

Instructor:

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Text: David Reynolds, *America, Empire of Liberty: A New History of the United States* (2011) ISBN-10 : 0465022146 ISBN-13 : 978-0465022144

Objectives: Utah State Code 53B-16-103(b) requires that “A student shall demonstrate a reasonable understanding of the history, principles, form of government, and economic system of the United States prior to receiving a bachelor’s degree or teaching credential.” Successful completion of this course will satisfy this “American Institutions” requirement.

This American Institutions (AI) course meets the following objectives. Upon completing an AI course a student shall demonstrate a reasonable understanding of:

1. The significant political, economic, and social changes in American history.
2. The major principles of American civilization, including the concepts of popular sovereignty, liberty, and equality.
3. The institutions and practices of the government provided for in the United States Constitution.
4. The basic workings and evolution of a market economy in the United States.
5. The diversity of American life and experience.

Class Description: An analysis of American civilization that traces social, cultural, economic, and political developments in the United States. May be taken to complete the American Institutions requirement (grade of C or better required).

Students with Disabilities: Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Service Center. SSD can also arrange to provide materials (including this syllabus) in alternative formats if necessary.

Grading Policies: Grades will be determined on the following basis:

Worksheets	60%
Timeline Assignment	20%
Term Paper	20%

Grades: A: 90 - 100% B: 80 - 89% C: 70 - 79% D: 60 - 69% E: 0 - 59%
(Grades at the high or low ends of these ranges will earn plus and minus grades.)

Cheating Policy:

Cheating and deceit are not accepted at Weber State University. *Cheating on an quiz or assignment, or turning in someone else's work as your own, will result in an E for the class.* You may work together on your assignments and papers, but you must turn in your own work. If you quote from a book, article, or web site, you must properly quote and cite your work. **Avoid even the appearance of cheating or plagiarism.**

Student Expectations for Spring 2022 Courses:

See this [document](#) for campus policies in light on the pandemic.

Digital Addendum for Campus Course Policies:

See this [document](#) for other campus course policies.

Schedule:

Week of	Readings/Worksheet
January 10	Introduction to class. Get your textbook!
January 17	Read Reynolds, Introduction and Chapter 1 Worksheet #1 (Due on January 21)
January 24	Read Reynolds, Chapter 2 Worksheet #2 (Due on January 28)
January 31	Read Reynolds, Chapter 3 and read the Declaration of Independence (get a copy from the Internet) Worksheet #3 (Due on February 4)
February 7	Read Reynolds, Chapter 4 and read the Constitution (get a copy from the Internet; https://constitution.congress.gov/constitution/ is a good source) Worksheet #4 (Due on February 11)
February 14	Read Reynolds, Chapters 5 and 6 Worksheet #5 (Due on February 18)
February 21	Read Reynolds, Chapters 7 and 8 Worksheet #6 (Due on February 25)
February 28	Read Reynolds, Chapters 9 and 10 Worksheet #7 (Due on March 4)
March 7	Spring Break
March 14	Read Reynolds, Chapters 11 and 12 Worksheet #8 (Due on March 18) Timeline Assignment Due March 18
March 21	Read Reynolds, Chapters 13 and 14 Worksheet #9 (Due on March 25)
March 28	Read Reynolds, Chapters 15 and 16 Worksheet #10 (Due on April 1)
April 4	Read Reynolds, Chapters 17 and 18 Worksheet #11 (Due on April 8)
April 11	Read Reynolds, Conclusion Worksheet #12 (Due on April 15)
April 18	Term Paper Assignment Due April 22
April 25	No final exam