of 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 will be only ONE DAY and ONE HOUR for all approved make-ups: Friday 29 April, TBA. See me for approval and exam location/time before that date. *No make-ups or late turn-ins on in-class quizzes.*

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://www.usu.edu/policies/PDF/Reschedule-Finals.pdf>.

**INCOMPLETES** 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** will be posted on Banner ASAP. If you want your final exam, bring a legal size self-addressed postage 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/>. Contact the DRC as early as possible for alternate format materials (Braille, large print, digital). See <http://www.usu.edu/policies/PDF/Accmdtns-for-Disabled.pdf>.

**ONLINE COURSE MATERIALS** available on the class Blackboard page.

## **ON WRITING ESSAYS FOR USU 1300 EXAMS**

### **I. HOW TO PREPARE FOR THE EXAMSSAY:**

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 reading notes rather than just highlighting passages in your textbook slows you down and makes you THINK about what you have read, improving retention. **IMPORTANT SUGGESTION:** Download Class Lecture Outlines as MS Word docs, insert extra spaces between points, 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:

**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. Use specific language and terms, and 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.