This is a general education survey course in the History of the United States from the beginnings of human settlement in the western hemisphere until the end of Reconstruction in 1877. There are no prerequisites.

The objective of the course is for the student to develop a fundamental understanding of the economic, social, cultural, geographic, and political/military events that led to the establishment and growth of the United States through 1877. A thorough but basic analysis of these events is provided with particular emphasis on the following periods: Colonial, American Revolution, Early Federal, Jeffersonian, Westward Movement, the Sectional Crisis and the Civil War and Reconstruction. The course outline is to be found in the table contents of the textbook.

The enrolling student should have the ability to read and understand the material made available and to apply that understanding to the tests and examinations given so as to receive a passing grade in the course.

The instruction method is primarily lecture, class discussion, with audio-visual supplements. The textbook is the basic source, along with accompanying study guides and web sites.

A student who misses a scheduled test, including the final examination, should confer with the instructor to arrange a makeup. It is the student’s responsibility to contact the instructor for this purpose.

Grades are based on three tests and a final examination, in addition to the pop quizzes and optional term paper as explained below. The two highest test grades are fifty per cent of the semester grade, and the final exam is fifty per cent. All tests include both multiple-choice and essay questions.

There will be five pop quizzes, not scheduled in advance. At semester’s end your pop quiz grades are average with the following effect:
POP QUIZ AVERAGE EXTRA SEMESTER POINTS

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>5</td>
</tr>
<tr>
<td>80-90</td>
<td>4</td>
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<tr>
<td>70-80</td>
<td>3</td>
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<tr>
<td>60-70</td>
<td>2</td>
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<tr>
<td>50-60</td>
<td>1</td>
</tr>
<tr>
<td>Below 50</td>
<td>-5</td>
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</tbody>
</table>

If you take fewer than two pop quizzes, you lose five semester points. If you are present the day a pop quiz is given, you must take it or receive a zero for that quiz. Pop quizzes cannot be made up.

If you have no more than 6 absences, you may write a paper. If you choose not to write a paper, you cannot make an A regardless of your test score average.

Office Hours: TTh 10:45-1100 a.m., and by appointment

Office: LA 202

PLEASE NOTE:

1. Tape recorders may be used, but those who use them must take written notes as well, unless a specific disability prevents it.

2. If you are sick, please to not attend class.

3. Do not study for another class or do anything that does not pertain to the lecture or other class presentation. Such a practice is rude, and you may be embarrassed when the instructor directs you to stop.

4. Do not eat in class. Drinks are permissible, but if you spill it, you clean it up.

5. All electronic devices, except laptops and recorders when permitted, but including cell phones, Blackberries or other such devices must by TURNED OFF during class. Any person found to be in violation of this requirement will have to leave the classroom.
During tests, all such devices, INCLUDING LAPTOPS, must be turned off and put away. The use of such devices during a test or quiz will result in a failing grade for the test. A second violation of this kind means an F FOR THE COURSE.

6. The student is expected to be courteous at all times, both to the instructor and to fellow students. Having a private conversation, sleeping, deliberately making intrusive noises, or moving about the classroom without permission are not behaviors conducive to effective learning. A student who persists in such behavior, or similar behavior, will be asked to leave.


BE SURE TO NOTICE THE ONLINE RESOURCES LISTED ON THE INSIDE FRONT COVER. THESE WILL HELP A LOT IN YOUR STUDY.

SPECIAL NOTE: The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations should contact the coordinator of Disability Support Services, at 974-2549. I might save time to speak to the instructor first. If the accommodation necessary is not too complicated, the instructor can usually manage to provide it.

EMERGENCY DURING FINAL EXAMS: It is university policy that if a university emergency occurs that prevents the administration of a final examination, the student’s final course grade will be calculated based on the work in the course completed to that point and the faculty member’s considered judgment. Final exams will not be rescheduled and a grade of I will not be given as a result of the missed exam.

EXPECTATION OF WORK OSHRE II-2-34 STATEMENT: It is expected that a full-time college student will spend time each week in class attendance and study out of class approaching a 40-hour work week. A person employed on a full-time basis should not simultaneously expect to maintain a full-time academic schedule. At the undergraduate level, this means that for each hour in class, a student is expected to spend at least two hours in study. For this course, this particular refers
to the study exercises available on the instructor’s web site as well as the textbook publisher’s web site.

ACADEMIC INTEGRITY STATEMENT: Academic dishonesty includes, but is not confined to plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing tests or other academic material, knowingly falsifying academic records or documents of the institution; accessing a student’s confidential academic information without authorization; disclosing confidential academic information without authorization; and turning in the same work to more than one class without informing the instructors involved. Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experience both in and out of the classroom. Any student found guilty of academic dishonesty will be subject to disciplinary action. More information concerning this policy can be found on page three of the UCO Student Code of Conduct handbook at http://www.uco.edu/student-affairs/conduct/files/codeofconduct.pdf.

ATTENDANCE: Absences are recorded. However, no specific penalties for excessive absences are imposed, except as explained elsewhere in this syllabus; nor is any extra consideration given for perfect or near-perfect attendance. You are expected to attend class, every day if possible. No formal excuse for absences is necessary.

Be on time. Two tardies equals one absence. If you are tardy, be sure to tell the instructor after class. It is not his responsibility to notice.

THE OPTIONAL TERM PAPER

The paper must be either a personal family history or a narrative based on any calendar month of the New York Times. No other kind is acceptable. Minimum length is 2000 words. Maximum length is 3500 words.

Papers are due no later than 5:00 p.m. on April 10, 2012. Late papers will not be graded.

ALL PAPERS MUST BE TYPED AND DOUBLE-SPACED. Otherwise, they will not be graded.
If you write a family history, prepare a narrative, that is, a story, explaining the history of your forebears – who they were, where they came from, where they moved, what they did for a living, along with marriages, births, deaths, etc., but do not attach a family tree. Other things you will want to include are: how they were affected by war, depression, family or community tragedies, or, perhaps, unusual good fortune.

You will have to depend primarily on internal family sources, perhaps nothing more than what you are told by your parents, grandparents, or other relatives. Make it clear how you are related to these people. There will be things you will want to know that you cannot find out, but in most cases such gaps in your research can be guessed at or simply recognized in the body of your narrative. That is, it’s okay to say: “I don’t know.”

Be sure to write the paper yourself. Borrowing what somewhat else has written or having someone write the paper for you is dishonest. In fact, it’s stealing, in this case called plagiarism, and, if detected, will result in a failing grade.

If you do a survey of one month of the *New York Times* you are not expected to read every word of every day’s paper. Scan the headlines. Decide for yourself which stories you want to read completely. What was happening? What, in your opinion, was important? But also look at the society pages, sports and business pages, and other special sections. Notice how different the period you’re looking at is from today. Look also at the advertisements, not only the major commercial ads but the classifieds as well. If you go back 70 to 100 years, which I strongly recommend, you will have a better feel for how dramatically the nation and its culture have changed. How do prices compare, with those you have to pay today? Again, be sure to write an essay. Do not copy headlines or reproduce news stories and features verbatim.

Follow the standard rules and procedures and rules of composition you have learned or are learning in other classes. Use complete sentences, punctuate and spell correctly, and most importantly, organize your paper logically. Prepare a rough draft, and, if you like, let me look it over before you do the final copy. That won’t guarantee you an A, but it will keep you from getting too far off track. Rough drafts may be handwritten, but remember that the final draft MUST BE TYPED AND DOUBLE-SPACED. NO EXCEPTIONS. Polish your work. Use spell-check, but also proofread. Neatness counts.
An A paper will earn 6 additional semester points.
A B paper will earn 4 additional semester points.
A C paper will earn 2 additional semester points.
A D paper earns no additional semester points.
An F paper will result in a subtraction of 5 semester points.

TEXT BOOK


A very useful study guide is available at the publisher’s web site, which is noted on the back cover of your text, and elsewhere.

ASSIGNMENTS

Each of the first three assignments will be the scope of a scheduled period-long test.

FIRST ASSIGNMENT: Chapters 1, 2, 3, 4
SECOND ASSIGNMENT: Chapters 5, 6, 7, 8
THIRD ASSIGNMENT: Chapters 9, 10, 11
FINAL EXAM: Chapters 12, 13, 14, 15

HOW TO STUDY

Read the assignment carefully. At first, read the chapter through once, getting the general tone and structure of the chapter clearly in your mind. Do not try to remember all the details.

Next, go through the chapter a second, third, or even a fourth or more times, pacing your study over several days, paying careful attention to details such as names, date, places, events, always with an eye to discerning cause and effect.

As yourself: What happened? When and where did it happen? Who or what made it happen?

Who was involved? What was the outcome? Why is it important? Learn the chronology, the sequence of events; what happened, what happened next, and so on. A command of dates will be very helpful, but you will never be asked to provide the date of an event, or given a date and asked to match an event with it.
You will often be asked a question that requires you to know the chronology.

In answering these questions, make full use of the study materials available on this web site and on the publisher’s web site. See the inside front cover of your text.

Go to those study materials only after you have read the chapter at least once. Then review, review, and review some more. Do not procrastinate. Cramming can be useful, but not only is it likely to be stressful; it is no substitute for a systematic, steady, scheduled, regular study method.

DO NOT go through the text highlighting at random, making yourself wonder if this is important, or if he’ll ask this. You cannot possibly predict the questions in advance. Whereas it is true that you cannot know it all, the more you know the better prepared you will be, and in all cases, knowing something beats knowing nothing. The only way to know it is to learn it.

Read your assignments before coming to class and hearing the lecture or other presentation related to the material in the assignment. The classroom presentation is intended to elaborate, clarify, illustrate, explain, interpret and expand what is in the textbook. Take careful notes, a very useful discipline that comes only with practice. Do not say to yourself, I can’t get it all down. That may be true, but again, something beats nothing.

Do not say to yourself, it’s all in the textbook anyway. It isn’t I will provide information and analysis in class that is not in the textbook, and the reverse is also true. If you use a recorder, be aware that it is no substitute for actively writing down as much as possible. The best way to remember something is to write it down, because to do so you have to concentrate. Turning a recorder on and off doesn’t require much thought.

Ask questions about things that are not clear to you. Questions will always be taken seriously. If I do not know the answer, I will say so, and attempt to find it.

Do not hesitate to take advantage of my office hours for a consultation.

Once your semester grade is submitted to the Office of Admissions and Records, it will not be changed except in the case of obvious error on my part.

The Grade of I, indicating incomplete, is not given except by prior arrangement with me. I alone will determine whether the reasons for such a mark is valid. In all
such cases, the student will countersign a letter from me setting forth the incomplete work to be done and the deadline for its completion. Failure to satisfy the requirements put forth in the letter will result in the I becoming an F.

For multiple-choice tests, you will need a Scantron answer sheet #882-ES. Other Scantrons may work, an 882-ES definitely will. Scantrons are available in the University Book Store and at Thompson’s and other places. Multiple-choice tests consist of 50 questions worth 2 points each. The final examination consists of 100 multiple-choice questions worth 1 point each. I may alter the test or examination length with at least a week’s notice.

If you want to take an essay test instead, you will need at least a couple of Blue Books for each test. These, too, are available in the bookstore and at Thompson’s. Essay tests consist of three essay questions, of which you will be required to answer two. In addition, there will be seven terms for you to identify and explain. You will choose five of the seven to answer. Each essay question has a possible 35 points and each identification term is worth 6 points. An essay final examination consists of five essay questions, of which you are required to answer three. In addition, an essay final will contain 11 terms to be identified and explained, from which you will choose eight. Points will be apportioned 70 per cent essay and 30 per cent terms.

All tests will be graded and returned at the next class meeting, if at all possible. Final exams are kept for one year and the discarded. You are free to come by the office and go over a test to see what you missed. It’s a practice I strongly recommend.

The final exam is scheduled for Tuesday, December 11 at 9:00 a.m.

I want every student to do well in the course. Ask for help if you think you need it.