
UNITED STATES HISTORY TO 1877

INSTRUCTOR

Heather Gonyeau

EMAIL

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OFFICE HOURS

Online, T/R 1:00-2:30pm

GENERAL INFORMATION

DESCRIPTION: AMH 2010

AMH 2010: United States History to 1877 meets in Anderson Hall 0013 Monday thru Friday from 11:00 a.m. to 12:15 p.m. This introductory level history class begins at the point of contact between the Old World and the New. We will learn about the diverse peoples inhabiting the Americas prior to the European arrival and explore their societies, beliefs, and traditions. We then move into the early moments of conflict and cooperation between settlers and natives as we discuss the political, economic and social drives behind European colonization. Continuing into the independence period, we consider terms like "Liberty" and "Equality." We will discuss the Founding Fathers' dreams for their new nation but also ask who was left out of these discussions. Moving on chronologically, we look at the concept of Manifest Destiny and explore how a growing nation confronted ideas of race, labor, and citizenship. We will see these issues come to a head as we finish the semester with a dive into the Civil War and its repercussions. In addition to the American leaders you already know, this class introduces new narratives as we explore how women, indigenous peoples, Africans, and other often overlooked populations shaped U.S. society. The course looks at American history as part of interconnected struggles across the broader Atlantic World, thus we will occasionally feature Caribbean, European, and even Florida history to understand how the local affects the global and vice-versa.

EXPECTATIONS AND GOALS

In addition to teaching key moments in American history, students will learn the skills and methodologies used in the study of history. History is not just about memorizing names and dates, Historians are investigators, interpreters, translators, and much more!

By the end of this course students should be able to:

- ❖ Identify important players, events, and themes in American History
- ❖ Describe the origins of American political, cultural, and economic institutions and how they changed over time
- ❖ Understand the contributions of diverse actors and traditions to American society

- ❖ Analyze and interpret primary and secondary documents, and place them in their historical context
- ❖ Present and defend historical arguments through writing
- ❖ Discuss current historiographical debates in the field

Civil Discussion: This class is meant to elucidate ideas about race, class, and identity through guided readings and civil discussion. We will be covering sensitive topics and students are encouraged to keep an open mind and a respectful attitude towards classmates. Concerns may be directed to the professor.

Electronics Policy: Laptops and tablets are allowed for taking notes and accessing readings. This policy may change if electronics are causing a distraction. Those needing to use their cell phones may step outside the classroom.

Attendance: Since this is an accelerated course, it is important that students attend every class on time and are ready to participate. Repeated absences will negatively impact your grade. In the event of illness, a death in the family, or other serious personal crisis (documentation required), students will be allowed to make up missed quizzes.

Communication: Any problems with the course, readings, or assignments should be addressed to the professor as soon as possible. For the most immediate response, it is recommended to speak to me directly after class. I am also available during regularly scheduled office hours or by appointment. Emails to the professor should contain the phrase AMH2020 in the subject line.

ASSIGNMENTS AND COURSE REQUIREMENTS

GRADING BREAKDOWN

Attendance and Participation	20%
Weekly Quizzes (x5)	30%
Document Analysis	10%
Research Paper Outline	15%
Final Paper	25%

UF GRADING SCALE

Grade Range:	100-94	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-64	0-64
Letter Grade:	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Grade Points:	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0

ASSIGNMENT DETAILS

Research Paper: The main assignment of the class is a research paper on a topic of the student's choosing. The paper should be 4-6 pages, double spaced, and in 12 pt. Times New Roman Font. Topics

require instructor's approval and will be chosen in the first week of class. There will be two additional assignments, a document analysis and a mini outline. These are to help the student conceptualize and prepare for the final paper. Detailed assignment sheets with expectations will be distributed during class.

Weekly Quizzes: Each week (except for the last week of class) there will be a short, 15-minute quiz on that week's readings and themes. These quizzes cannot be made up except in the case of a documented emergency or hardship (see attendance policy).

Extra Credit: Each week there will be an extra credit assignment related to that week's theme. These write-ups should be 1-2 pages in length and offer a summary of the text, a personal reflection, and an explanation of how the source relates to the course. Extra credit assignments can be turned in at any time until the last day of class. No additional assignments will be available.

Late Work: Late Assignments will be penalized half a letter grade for each day past the due date. Students experiencing hardships meeting assignment deadlines should contact the professor.

COURSE MATERIALS

REQUIRED TEXTS

Locke, Joseph L., and Ben Wright. *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 1: To 1877*. Stanford University Press, 2020.

* This is available as a **free**, online textbook. <https://www.americanyawp.com/>

The main textbook for this class is *The American Yawp*, which can be accessed online at the link above. These chapters are intended to provide background for the week's topics so students can follow along in class. There will also be additional readings assigned each week available on Canvas. These readings will be discussed in class during Friday sections. It is imperative that students come to class ready to discuss the readings in order to receive full participation points for the week.

COURSE SCHEDULE

Week	Topic	Readings	Additional Notes
1	Indigenous America	<ul style="list-style-type: none"> - Dunbar-Ortiz, Roxanne. "This Land" in <i>An Indigenous Peoples' History of the United States</i>. Beacon Press, 2014. - Select chapters in Lankford, George E. <i>Native American Legends: Southeastern Legends</i>. University Alabama Press, 2011. - Select excerpts from Foner, Eric. <i>Voices of Freedom: A Documentary History</i>. Fifth edition. New York: W. W. Norton & Company, 2016. - <i>American Yawp</i>: Chapter 1&2 	<ul style="list-style-type: none"> - Research Topic Due Friday - Extra Credit Reading: Trouillot, Michel-Rolph. "Good Day, Columbus" in <i>Silencing the Past: Power and the Production of History</i>. Beacon Press, 1995.

2	Life in the Colonies	<ul style="list-style-type: none"> - Richard Hakluyt, "An Argument for Colonization" from <i>A Discourse Concerning Western Planting</i> (1584) - Zinn, Howard. "The First Slaves" in <i>Voices of a People's History of the United States</i>. 2004 - TePaske John J. "Funerals and Fiestas in Early Eighteenth-Century St. Augustine." <i>The Florida Historical Quarterly</i> 44, no. 1/2 (1965). - Thatcher Ulrich, Laurel. "The Ways of Her Household: Three New England Women" from <i>Women, Families, and Communities</i> - <i>American Yawp</i>: Chapter 3 & 4 	<ul style="list-style-type: none"> - Extra Credit: Nielsen, Kim. "The Poor, Vicious, and Infirm" in <i>A Disability History of the United States</i>. Beacon Press, 2012
3	Revolution!	<ul style="list-style-type: none"> - Zinn, Howard. "Preparing the Revolution" in <i>Voices of a People's History of the United States</i>. 2004 - Foner, Eric. "The Revolution Within" <i>Voices of Freedom: A Documentary History</i>. - Berkin, Carol. "The Day of Jubilee Is Come: African American Women and the American Revolution" from <i>Women, Families, and Communities</i> - George Washington's Farwell Address (1976) in Shi, David. <i>For the Record: A Documentary History of America</i>. New York: W. W. Norton & Company, 1993. - <i>American Yawp</i>: Chapter 5 & 6 	<ul style="list-style-type: none"> - Document Analysis Due Monday - Extra Credit: Landers, Jane. "Spanish Sanctuary: Fugitives in Florida, 1687-1790." <i>The Florida Historical Quarterly</i> 62, no. 3 (1984): 296-313.
4	A New Century	<ul style="list-style-type: none"> - Ortiz, Paul. "The Haitian Revolution and the Birth of Emancipatory Internationalism, 1770s to 1820s" in <i>An African American and Latinx History of the United States</i>. Beacon Press, 2018. - Excerpts from "The Industrial North" in Monk, Linda. <i>Ordinary Americans: U.S. History through the Eyes of Everyday People</i>. Close Up Publishing, 2003 - Select documents from Foner, Eric. <i>Voices of Freedom: A Documentary History</i> - <i>American Yawp</i>: Chapter 7 & 8 	<ul style="list-style-type: none"> - Mini Outline Due Friday - Extra Credit: Kerber, Linda K. "The Paradox of Women's Citizenship in the Early Republic: The Case of Martin vs. Massachusetts, 1805." <i>American Historical Review</i> 97, no. 2 (April 1, 1992): 349.
5	Expansion and its Discontents	<ul style="list-style-type: none"> - Excerpts from Sublette, Ned and Constance. <i>The American Slave Coast: A History of the Slave-Breeding Industry</i>. Lawrence Hill Books, 2016. - Link, Alessandra. "Editing for Expansion: Railroad Photography, Native Peoples, and the American West, 1860-1880." <i>Western Historical Quarterly</i> 50, no. 3 (September 2019) - Hurtado, Albert "Sex, Gender, Culture and a Great Event: The California Gold Rush" from <i>Women, Families, and Communities</i> - <i>American Yawp</i>: Chapter 9-12 	<ul style="list-style-type: none"> - Extra Credit: Dunbar-Ortiz, Roxanne. "The Last of the Mohicans and Andrew Jackson's White Republic" in <i>An Indigenous Peoples' History of the United States</i>.

6	Internal Struggles and Civil War	<ul style="list-style-type: none"> - Courage. <i>American Shadows</i>. Podcast audio. June 1, 2021 - Zinn, Howard. "Slavery and Defiance" in <i>Voices of a People's History of the United States</i>. 2004 - Davidson, James. "The View from the Bottom Rail" in <i>After the Fact: The Art of Historical Detection</i>. McGraw-Hill. 2009 - <i>American Yawp</i>: Chapter 13-15 	<ul style="list-style-type: none"> - Final Paper Due - Extra Credit: Nielsen, Kim. "I Am Disabled, and Must Go at Something Else Besides Hard Labor" in <i>A Disability History of the United States</i>. Beacon Press, 2012
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ASSIGNMENT SCHEDULE

Due Date

Item

7/12	Document Analysis
7/23	Research Paper Outline
8/6	Final Paper

UF POLICIES

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>.

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.