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# UNITED STATES HISTORY TO 1877

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## INSTRUCTOR

Heather Gonyeau

## EMAIL

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## OFFICE HOURS

Keene-Flint 009 | Tuesdays 12:30-2:30pm

## GENERAL INFORMATION

### DESCRIPTION: AMH 2010

AMH 2010: United States History to 1877 meets in Keene-Flint 0105 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 conversations. 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.

### STUDENT LEARNING OUTCOMES

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. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

**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	15%
Discussion Leader	10%
Weekly Quizzes (x5)	30%
Document Analysis	10%
Research Paper Outline	15%
Final Paper	20%

### 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 6-8 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.

**Discussion Leader:** In the first week of class, students will choose from a list of assigned readings. On the day the reading is due, the student will be responsible for leading discussion of that source including offering a summary of the reading and preparing questions for the class. It is the leaders' job to fill silences and make sure the discussion stays on topic.

**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

### RECOMMENDED 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 historical 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. Required readings are available online via Canvas. These readings will be discussed in 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	Readings	Additional Notes
1	Indigenous America	<p>Wednesday 5/15</p> <ul style="list-style-type: none"> <li>- Select chapters in Lankford, George E. <i>Native American Legends: Southeastern Legends</i>. University Alabama Press, 2011.</li> <li>- Select excerpts from Foner, Eric. <i>Voices of Freedom: A Documentary History</i>. Fifth edition. New York: W. W. Norton &amp; Company, 2016.</li> </ul> <p>Friday 5/17</p> <ul style="list-style-type: none"> <li>- Dunbar-Ortiz, Roxanne. "This Land" in <i>An Indigenous Peoples' History of the United States</i>. Beacon Press, 2014.</li> </ul> <p>Recommended: <i>American Yawp</i>: Chapter 1 &amp; 2</p>	<ul style="list-style-type: none"> <li>- Research Topic Due Friday</li> <li>- Extra Credit Reading: Trouillot, Michel-Rolph. "Good Day, Columbus" in <i>Silencing the Past: Power and the Production of History</i>. Beacon Press, 1995.</li> </ul>
2	Life in the Colonies	<p>Friday 5/24</p> <ul style="list-style-type: none"> <li>- Nielsen, Kim. "The Poor, Vicious, and Infirm" in <i>A Disability History of the United States</i>. Beacon Press, 2012</li> <li>- Richard Hakluyt, "An Argument for Colonization" from <i>A Discourse Concerning Western Planting</i> (1584)</li> <li>- Zinn, Howard. "The First Slaves" in <i>Voices of a People's History of the United States</i>. 2004</li> <li>- Thatcher Ulrich, Laurel. "The Ways of Her Household: Three New England Women" from <i>Women, Families, and Communities</i></li> </ul> <p>Recommended: <i>American Yawp</i>: Chapter 3 &amp; 4</p>	<ul style="list-style-type: none"> <li>- Extra Credit:</li> <li>- TePaske John J. "Funerals and Fiestas in Early Eighteenth-Century St. Augustine." <i>The Florida Historical Quarterly</i> 44, no. 1/2 (1965).</li> </ul>
3	Revolution!	<p>Thursday 5/30</p> <ul style="list-style-type: none"> <li>- Zinn, Howard. "Preparing the Revolution" in <i>Voices of a People's History of the United States</i>. 2004</li> <li>- Foner, Eric. "The Revolution Within" <i>Voices of Freedom: A Documentary History</i>.</li> <li>- Berkin, Carol. "The Day of Jubilee Is Come: African American Women and the American Revolution" from <i>Women, Families, and Communities</i></li> </ul> <p>Recommended: <i>American Yawp</i>: Chapter 5 &amp; 6</p>	<ul style="list-style-type: none"> <li>- Document Analysis Due Tuesday</li> <li>- Extra Credit: Landers, Jane. "Spanish Sanctuary: Fugitives in Florida, 1687-1790." <i>The Florida Historical Quarterly</i> 62, no. 3 (1984): 296-313.</li> </ul>

4	A New Century	<p>Tuesday 6/4</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p>Friday 6/7</p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <p>Recommended: <i>American Yawp</i>: Chapter 7 &amp; 8</p>	<ul style="list-style-type: none"> <li>- Mini Outline Due Friday</li> <li>- Extra Credit: Mas, Catherine "She Wears the Pants: The Reform Dress as Technology in Nineteenth-Century America" from <i>Technology and Culture</i>, Vol. 58, No. 1 (January 2017)</li> </ul>
5	Expansion and its Discontents	<p>Tuesday 6/11</p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- The First and Last Emperor of America. <i>Noble Blood</i>. Podcast audio. March 30, 2021</li> <li>- Excerpts from Sublette, Ned and Constance. <i>The American Slave Coast: A History of the Slave-Breeding Industry</i>. Lawrence Hill Books, 2016.</li> </ul> <p>Recommended: <i>American Yawp</i>: Chapter 9-12</p>	<ul style="list-style-type: none"> <li>- Extra Credit: Hurtado, Albert "Sex, Gender, Culture and a Great Event: The California Gold Rush" from <i>Women, Families, and Communities</i></li> </ul>
6	Internal Struggles and Civil War	<p>Thursday 6/20</p> <ul style="list-style-type: none"> <li>- Courage. <i>American Shadows</i>. Podcast audio. June 1, 2021</li> <li>- Davidson, James. "The View from the Bottom Rail" in <i>After the Fact: The Art of Historical Detection</i>. McGraw-Hill. 2009</li> </ul> <p>Recommended: <i>American Yawp</i>: Chapter 13-15</p>	<ul style="list-style-type: none"> <li>- Final Paper Due</li> <li>- 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</li> </ul>

## ASSIGNMENT SCHEDULE

### Due Date

### Item

5/28	Document Analysis
6/7	Research Paper Outline
6/21	Final Paper

# GENERAL EDUCATION OBJECTIVES

## Social Science

This course satisfies the Social and Behavioral Science General Education Credit at the University of Florida. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions. A minimum grade of C is required for general education credit.

### Content

Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures, and processes.

### Critical Thinking

Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.

### Communication

Communicate knowledge, thoughts, and reasoning clearly and effectively.

## Writing Requirement

This course satisfies 2000 words of the UF Writing Requirement. The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. Upon successful completion of this course, students will satisfy the following Learning Outcomes related to writing and composition.

### Content

Select and apply writing process strategies, including how to discover a topic, how to develop and organize a text, and how to adapt writing style and format to different audiences, purposes, and context.

### Critical Thinking

Compare various genres of writing. Critique complex texts in writing using valid claims and persuasive evidence. Analyze texts for rhetorical competency.

### Communication

Compose written texts for scholarly or professional purposes. Communicate using accepted conventions of standard written English and apply the techniques that produce effective texts.

Student writing will be evaluated on the content, organization and coherence, effectiveness, style, grammar, and punctuation. The following rubric shows expectations for a well-constructed essay:

Argument	Evidence	Clarity	Synthesis and Analysis
<p>Points awarded for:</p> <ul style="list-style-type: none"> <li>• Unique and clearly stated thesis statement</li> <li>• Consistent overall organization around theme</li> <li>• Clear explanation, throughout the paper, of how evidence presented is relevant to the thesis</li> <li>• Clear relevance of argument to the question asked</li> </ul>	<p>Points awarded for:</p> <ul style="list-style-type: none"> <li>• Evidence clearly related to thesis statement</li> <li>• Evidence is sufficient to answer the question asked</li> <li>• Moderate use of direct quotations</li> <li>• Proper documentation of sources</li> </ul>	<p>Points awarded for:</p> <ul style="list-style-type: none"> <li>• Proper grammar</li> <li>• Appropriate essay structure</li> <li>• Transitions between paragraphs and thoughts</li> <li>• Use of strong topic sentences and conclusions to each paragraph</li> <li>• Clear progression of the argument</li> </ul>	<p>Points awarded for:</p> <ul style="list-style-type: none"> <li>• Originality of thought</li> <li>• Ability to make links between different historical events or different historical sources</li> <li>• Sensitivity to biases, limitations, etc. of sources</li> <li>• Understanding and application of theories of history to material under study</li> </ul>
<p>Points deducted for:</p> <ul style="list-style-type: none"> <li>• Lack of clear thesis statement</li> <li>• Repeated departures from the stated topic</li> <li>• Overly simplistic or overused arguments</li> </ul>	<p>Points deducted for:</p> <ul style="list-style-type: none"> <li>• Insufficient evidence</li> <li>• Long, unexplained direct quotations</li> <li>• Incorrectly documented or undocumented sources</li> <li>• Factual inaccuracies</li> <li>• Lack of engagement with the sources or historical context</li> </ul>	<p>Points deducted for:</p> <ul style="list-style-type: none"> <li>• Poor grammar</li> <li>• Misspelled words, typos, improper punctuation</li> <li>• Excessively wordy or awkwardly phrased sentences</li> <li>• "Steam of Consciousness" – Jumping from idea to idea without a logical transition</li> </ul>	<p>Points deducted for:</p> <ul style="list-style-type: none"> <li>• A "narrative" approach—summarizing or describing rather than analyzing</li> <li>• Lack of sensitivity to the type, bias, and limitations of sources used</li> <li>• Basing arguments on assumptions, not facts</li> </ul>

## 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 should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## **UF Evaluations Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

## **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](mailto: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.