

University of Alaska Fairbanks
HIST131-FO1 History of the United States

Maymester 2012

Bldg _____, Room ____

MTWRF: 10:00 – 3:00

Office hours –MTWR 3:15 – 4:30

Office: Gruening 613B

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Syllabus

This introductory course to United States history addresses the time period from colonial America through the Civil War and Reconstruction.

Course Goals:

- Students will be able to identify important social, cultural, geographic, economic, political, and technological factors that have affected America's history.
- Students will be able to analyze the relationship among the above factors and significant people and ideas that have shaped American history.
- Students will be able to analyze how historical people, events, and ideas relate to current events and to the attitudes and values of Americans and others today.
- Students will be able to compare and contrast America's founding principles with actions and attitudes of government and society.

Student Learning Outcomes:

In addition to the above course goals:

- Students will learn to think critically and write effectively.

The main textbook is *U.S.: A Narrative History* Vol. 1 by James W. Davidson, et al. You also are required to read *Uncle Tom's Cabin* by Harriet Beecher Stowe, and you will be required to write a review of the book, based on guidelines I provide you (these are attached). I strongly advise that you read much or all of *Uncle Tom's Cabin* before the class begins.

Note: each day I will be in the classroom by 9:40 to answer questions and provide guidance. I will also be available after class for the same.

Final Note: The Board of Regents have determined that "one credit hour represents three hours of student work per week for a 15-week semester." This number of hours compressed into Maymester equals 135 hours of work over a 12-day period. Thus you should be approaching this course as two nearly 70 hour work weeks beginning the weekend before class starts. Success in the course and deriving substantial education value from the course will require that commitment.

Please turn the page for the daily schedule.

Day/Date

Topic

**Mon., May 14 Introductory overview, First N. American Civilizations, Colonization
in the U.S. South and North**

Reading in preparation for class: Text chapters 1-2

In class:

10:00 – 10:30: Overview of course and requirements,

10:30 – 12:00: lecture/discussion, film clip and disc. on early slavery in America;

12:00 – 12:15: break

12:15 – 12:45: working lunch – primary source readings and discussion on Falconbridge’s
account of the slave trade

12:45 – 2:00: complete lecture and discussion on readings

2:00 – 2:10: break

2:10 – 3:00: guidance on required paper on *Uncle Tom’s Cabin* (power point on writing tips and
discussion of themes and Stowe’s use of characters and plot to make an argument

Tues., May 15 Settlement in the South, New England and Mid Atlantic

Reading in preparation for class: Text chapters 3-4

In class: Lecture/discussion; film clip on Native American – colonist relations; primary source
reading and small group discussion of Winthrop’s *City Upon a Hill*; fast write comparing and
contrasting the three settlement regions

10:00 – 11:00 – Lecture/discussion on chapter 3

11:00 – 11:30 – Film clip on Native American – colonist relations + follow-up discussion

11:30 – 12:00 – Finish lecture/discussion on Chapter 3 – settlement in the South

12:00 – 12:15 – Break

12:15 – 12:45 – Working lunch – Lecture/discussion on settlement in New England (chapter 4)

12:45 – 1:30 – Reading and discussion of Winthrop’s *City Upon a Hill*

1:30 – 2:00 – Cont. lecture discussion on chapter 4 – settlement in New Eng. and Mid Atlantic

2:00 – 2:10 – Break

2:10 – 2:40-- Finish lecture discussion on chapter 4 – settlement in New Eng. and Mid Atlantic

2:40 – 3:00 – Fast write – essay comparing and contrasting the 3 colonial regions of settlement

Wed., May 16 Mosaic of colonial settlement and events leading to revolution

Reading in preparation for class: Text chapters 5-6

In class: Quiz on chapters 1-4 + film clips and primary source readings

10:00 – 10:20 – Quiz

10:20 – 11:40 – Lecture/discussion on diversity and conflict within colonies (Chapter 4)

11:40 – 12:00 -- Small group discussions on ethnic and class tensions in America

12:00 – 12:15 – Break

12:15 – 12:45 – Working lunch: Lecture/discussion on growing sense of separation from Great
Britain (Chapt. 5)

12:45 – 2:00 -- Continued “

2:00 – 2:10 -- Break

2:10 – 2:30 -- Film clip on Africans in America + discussion

2:30 – 3:00 -- Small groups discussion of women’s rights in colonial America

Thurs., May 17 The Revolution and the Writing of the Constitution

Reading in preparation for class: Text chapters 7-8

10:00 – 11:40 -- Lecture/discussion on Revolution (Chapter 7)
11:40 – 12:00 -- Fast write analyzing American victory in Revolution
12:00 – 12:15 – Break
12:15 – 12:45 – Working lunch: power point lecture/ discussion on Constitution
12:45 – 2:00 -- Continued “
2:00 – 2:10 – Break
2:10 – 2:40 -- Film clips on Benjamin Franklin;
2:40 – 3:00 -- Franklin essay: Advice on the Taking of a Mistress + discussion of Franklin’s
genius, weaknesses and impact

Friday., May 18 The early republic, review, test on Chapters 1-9 + other readings
Reading in preparation for class: Text chapter 9

9:00 – 9:50 -- Review for test (*attendance is optional for the review*)
10:00 – 11:15 -- Lecture/discussion on The Early Republic
11:15 – 12:00 -- Film clip + discussion on Lewis and Clark expedition (Corps of Discovery)
12:00 – 12:15 – Break
12:15 – 12:55 – Working lunch – finish lecture/discussion on The Early Republic
1:00 – 3:00 -- Mid term test

Mon., May 21 The Opening of America and the Rise of Democracy
Reading in preparation for class: Text chapters 10-11

10:00 – 12:00 -- Lecture/discussion on advances in technology and their effects on society, on
increasing democratization, and on Indian removal
12:00 – 12:15 – Break
12:15 – 12:50 – Working lunch: Film clip on Indian removal followed by class discussion
12:55 – 1:30 -- Primary source readings and discussion: Andrew Jackson and Chief John Ross
on Indian removal;
1:30 – 1:50 -- Fast write on Andrew Jackson and Indian-white relations;
1:50 – 2:30 – Finish chapter 11 lecture and discussion
2:30 – 3:00 – Discussion of themes students have identified in *Uncle Tom’s Cabin*

Tues., May 22 Faith in America and The Old South
Reading in preparation for class: Text chapters 12-13

10:00 – 11:30 -- Lecture/discussion on Second Great Awakening, Mormonism, utopian communities, the abolition movement, and early woman's suffrage
11:30 – 12:00 – reading and discussion of Sarah and Angelina Grimke's writings against slavery and for woman's suffrage
12:00 – 12:15 – Break
12:15 – 12:45 – Working lunch – Lecture / discussion on The Old South (chapter 13)
12:45 – 2:00 -- Continue with “
2:00 – 2:10 – Break
2:10 – 2:40 -- Film clip on slavery from Africans in America
2:40 – 3:00 – Review and wrap up on chapters 10-14

Wed., May 23 Western Expansion & Rise of the Slavery Issue

Reading in preparation for class: Text chapter 14

Due: Review of Uncle Tom's Cabin is due in class

In class: Quiz on Chapters 10-13

10:00 – 10:20 – Quiz
10:20 – 11:20 -- Lecture/disc on westward expansion and its impact on slavery debates
11:20 – 12:00 – Film clip on life of Stephen Foster (social history of ante-bellum America)
12:00 – 12:15 – Break
12:15 – 12:45 – Working lunch: small group discussions on concept of compromise and its roles in American history and in American government
12:50 – 2:00 -- Cont. w/ Lecture/discussion on westward expansion and impact on slavery
2:00 – 2:10 – Break
2:10 – 2:30 – Fast write on pro-slavery and abolition arguments
2:30 – 3:00 – Begin lecture/discussion on events leading to Civil War

Thurs. May 24 The build up to the Civil War and the Civil War + Uncle Tom's Cabin

Reading in preparation for class: Text chapters 15-16

10:00 – 10:30 -- Lecture/discussion on events leading to civil war
10:30 – 11:00 – Film clips on Bleeding Kansas, Dred Scott and John Brown/Harper's Ferry
11:00 – 11:40 -- Continue with events leading to civil war
11:40 – 12:00 – Examine Lincoln's First Inaugural Address + discussion
12:00 – 12:15 – Break
12:15 – 12:45 – Power point lecture / discussion – The Civil War
12:45 – 2:00 – Power point lecture / discussion – The Civil War inc. exam. of the Gettysburg Address and Lincoln's Second Inaugural Address and O Captain, My Captain!
2:00 – 2:10 – Break
2:10 – 2:30 – Fast write on advantages and disadvantages of Union and Confederate forces
2:30 – 3:00 -- Discussion of literary and political value of *Uncle Tom's Cabin*

Fri., May 25 Reconstruction, Review and Final Exam

Reading in preparation for class: Text chapter 17

9:00 – 9:50 – Review for final exam (this is optional for students)
10:00 – 12:00 -- Lecture/disc. on Reconstruction; film clip on Reconstruction
12:00 – 12:15 – Break
12:15 – 12:50 – Working lunch: small group disc. on challenges with Reconstruction
1:00 – 3:00 – **Final exam**

Grading Policy

You are expected to read the assigned material before each class and be prepared to discuss the topics addressed each week. I place my class notes in Blackboard, and I encourage you to download and print them and bring them to class. Go to <http://classes.uaf.edu> on the Internet.

Attendance and participation in class discussions are essential to succeeding in the class. On various occasions we will break into small groups to discuss questions I provide. Participation in class and small group discussions will count in your participation grade. **Attendance = 5% + Participation in discussions = 10%** **Attendance & Participation = 15%**

In-class fast writes: Five times during the class you will do fast writes on topics we have read about and discussed in class. These will be similar to some of the essay choices on your exams, so they will offer you a chance to practice writing test essays. These are in class assignments and may not be made up. **5 Fast writes = 15%**

Paper: You will read *Uncle Tom's Cabin* by Harriet Beecher Stowe and write a review of the book following the guidelines I provide. **I strongly recommend that you read the book before the class begins.** The review is due in class on Wed., May 23. **Book Review = 15%**

Quizzes: Twice during the semester, about midway through each test section, I will quiz you on the material we've addressed in that section. The quizzes will consist of 15 questions, multiple choice and fill-ins. Some of these questions will be on the following tests. Each quiz will account for 5 percent of your course grade. **Quizzes (2 x 5%) = 10%**

Tests: There will be 2 tests: a mid-term and a final. The mid term will account for 20% and the final exam will count for 25% of your grade. **The final exam will be comprehensive.** Both tests will include multiple choice, fill-ins, and essay questions. **Tests: 20% + 25% = 45%**

Tests and quizzes may be taken only on the dates listed in the syllabus. Exceptions to this official policy will require **advance notice** and a note from a physician attesting to serious illness or notification of some other emergency.

Academic Integrity/Plagiarism: Cheating on a quiz or test will result in a zero on that quiz/test. Copying someone else's work for all or part of your paper is plagiarism and will result in a zero on that assignment.

Student Support Services in Gruening 508 is available for tutoring and other assistance.

Disabilities Services: The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and

course materials. I will work with the Office of Disabilities Services (203 WHIT; 474-5655) to provide reasonable accommodation to students with disabilities.

Grading for the coursework and class will be as follows:

100 or above = A+ = 4.0	97.5 - 100 = A+ = 4.0	92.5 – 97.4 = A = 4.0	89.5 – 92.4 = A- = 3.7
87.5 – 89.4 = B+ = 3.3	82.5 – 87.4 = B = 3.0	79.5 – 82.4 = B- = 2.7	77.5 – 79.4 = C+ = 2.3
72.5 – 77.4 = C = 2.0	69.5 – 72.4 = C- = 1.7	67.5 – 69.4 = D+ = 1.3	62.5 – 67.4 = D = 1.0
59.5 – 62.4 = D- = .07	< 59.4 = F = 0.0		

Guidelines for Response to Uncle Tom’s Cabin for U.S. History 131

Uncle Tom’s Cabin is recognized as one of the most influential books in United States history. Abraham Lincoln reportedly said to the author when she visited the White House, “So this is the little lady who started this great war.” As you read the book, think about why and how Harriet Beecher Stowe was so effective in conveying her message.

In your written response, you are to choose three (3) themes in the book and analyze them with regard to 1) Stowe’s meaning or “argument” in incorporating each theme into the story, 2) what (pro-slavery) arguments or beliefs she was responding to and refuting, and 3) whether you think this would have been effective in convincing people that slavery was wrong and needed to be abolished and why. On this last point, consider what readers (Christians, businessmen, states’ rights people, mothers, etc.) might have been especially convinced by this “line of argument.”

Write an introductory paragraph that presents the book and the three themes you will address. Then develop each of the themes you’ve named, in order, using examples from the text to back up your points. Complete the paper with a concluding paragraph that sums up your points and concludes your discussion.

Form and length: Your paper should be 3-5 pages type-written, (thus 900 – 1500 words) double-spaced, using size 12 font. (This format is standard for all college paper work.)

Plagiarism: Copying someone else’s work without citing properly is plagiarism. Plagiarizing all or part of a paper will result in a zero on that assignment. You may use a few quotations to illustrate your points. Be sure to cite them.

Other tips:

- Use formal writing language, not the casual language we use for speaking.
- Never use harsh or profane language.
- Avoid slang or colloquial language.

- Watch your verb tenses. Don’t alternate between past and present.
- Make sure you have agreement between subject and verb (both singular or both plural).

- Ex. Everyone had to do his or her (not their) part.
- Do not use the first person (I, me, my) or the indefinite “you” (“if you were a slave, life was tough”).
- Use quotations and / or paraphrase incidents to illustrate your points, and cite these passages.
 - a. Use parentheticals (Stowe, 132) or footnotes to cite.
 - b. If you are quoting, use quotation marks.