
UNITED STATES HISTORY TO 1877

INSTRUCTOR

Kristin Miller

EMAIL

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STUDENT HOURS

Wednesdays 12:00-2:00
FLI 210

GENERAL INFORMATION

DESCRIPTION: AMH 2010

Welcome to AMH2010, a course that explores the rich and complex history of the United States until 1877. This course meets **Monday through Friday from 9:30am-10:45am in FLI 0117**. In this course, we will examine the major events, ideas, and people that shaped the American nation during its formative years. We will delve into the political, economic, social, and cultural developments that have left a lasting impact on American society and the world at large. Our journey will begin with a look at the pre-colonial period and the arrival of Europeans in the Americas. We will explore the colonial era, the development of slavery, and the roots of the American Revolution. We will then examine the birth of the United States as a nation and the challenges it faced in its early years. We will explore the conflicts that led to the Civil War, the emancipation of enslaved people, and the struggle for civil rights during Reconstruction. Throughout the course, we will use primary sources, such as letters, diaries, and speeches, to gain a firsthand perspective on the past. We will also consider the diverse experiences of different groups, including Native Americans, African Americans, women, and immigrants, and how they have shaped American history. At times, we will pay particular attention to events occurring in present-day Florida. By the end of this course, you will have gained a deeper understanding of the forces that have shaped the United States and its people. You will also have developed critical thinking skills and the ability to analyze and interpret historical events and ideas.

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 source 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. More than three unexcused 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 AMH2010 in the subject line.

ASSIGNMENTS AND COURSE REQUIREMENTS

GRADING BREAKDOWN

Attendance and Participation	20%
Weekly Quizzes (x5)	20%
Primary Source Activities	10%
Document Analysis	10%
Bibliography	10%
Research Paper Outline	10%

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 three additional assignments: a bibliography, 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 Week 4—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). The lowest quiz grade will be dropped.

Primary Document Analyses: Each Wednesday students will put on their historian's hat and participate in a primary document analysis. These weekly activities will help the students to "think historically" in preparation for them to conduct their own primary research. In weeks 3 & 6 students will turn in a document analysis worksheet.

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. **These readings will be uploaded to Canvas, you do not need to purchase any books for this class.** 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	Weekly Schedule	Readings
1 May 15-19	Indigenous America	M- Welcome to AMH2010! T- North America B.C. (Before Columbus) W- Early Colonization and Contact <ul style="list-style-type: none"> • In-Class Primary Source Activity TH- Indigenous "Floridians" F- Writing Workshop <ul style="list-style-type: none"> • Reading Quiz Due 5/19 : Final Paper Topic	<ul style="list-style-type: none"> - For Tuesday: "Natives" and "Colonizers" in <i>American Colonies: The Settling of North America</i> by Alan Taylor - For Thursday: "Charting a Path Toward an Indigenous History of Florida" by Denise I. Bossy and Andrew K. Frank - Suggested Reading: <i>American Yawp</i>: Chapter 1 & 2
2 May 22-26	Life in the Colonies	M- New England T- The West Indies W- The Mid-Atlantic and South <ul style="list-style-type: none"> • In-Class Primary Source Activity TH- Women in the Colonial Period F- Writing Workshop <ul style="list-style-type: none"> • Reading Quiz Due 5/26 : Bibliography	<ul style="list-style-type: none"> - For Tuesday: "Hard Labour: Women, Childbirth and Resistance in British Caribbean Slave Societies" by Barbara-Bush Slimani - For Thursday: Chapters 3 & 4 in <i>Good Wives. Nasty Wenches & Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia</i> by Kathleen Brown - Suggested Reading: <i>American Yawp</i>: Chapter 3 & 4

<p>3 May 29- June 2</p>	<p>Revolution!</p>	<p>M- Memorial Day, NO CLASS T- The Seven Years' War and its Consequences W- A Series of Crises</p> <ul style="list-style-type: none"> In-Class Primary Source Analysis <p>TH- What *is* the American Revolution? F- Writing Workshop</p> <ul style="list-style-type: none"> Reading Quiz <p>Due 6/2: Document Analysis</p>	<ul style="list-style-type: none"> For Tuesday: Introduction & Chapter 1 in <i>The Scratch of a Pen: 1763 and the Transformation of North America</i> by Colin Calloway For Thursday: "Mangled Bodies: Atrocity in the American Revolutionary War" by Holger Hoock Suggested Reading: <i>American Yawp</i>: Chapter 5 & 6
<p>4 June 5-9</p>	<p>American Revolution Continued and Into A New Century</p>	<p>M- The Revolutionary Atlantic T- The Aftermath of the American Revolution W- Building a Republic</p> <ul style="list-style-type: none"> Primary Source Activity <p>TH- Jacksonian America F- Writing Workshop</p> <p>Due 6/9: Paper Outline</p>	<ul style="list-style-type: none"> For Tuesday: "The Other Side of Revolution: Loyalists in the British Empire" by Maya Jasanoff For Thursday: No Reading Suggested Reading: <i>American Yawp</i>: Chapter 7 & 8

<p>5 June 12-16</p>	<p>Expansion and its Discontents</p>	<p>M- Jacksonian America T- Manifest Destiny W- The Oregon Trail™ <ul style="list-style-type: none"> Primary Source Activity TH- Removing Indigenous People F- Writing Workshop <ul style="list-style-type: none"> Reading Quiz <p>Due: Nothing! Write!</p> </p>	<ul style="list-style-type: none"> - For Tuesday: "Runaway Slave Advertisements in Antebellum Florida: A Retrospective" by Matthew J. Clavin - For Thursday: "'The Indians Are Scattering I Fear': Mobility and Power in the Second Seminole War" by Christine A. Rizzi - <i>American Yawp</i>: Chapter 9 & 12
<p>6 June 19-23</p>	<p>Internal Struggles and Civil War</p>	<p>M- Juneteenth, NO CLASS T- Crises of the 1850s W- The Civil War <ul style="list-style-type: none"> Primary Source Analysis TH- Reconstruction <ul style="list-style-type: none"> Reading Quiz F- Paper Presentations <p>Due: Final Paper due June 23</p> </p>	<ul style="list-style-type: none"> - For Tuesday: "The Caning of Charles Sumner: Slavery, Race, and Ideology in the Age of the Civil War" by Manisha Sinha - For Thursday: "Reconstruction Revisited" by Eric Foner - Suggested Reading: <i>American Yawp</i>: Chapter 13-15

ASSIGNMENT SCHEDULE

Date	Subject
5/26	Bibliography
6/2	Document Analysis
6/9	Paper Outline
6/23	Final Paper Due

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.

