

AMH2010

U.S. History to 1877

Instructor

Matthew Blake Strickland
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Office Hours: Keene-Flint 213
MW 10:30-11:30
Lecture: MWF Period 3

Course Description

This course will survey the social, political, and cultural history of the United States from its colonial foundations in the seventeenth century until the end of Reconstruction in 1877.

Course Objectives

Students will learn:

1. The major events that led to the creation of modern America
2. How to analyze historical contingency and change over time
3. How to critically evaluate primary and secondary sources
4. How to write thesis-driven essays based on primary sources

Required Texts

James A. Henretta et al., *America's History: Value Edition Volume 1: to 1877*, Eighth Edition (ISBN 9781319040383)

Camilla Townsend, *Pocahontas and the Powhatan Dilemma* (ISBN 9780809077380)

David W. Blight, ed., *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself, with related documents*, Third Edition (ISBN 9781319048891)

Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War* (ISBN 9780375703836)

Other required readings are available on Canvas

Grading Scale and Assignment Summary

Attendance	5%
Participation	5%
Quizzes	10%
Short Essay	10%
Midterm	20%
Essay	25%
Final Exam	25%

Participation in discussion is crucial to your success as a student and to the success of this class. You should expect multiple readings each week, and it is understood that the assigned readings should be read by the date noted in the course schedule attached to this syllabus. Any material up to that point in the class is considered fair game during discussions. Since it is my belief that college students should be active participants and not passive observers, I do practice cold calling—always be prepared to provide your insight for the discussion.

Since participation is a key element of the class, attendance is also required. I will take attendance at the beginning of each class and that will make up half of your participation grade.

There will be eleven unannounced quizzes over the course of the semester. These quizzes will cover the content of that week’s readings and lecture material. I will drop the lowest quiz grade.

There are two essays in this class. The shorter essay will be approximately 500 words in length while the longer essay will be approximately 1500 words in length. I will give you the writing prompt for each essay later in the semester.

You will have a Midterm Exam and a Final Exam in this class. Both of these exams have two parts: identifying terms and essay questions. We will further discuss the exam structure later in the class during any review that we do. The Final Exam is cumulative, meaning it will cover any information covered in this class since the beginning of the semester.

In order to make up any assignment, university-approved documentation is required. Essays that are turned in late will be deducted ten points per day late.

Grade Proportion	Grade Scale	Grade Value
Attendance: 50 points (5%)	930-1,000 = A	A = 4.0
Participation: 50 points (5%)	900-929 = A-	A- = 3.67
Quizzes: 100 points (10%)	870-899 = B+	B+ = 3.33
Short Essay: 100 points (10%)	830-869 = B	B = 3.00
Midterm Exam: 200 points (20%)	790-829 = B-	B- = 2.67
Essay: 250 points (25%)	750-789 = C+	C+ = 2.33
Final Exam: 250 points (25%)	720-749 = C	C = 2.00
Total: 1,000 points (100%)	690-719 = C-	C- = 1.67
	660-689 = D+	D+ = 1.33
	620-659 = D	D = 1.00
	600-619 = D-	D- = 0.67
	0-599 = E	E = 0.00

Academic Honesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Students with Disabilities

Please do not hesitate to ask for accommodation for a documented disability. Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc>). The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting accommodation. Please ask the instructor if you would like any assistance in this process.

Course Schedule

Part One: An Expanding Atlantic World

- Week 1** **The Merging of Three Societies, 1450-1600**
M 8/21 Course Introduction
- W 8/23 Read: *America's History* Chapter 1
- F 8/25 Read: "Contact and Conquest" Documents
Read: Bartolomé de las Casas, "Destruction of the Indies"
- Week 2** **American Experiments, 1521-1700**
M 8/28 Read: *America's History* Chapter 2
- W 8/30 Read: Camilla Townsend, *Pocahontas and the Powhatan Dilemma*, pp. 1-83
- F 9/1 Read: Camilla Townsend, *Pocahontas and the Powhatan Dilemma*, pp. 84-178
- Week 3** **North America in the Atlantic World, 1660-1750**
M 9/4 No Class: Labor Day
- W 9/6 Read: *America's History* Chapter 3
- F 9/8 **Short Essay Due**
Read: Gottlieb Mittelberger, "Packed Densely, Like Herrings"
Read: Gottlieb Mittelberger, "Work and labor"
Read: Thomas Phillips, "Voyage of the *Hannibal*"
Read: Olaudah Equiano, *The Interesting Narrative* (Chapter 2)
- Week 4** **Social and Religious Upheavals, 1680-1750**
M 9/11 Read: *America's History* Chapter 4, pp. 96-114
- W 9/13
- F 9/15 Read: Benjamin Franklin on George Whitefield
Read: Nathan Cole, *The Great Awakening Comes to Weathersfield, Connecticut*
Read: Samsom Occam, "I Believe It is Because I am a Poor Indian"

Part Two: Revolution

- Week 5** **Empire and Resistance, 1750-1774**

- M 9/18 Read: *America's History* Chapter 4, pp. 114-126 and Chapter 5
- W 9/20
- F 9/22 Read: "Defining Liberty, Defining America" Documents
Read: "The Boston Massacre" Documents
- Week 6** **The American Revolution, 1774-1783**
- M 9/25 Read: *America's History* Chapter 6, pp. 158-171
- W 9/27 Read: Thomas Paine, *Common Sense*, 1776
Read: The Declaration of Independence, 1776
- F 9/29 Read: Boston King, "I Began to Feel the Happiness, Liberty, of which I Knew Nothing Before"
Read: Joseph Plumb Martin, *A Soldier's View of the Revolutionary War*
- Week 7** **Creating a New Nation, 1776-1789**
- M 10/2 Read: *America's History* Chapter 6, pp. 171-187
- W 10/4 Read: The Articles of Confederation, 1777
Read: "Having Tasted the Sweets of Freedom": Cato Petitions the Pennsylvania Legislature to Remain Free, 1781
- F 10/6 Read: The Constitution of the United States of America, Articles I-VII and Amendments I-X
Read: Patrick Henry, Speech (1788)
- Week 8** **Midterm Week**
- M 10/9 Midterm Review
- W 10/11 Midterm Exam
- F 10/13 No Class: Homecoming

Part Three: The New Nation Grows

- Week 9** **A New Nation Facing a Revolutionary World, 1789-1815**
- M 10/16 Read: *America's History* Chapter 7
- W 10/18
- F 10/20 Read: "The Whiskey Rebellion" Documents

Week 10 **Market Revolutions, Democracy, and Westward Expansion, 1789-1832**
M 10/23 Read: *America's History* Chapters 8 & 10

W 10/25

F 10/27 Read: "The Cherokee Removal" documents
Read: Priscilla Merriman Evans, "Pulling a Handcart to the Mormon Zion"
Read: Thomas Swann Woodcock, The Erie Canal

Week 11 **The Industrial North**
M 10/30 Read *America's History* Chapters 9 & 11

W 11/1

F 11/3 Read: Harriet Hanson Robinson, *The Lowell Mill Girls*
Read: Elizabeth Cady Stanton, *Pioneering Women's Rights*

Week 12 **The Rural South**
M 11/6 Read: *America's History* Chapter 12

W 11/8

F 11/10 Read: Blight, ed., *Narrative of the Life of Frederick Douglass* [ALL]

Part Four: The House Divided

Week 13 **Growing Divisions, 1844-1860**
M 11/13 Read: *America's History* Chapter 13

W 11/15 Watch: *Underground Railroad: The William Still Story*, PBS

F 11/17 Read: William H. Seward, *Westward Expansion and American Slavery*
Read: "Sectional Politics and the Rise of the Republican Party" documents

Week 14 **The American Civil War: Secession Crisis**
M 11/20 **Long Essay Due**
Read: *The Declaration of Causes of Seceding States* (Georgia, Mississippi, South Carolina, Texas, Virginia), Dec. 1860 - April 1861
Read: Alexander Stephens, "Corner Stone" speech

W 11/22 No Class: Thanksgiving

F 11/24 No Class: Thanksgiving

Week 15
M 11/27 **The American Civil War, 1861-1865**
Read: *America's History* Chapter 14

W 11/29 Read: Drew Gilpin Faust, *This Republic of Suffering*, pp. 1-136

F 12/1 Read: Drew Gilpin Faust, *This Republic of Suffering*, pp. 137-271

Week 16
M 12/4 **Reconstructing America, 1865-1877**
Read: *America's History* Chapter 15
Read: "Reconstruction in South Carolina" documents

W 12/6

W 12/13 Final Exam 3:00-5:00 pm