

University of Florida
Department of History
Summer 2020

AMH 2010: U.S. History to 1877

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Course Description

This course will explore major themes in the political, social, and cultural development of the United States from the European colonization of North America to the end of Reconstruction in 1877. Through textbooks, journal articles, monographs, audiovisual sources, including documentaries and lectures, and primary sources, you will develop the critical thinking skills to place events in historical context and understand the conflicting meanings of “freedom” and “liberty” for different groups of Americans.

Course Objectives

1. Understand the influence of diverse historical forces – social, political, cultural, economic – on human behavior, achievement, and ideas.
2. Analyze evidence, synthesize conflicting points of view, and evaluate assumptions and biases to attain a balanced historical perspective.
3. Develop the ability to effectively communicate critical thinking.
4. Learn key themes, principles, terminology, and methodology within the discipline of history.

Required Readings

There are two (2) required texts available for purchase at the UF Bookstore or from an online retailer. The other required text is available FREE online at <http://www.americanyawp.com/>.

If you decide to purchase your books online, please make sure that you allow enough time for shipping. In addition to these books, there may be readings, images, and other primary documents available online via Canvas, the course e-learning site.

Erica Armstrong Dunbar, *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge* (Atria Books, 2017).

Charles B. Dew, *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War* (University Press of Virginia, 2001).

Course Assignments

- Participation (Weekly Readings, Discussion Posts, and Responses to Classmates): Every week, you will read a combination of primary sources and journal articles and watch prerecorded lectures or documentaries. Once you read and watch the material, you will respond to 15-20 short-answer questions, which will be posted on the course website. The

last question will be opinion-based and designed to promote vigorous discussion between you and your classmates. For this last question, you will copy and paste your response into a separate discussion module on the course website. Both your responses to the 15-20 questions and your re-posting of the final discussion question on the course website discussion module are due by Sunday at 6:00 pm. Late assignments will be penalized. By 11:59 PM on Sunday night, you will respond to the discussion module posts of two classmates. I will review the discussion protocols through email and/or a prerecorded PowerPoint lecture during the first week of the semester. This procedure will be repeated every week and you will be graded on 10-point scale for each submission. Please feel free to email me any questions—especially during the first two weeks of the semester.

- A seven hundred (700) word essay analyzing one primary document is due on **Wednesday, July 15**. Your essay will be graded according to the content of your ideas *and* the quality and accuracy of your prose. Further instructions regarding format and content will be distributed before the paper is due. Late papers will be penalized one third of a letter grade for every day that they are late.
- An online midterm exam covering all material up to that point will be due on **Friday, July 24**. The format of the exam will be communicated to you one week before the exam.
- A one thousand (1000) word essay on *Never Caught* is due on **Friday, July 31**. Further instructions regarding format and content will be distributed before the paper is due. Late papers will be penalized one third of a letter grade for every day that they are late.
- A final exam, including a one thousand (1000) word essay on *Apostles of Disunion* and another five hundred (500) word essay on a topic or theme covered during the Summer B session is due on the last day of class, **Friday, August 14**. Further instructions regarding format and content will be distributed before the exam due date. Late assignments will not be accepted.

Grades: Your grade in this class will be determined largely by your performance on a variety of written assignments and exams. These exercises will allow you to hone your critical thinking and writing skills and allow you to reflect thoughtfully on key themes in U.S. history.

Your grade for this class will be determined as follows:

Analysis Paper #1	15%
Midterm Exam	15%
Analysis Paper #2	20%
Joint Paper #3 and Final Exam	25%
Participation (weekly reading responses and discussion posts)	25%

UF Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	ING	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0	0	0	0

A100-94, A-: 90-93

C+: 77-79, C: 74-76, C-: 70-73

B+: 87-89, B: 84-86, B-: 80-83

D+: 67-69, D: 64-66, D-: 60-64

F: below 64

More information on UF's grading policies is available at

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Essays: Generally speaking, I will look for the following in your papers:

1. Analysis. Does the paper make a convincing and coherent argument?
2. Evidence. Is the argument well supported by evidence? Is evidence used effectively?
3. Organization. Is the paper structured in logical way?
4. Content and originality. Does the paper make an original contribution or insight? Does the author's own opinion and voice come through?
5. Mechanics and style. Is the paper free of spelling and grammar errors? Is it clearly written?

Late Work and Make-up Policy

- Unless stated otherwise, late assignments will be penalized one-third-letter grade per 24-hour period after the deadline.

Guidelines for Discussion

Please keep in mind that conversations about America can stir up strong emotions. A great deal of this results from the environment of mistrust and misunderstanding that exists in the wider society. We start from the assumption that those of you that have chosen to take this class have come with an open mind, ready not only to share your points of view but to try to understand the perspectives of others. Thoughtful, insightful, and honest points of view are needed in order to help us all learn to communicate more effectively and openly about American history. So that everyone feels respected in the online classroom, use tact and understanding when presenting your ideas.

Correspondence

I will send important course announcements and other correspondence to you via your UF email account. If you do not use this as your primary account, please make sure that you have your UF email forwarded to you and check your email regularly!

How to get in touch with me

- I am your first point of contact for any questions you may have about the course material, readings, papers, exams, or grades.
- Schedule a virtual Office Hours meeting via Zoom. I truly enjoy getting to know more about students outside of the classroom. You are encouraged to ask me any questions that you may have about assignments, readings, your major, or other pertinent topics.

- Email me at dmeltsner@ufl.edu. I will get back to you within 24 hours, though my response may be slower during the weekend.

Students with Disabilities

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodations must first register with the Dean of Students Office (352-392-8565, 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 an accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honesty

The University, as well as your instructor, values and expects academic integrity. Ethical violations include cheating, plagiarism, fabrication, and academic misconduct (including turning in the work of others as your own and reusing old assignments). These will not be tolerated and will result in an automatic failing grade in the course. Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy

To avoid plagiarism, you must not copy the words, phrases, arguments, ideas, or conclusions of another person or source (including Internet sources) without properly crediting the person or source with both quotation marks and a footnote. Make sure that you properly cite direct quotations, paraphrased information, and facts that are not widely known. I will provide you with guidelines for proper citations and formatting prior to your submission of all written work, but you may contact me at any time for clarification. For more information on UF's honest policy, see <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>. For more information on how UF's Judicial Affairs processes cases of plagiarism, see <http://www.dso.ufl.edu/judicial/academic.php>.

Student Evaluations

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/so-eng.htm?_Themes/blue.css&images/Explorance-Logo.gif&seed=bd86c681-cca4-4c28-abc9-0b4cf542e5c4&University+of+Florida Please note

your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu>. Thank you for serving as a partner in this important effort.

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT AND ORIGINALITY	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Schedule

Week 1. July 6 – July 12

“The New World,” *American Yawp*, chapter 1

“Colliding Cultures,” *American Yawp*, chapter 2

Additional assigned readings and audiovisual sources will be posted on the course website.

Week 2. July 13 – July 19

“British North America,” *American Yawp*, chapter 3

“Colonial Society,” *American Yawp*, chapter 4

Additional assigned readings and audiovisual sources will be posted on the course website.

Analysis Paper #1 due Wednesday, July 15

Week 3. July 20 – July 26

“The American Revolution,” *American Yawp*, chapter 5

“A New Nation,” *American Yawp*, chapter 6

“The Early Republic,” *American Yawp*, chapter 7

Additional assigned readings and audiovisual sources will be posted on the course website.

Midterm Exam due Friday, July 24

Week 4. July 27 – August 2

“The Market Revolution,” *American Yawp*, chapter 8

“Democracy in America,” *American Yawp*, chapter 9

“Religion and Reform,” *American Yawp*, chapter 10

Additional assigned readings and audiovisual sources will be posted on the course website.

Analysis Paper #2 due Friday, July 31

Week 5. August 3 – August 9

“The Cotton Revolution,” *American Yawp*, chapter 11

“Manifest Destiny,” *American Yawp*, chapter 12

“The Sectional Crisis,” *American Yawp*, chapter 13

Additional assigned readings and audiovisual sources will be posted on the course website.

Week 6. August 10 – August 14

“The Civil War,” *American Yawp*, chapter 14

“Reconstruction,” *American Yawp*, chapter 15

Additional assigned readings and audiovisual sources will be posted on the course website.

Joint Analysis Paper #3 and Final Exam due Friday, August 14