

**Instructor:**

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**Texts:** Eric Foner, *Give Me Liberty!: An American History* (Brief Edition- Vol.1)  
ISBN: 9780393614145

**Class Description and Objectives:** A chronological survey of American history from Native American and European colonial origins through Reconstruction, 1877. Directed toward History majors, minors, and those planning to teach U.S. history. Students may fulfill the American Institutions requirement by completing this course and HIST 2710 with a grade of C or better.

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

Quizzes	50%
Time-line Assignment	15%
Oral Book Report Presentation	10%
Term Paper	10%
Signature Assignment	5%
Class participation	10%

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.)

**Quizzes:** There will a quiz every day at the beginning of class. Each quiz will be based on the readings that you were given for that day, what we discussed the previous week, or will be given on the content of the previous class's presentations.

**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.**

**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.

**Cell Phones, Texting, and Laptops:** Put your cell phones on vibrate. Try to avoid leaving class to take a call, but an occasional emergency is understandable. There will be NO texting in this class. Laptops or other personal digital tools may be used to take notes or look up material relevant to class discussions. No other uses of laptops will be tolerated.

**Campus Closure:** In the event of an extended campus closure, please look at your Weber State email for instructions on how we will continue the class via email and the online course system.

**Course Objectives for American Institutions (AI):** Mission B: The mission of Weber State's American Institutions (AI) requirement is to adhere to the Utah State Code, specifically 53B-16-103(b) which reads: "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." The overarching goal of this requirement is to have all students gain the basic knowledge necessary for informed and responsible citizenship.

Objectives B: An American Institutions (AI) course will meet 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.

**Learning Outcomes:** These are the learning outcomes for this course:

1. Identify the key events which express/define change over time in a broad range of places and regions.
2. Identify how change occurs over time.
3. Explain historical continuity and change.
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events.

**General Education Learning Outcomes (GELO):** The General Education Improvement and Assessment Committee (GEIAC) has mandated that, beginning Fall 2019, all General Education (GE) designated courses, regardless of discipline, will meet the following learning outcomes

GELO 1: Students can understand the worlds in which they live and apply historical approaches for analyzing those worlds.

GELO 2: Students can develop the skills necessary to construct knowledge, evaluate claims, solve problems, and communicate effectively.

GELO 3: Students can understand their relationship with, obligations to, and sustainable stewardship of themselves, others, and the world to promote diversity, social justice, and personal and community well-being.

GELO 4: Students can connect and apply course content in meaningful ways to new settings and complex problems.

A Signature Assignment requires that students integrate and apply course content to address a significant personal, social, or professional question or issue in some way for a specified audience.

**Signature Assignment/Big Question:** While this class does not use Canvas, the online course system, that system will be used for this assignment. Log into the system during the last two weeks of class and complete the assignment there. The assignment is a 200 word essay. Our big question for this course is: “How does the past relate to the present?”

**Timeline Exercise:** Objective: Review of key events of America prior to 1877; gain an increased understanding of historical perspective.

Make a chronological timeline of what you see as the 30 most important events in the history of America prior to 1877. Use our textbooks or an encyclopedia or the Internet to find your information. For each entry, include the date and a 2-3 sentence justification for your choice. Timeline MUST be typed; you may email it to me.

Grading will be based on three criteria:

- 1) Chronologically identify 30 significant events in the history of America prior to 1877. Include two or three sentences with each event describing the nature of the event and why it was important.
- 2) Neatness and presentation.
- 3) Grammatical or mechanical errors.

**Term Paper:** A 5-7 page paper on any topic in American History prior to 1877 is required. You must have sources and cite them using the Turabian style. The first draft can be turned in early. I will return a critique of this draft within the following two weeks. The final draft is due on the final day of class.

**Oral Book Report:** Each student must select an additional book on the history of America prior to 1877. The chosen book must be approved by the instructor. On an assigned date, the student will give a ten minute in-class presentation on their book. No written report is required. No oral book report will go beyond fifteen minutes. Describe the content of the book and explain how it fits within the history of America prior to 1877. The purpose of this exercise is to introduce the class to the variety of literature available on the history of America prior to 1877.

**Oral Book Report Suggestions:** These are suggestions on how to prepare your book report.

- Look up some scholarly reviews of the book, as well as reading it, since the reviews can help you place the book in a larger context. Reviews on Amazon or similar sites are usually not the best reviews for these type of books.
- Ask yourself these questions and answer them during the presentation:
  - Who is the author and why are they qualified to write this book?
  - What is the book about and when was it published?
  - Why was this book written?
  - Summarize the story being told or the arguments being made in the book.
  - What is the main point the author is trying to make?
  - What perspective is the author trying to represent in writing this text?
- When reviewing a novel, don't concentrate on talking about characters or plot, concentrate on its relevance to the history of the United States.

Scoring rubric:

Read book: Gave a clear description of text in its entirety. (40 points)

Synthesis: Understood bigger picture of text, connected small tidbits together and within larger themes. (20 points)

Presentation: Your manner was clear, organized, and prepared. Could answer questions. (35 points)

Personal insight: Made personal connections to book, could see implications of text. (5 points)

**Map Exercise:** Objective: Refresh your geographical knowledge from an historical perspective.

Attached to this syllabus are blank maps of the continental United States and the World. You might want to make copies for practice. Place or draw the following locations on the maps.

Mississippi River	Missouri River	Columbia River	Ohio River
Washington, D.C.	New York City	Chicago	San Francisco
Los Angeles	Salt Lake City	Santa Fe	Great Lakes
Philadelphia	Richmond	Plymouth	Jamestown, Virginia
Great Plains	Rocky Mountains	New Orleans	Appalachian Mountains
St. Augustine	Houston	Seattle	Grand Canyon
Pacific Ocean	Atlantic Ocean	Gulf of Mexico	Japan
Russia	Germany	England	Canada
Mexico	Philippines	Vietnam	China
Cuba	Peal Harbor	Iceland	Australia
Panama Canal	Ireland	Africa	Vinland (Newfoundland)

Grading will be based on three criteria:

- 1) Placing all locations correctly.
- 2) Neatness and presentation.
- 3) Grammatical or mechanical errors.

**Schedule:**

Tuesday	Activities
August 27	Introduction to class
September 3	Readings: Chapters 1 & 2 of Foner text
September 10	Readings: Chapters 3 & 4 of Foner text
September 17	Readings: Chapters 5 & 6 of Foner text
September 24	Readings: Chapters 7 & 8 of Foner text
October 1	Readings: Declaration of Independence and Constitution Handouts on citations and on the Turabian citation style
October 8	Readings: Chapter 9 of Foner text Students 1 & 2 book presentations
October 14	Readings: Chapter 10 of Foner text Students 3 & 4 book presentations <b>Maps Due</b>
October 22	Readings: Chapter 11 of Foner text Students 5 & 6 book presentations
October 29	Readings: Chapter 12 of Foner text Students 7 & 8 book presentations
November 5	Readings: Chapter 13 of Foner text Students 9 & 10 book presentations <b>Timeline Due</b>
November 12	Readings: No readings <b>Lampros Lecture</b> - 7 PM (LH Auditorium)
November 19	Readings: Chapter 14 of Foner text Students 11 & 12 book presentations
November 26	Readings: Chapter 15 of Foner text Students 13 & 14 book presentations <b>Term Paper Due</b> <b>Do the Signature Assignment in the next two weeks</b>
December 3	Spare day
December 10	No class; no final exam