

Submit original with signatures to the Faculty Senate Office
Include 1 hard copy and an electronic copy.

COURSE COMPRESSION FORMAT CHANGE

Any course compressed to less than six weeks must be approved by the college or school curriculum council and the appropriate senate committee. Furthermore, any core course compressed to less than 6 weeks must be approved by the Core Review Committee.

Any new course proposal must indicate those course compression formats in which the course will be taught. Only those formats approved will be allowed for scheduling.

****NOTE: A COURSE SYLLABUS FOR EACH COURSE FORMAT MUST BE SUBMITTED WITH THIS REQUEST****

SUBMITTED BY:

Department	History	College/School	CLA
Prepared by	Mary Ehrlander	Phone	474-6556
Email Contact	mfehrlander@alaska.edu	Faculty Contact	Mary Ehrlander

See <http://www.uaf.edu/uafgov/> for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

Dept Course # No. of Credits

COURSE TITLE

2. COURSE COMPRESSION FORMAT Indicate all that apply:

COURSE FORMAT: (check one) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify) Maymester -- Classroom

Mode of delivery (specify lecture, field trips, labs, etc) Classroom lecture

Will this course be used to fulfill a requirement for the baccalaureate core? If yes, submit extra copy. YES NO

3. IS THIS COURSE NOW CURRENTLY CROSS-LISTED?

YES/NO	NO	If Yes, DEPT		NUMBER	
STACKED?	NO	If Yes, DEPT		NUMBER	

(Changing the course compression format requires written notification of each department and dean involved. Attach a copy of notification memo or email.)

JUSTIFICATION FOR ACTION REQUESTED

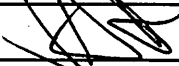
The purpose of the department and campus-wide curriculum committees is to scrutinize course change applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

I am compressing this course, which I have taught for 10 years, for delivery during Maymester. I have taken measures to engage the students consistently and actively, including varying the delivery mode and incorporating in-class fast writes that essentially are practice test essays.

[Empty box]

APPROVALS:

(Additional lines may be added to this form, as needed.)

	Date	11-19-11
Signature, Chair, Program/Department of:	History	

S. C. Duke	Date	11/23/2011
Signature, Chair, College/School Curriculum Council for: UNIT:	CLA	

Ulmer Hautmann	Date	11-28-11
Signature, Dean, College/School of:	CLA	

[Empty box]	Date	[Empty box]
Signature, Chair Faculty Senate Review Committee:	___ Curriculum Review ___ GAAC ___ Core Review ___ SADAC	

**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

M. Ehrlander, Ph.D.
474-6556 (UAF)
451-8342 (h)
mfehrlander@alaska.edu

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 will provide you. I strongly advise that you read much or all of *Uncle Tom's Cabin* before the class begins.

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: Overview of course and requirements, lecture/discussion, film clip and disc. on early slavery in America; primary source readings & discussion: Falconbridge account of slave trade; guidance on required paper on *Uncle Tom's Cabin*

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

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

Lecture / discussion of diversity and conflict within colonies and increasing tension with GB; small group discussion on ethnic and class tensions in America and growing sense of separation from Great Britain; disc. 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

In class: Lecture/discussion on Revolution, fast write analyzing American victory in Revolution; power point lecture/ discussion on Constitution; film clips on Benjamin Franklin; Franklin essay: Advice on the Taking of a Mistress

Friday., May 18 The early republic, review, test on Chapters 1-9 + other readings

Reading in preparation for class: Text chapter 9

In class: Lecture/discussion on The Early Republic; film clip on Lewis and Clark; review for test (45 min.), test (1.5 hours)

Mon., May 21 The Opening of America and the Rise of Democracy

Reading in preparation for class: Text chapters 10-11

In class: Lecture/discussion on advances in technology and their effects on society, on increasing democratization, and on Indian removal; film clip on Indian removal; primary source readings and discussion: Andrew Jackson and Chief John Ross on Indian removal; fast write on Andrew Jackson and Indian-white relations; discussion of early themes in *Uncle Tom's Cabin*

Tues., May 22 Faith in America and The Old South

Reading in preparation for class: Text chapters 12-13

In class: Lecture/discussion on Second Great Awakening, Mormonism, utopian communities, the abolition movement, woman's suffrage and the old south; film clip on slavery from Africans in America; primary source readings and discussion: Sarah and Angelina Grimke (abolition and woman's suffrage)

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

Lecture/disc on westward expansion and its impact on slavery debates; film clip on Stephen Foster; fast write on pro and anti-slavery arguments; small group disc. on concept of *compromise* and its roles in American government, history and current politics

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

Lecture/discussion on events leading to war and the war itself; film clips on *Dred Scott* and John Brown; examination of Lincoln's *Second Inaugural Address* and *Gettysburg Address*, plus Whitman's *O Captain, My Captain!*; discussion of literary and political value of *Uncle Tom's Cabin*; fast write on advantages and disadvantages of Union and Confederate forces

Fri., May 25 Reconstruction, Review and Final Exam

Reading in preparation for class: Text chapter 17

In class: Lecture/disc. on Reconstruction; film clip on Reconstruction; small group disc. on challenges with Reconstruction; review for final exam (45 min.); **final exam (2 hrs)**

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		

University of Alaska Fairbanks
HIST131-FO1 History of the United States (revised)

Fall 2011
Gruening 306
TR 9:45 – 11:15 a.m.
Office hours –TR 2:15–4:00
Office: Gruening 613B

M. Ehrlander, Ph.D.
474-6556 (UAF)
451-8342 (h)
mfehrlander@alaska.edu
TA: Kyle Fuhriman
Kfuhrima@alaska.edu
Office hrs: W – 12:30 – 1:30
R – 1:30 – 2:30
Gruening 611A

Syllabus

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

Course Goals and Objectives:

- Students will learn to think critically and write effectively.
- 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 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 compare and contrast America's founding principles with actions and attitudes of government and society.

The main textbook is *U.S.: A Narrative History* Vol. 1 by James W. Davidson, et al. In addition to the text, there are several primary source documents to be found within this course on Blackboard. They are asterisked among the reading assignments below. 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 will provide you.

Day/Date	Topic	Reading Assignment
Thurs. 9-1-11	Introduction to Course	none
Tues. 9-06-11	First Civilizations of North America Old World New Worlds	Chapters 1-2
Thurs. 9-08-11	Colonization and Conflict in the South	Chapter 3
Tues. 9-13-11	Colonization and Conflict in the North	Chapter 4 (1/2)
Thurs. 9-15-11	Colonization and Conflict in the North	Chapter 4 (1/2)
Tues. 9-20-11	Quiz on Chapters 1-4 and other (in class) readings	
Tues. 9-20-11	Mosaic of Eighteenth Century America	Chapter 5
Thurs. 9-22-11	Imperial Triumph, Imperial Crisis	Chapter 6 (1/2)

Tues. 9-27-11	Imperial Triumph, Imperial Crisis	Chapter 6 (1/2)
Thurs. 9-29-11	Test on Chapters 1-6	none – study!
Tues. 10-04-11	Americans and the American Revolution	Chapter 7 (1/2)
Thurs. 10-06-11	American People and the American Revolution	Chapter 7 (1/2)
Tues. 10-11-11	Crisis and Constitution	Chapter 8 (1/2)
Thurs. 10-13-11	Crisis and Constitution	Chapter 8 (1/2)
Tues. 10-18-11	The Early Republic	Chapter 9 (1/2)
Thurs. 10-20-11	The Early Republic	Chapter 9 (1/2)
Tues. 10-25-11	Quiz on Chapters 7-9	
Tues. 10-25-11	The Opening of America	Chapter 10 (1/2)
Thurs. 10-27-11	The Rise of Democracy	Chapter 11 (1/2)
Tues. 11-01-11	The Rise of Democracy	Chapter 11 (1/2)
Thurs. 11-03-11	Afire with Faith	Chapter 12
Tues. 11-08-11	Test on Chapters 7-12 and other readings	none -- review!
Thurs. 11-10-11	The Old South	Chapter 13
Tues. 11-15-11	Western Expansion & Rise of the Slavery Issue	Chapter 14
Tues., 11-15-11	Review of Uncle Tom's Cabin is due in class	
Thurs. 11-17-11	Discussion of Uncle Tom's Cabin	
Tues. 11-22-11	The Union Broken	Chapter 15 (1/2)
Thurs. 11-24-11	Happy Thanksgiving!	No Class!
Tues. 11-29-11	The Union Broken	Chapter 15 (1/2)
Thurs. 12-01-11	Quiz on Chapters 13-15 and other readings	
Thurs. 12-01-11	Total War and the Republic	Chapter 16 (1/2)
Tues. 12-06-11	Total War and the Republic	Chapter 16 (1/2)
Thurs. 12-08-11	Reconstructing the Union	Chapter 17
Thurs. 12-15-10	Final Exam – 8:00 – 10:00 a.m.	<u>NOTE THE DAY AND TIME!!!!</u>

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 very important 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. . If you will miss a class, please notify me in advance by e-mailing me at the above address.

Attendance = 5% + Participation in discussions = 10% Attendance & Participation = 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. The review is due in class on Tuesday, November 15 (you may turn it in to my office no later than 5:00 p.m. that day). **Book Review = 15%**

Quizzes: Three times 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 (3 x 5%) = 15%**

Tests: There will be 3 tests: 2 “mid-terms” and a final. Each of the **first two tests** will account for **15 percent** of your grade. They will cover the material from the beginning of the class to the first test and from the first test to the second test, respectively. The **final exam** will account for **25 percent** of your grade. **The final exam will be comprehensive.** All tests will include multiple choice, fill-ins, and essay questions. **Tests: (2 x 15%) + 25% = 55%**

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) 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