

**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

2:40 – 3:00

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 – Break
12:15 – 2:40

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. es (2 x 5% o.006articipation 0 TD.000prehe.0vef18.49

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:

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.