

## AMH2010 United States to 1877

Professor Matthew Blake Strickland  
mbstrickland@ufl.edu

### Office Hours

MW 11:30-12:30 (or by  
appointment)  
FLI 020

### Lecture Time & Location

MWF Period 3 (9:35-10:25)  
FLI 105

### Course Description

This course will survey the social, political, and cultural history of colonial America and the United States from pre-colonization North America to Reconstruction. The

object of studying history is to learn about the past, but also to develop skills in analysis, critical thinking, interpretation of evidence, and expository writing. A central concern of this course will be studying the diversity of the American people, and we will devote a large portion of class time to examining how an American society made up of many cultures and ethnicities has developed and changed over time. Since the study of history always also includes placing one's own life into context, students will be asked to reflect on their own relationship to the diverse values, attitudes and norms that have created cultural differences in the United States.

This survey class will provide an introduction to key themes, terminology and methodologies of the social and behavioral sciences. Students will learn to identify, analyze, and explain social institutions, social structures, and social processes, and how these things change over time. In each module, students will be asked to engage in problem-solving techniques using qualitative methods. In addition, course readings will model these types of social science analysis. Over the course of the semester, we will not only study the past but also the ways a variety of ethical perspectives inform our understanding of the past as well as the individual and societal decisions of historical actors.

### Course Objectives

By the end of this course:

- Students will develop a chronological understanding of key events, themes, and developments in United States history from pre-Columbian societies to the end of Reconstruction in 1877.
- Students will examine historical contexts surrounding major events, including political, social, economic, cultural, and geographic factors that shaped the United States during this period.
- Students will analyze primary and secondary sources to understand various historical interpretations and perspectives on significant events, individuals, and movements in early American history.
- Students will develop critical thinking skills by evaluating evidence, making connections between historical events, and synthesizing information to form reasoned arguments and interpretations.



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- Students will analyze historical patterns and trends, identify causes and consequences of historical developments, and assess their significance in shaping the course of American history.
- Students will explore the diverse experiences, perspectives, and identities of people in early America, including indigenous peoples, European settlers, enslaved Africans, and other marginalized groups.
- Students will examine the evolution of political institutions, ideologies, and movements in the United States, including the development of colonial governments, the American Revolution, the Constitution, and the Civil War.
- Students will investigate social and economic transformations in early America, including the impact of colonialism, westward expansion, industrialization, slavery, and the market revolution.
- Students will explore the role of religion, philosophy, and intellectual trends in shaping American society and culture, including the influence of religious beliefs on colonial settlements, Enlightenment ideas, and reform movements.
- Students will analyze the intersections of gender, race, and class in early American society, including the experiences of women, Native Americans, African Americans, immigrants, and working-class individuals.
- Students will develop research and writing skills by conducting historical research, analyzing primary sources, and effectively communicating their findings through written assignments and presentations.

### Required Texts

*The American Yawp* (This textbook is free online at <http://www.americanyawp.com/>)

Other required readings are available at no cost through Canvas.

### Course Grading Policy

Perusall Textbook	10%
Perusall Sources	10%
Exam 1	20%
Exam 2	20%
Exam 3	20%
Essay	20%

### Grading Scale

Percent	Grade	Grade Points
93-100	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
0-59	E	0.00

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Only course grades of C or better will satisfy Gordon Rule, general education, and college basic distribution credit.

**Participation:** Participation in the course is assessed based on your analysis of primary sources, the textbook readings, and discussions.

**Attendance:** Your attendance in lectures is mandatory.

**Perusall:** All readings are available for free on Perusall. You can access that site through Canvas. You must complete the readings and write annotations for the textbook and the primary sources by the time of class on the due date specified in the attached schedule. For the textbook, you must write four annotations. For primary sources, you only need two annotations. I will provide more details in class.

**Exams:** Your three exams will have a combination of IDs, short responses, and essay questions. We can discuss the specifics the closer we get to these exams.

**Short Essay:** The Dred Scott v. Sandford case of 1857 stands as one of the most infamous Supreme Court decisions in American history, with far-reaching implications for the nation's trajectory toward Civil War and the status of African Americans. For this assignment, you will analyze primary source documents related to the Dred Scott case and craft a short essay discussing the perspectives of key figures involved, the arguments presented, and the broader implications of the decision.

### **General Education: Objectives for Social and Behavioral Sciences and Diversity**

This course satisfies the Social and Behavioral Science Gen-Ed 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 and processes. This course emphasizes 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 and human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

This course also satisfies the Diversity Gen-Ed Credit at the University of Florida. Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. This course will encourage you to recognize how social roles and status affect different groups and impact U.S. society. This course will guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

### **General Education: Student Learning Outcomes for Social and Behavioral Sciences and Diversity**

<b>Category</b>	<b>Definition</b>	<b>Course SLO</b>
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<b>CONTENT</b>	Knowledge of the concepts, principles, terminology and methodologies used within the historical discipline.	Students will demonstrate competence in the terminology, concepts, methodologies and theories used within the historical discipline. Students will also discuss the roles of social structure and status of different groups within the United States. Students will be assessed via: Weekly Interactive Readings, Perusall Discussions, Exams, and a Final Project.
<b>COMMUNICATION</b>	Communication is the development and expression of ideas in written and oral forms.	Students will communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the historical discipline. Students will be assessed via: Weekly Interactive Readings, Perusall Discussions, Exams, and a Final Project.
<b>CRITICAL THINKING</b>	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students will analyze information carefully and logically from multiple perspectives, using historical methods, and develop reasoned solutions to problems. Students will also analyze and evaluate their own cultural norms and values in relation to those of other cultures. Students will identify, evaluate and compare their own social status, opportunities and constraints with those of other persons and groups. Students will be assessed via: Weekly Interactive Readings, Perusall Discussions, Exams, and a Final Project.

### Course Policies

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/ugrad/current/regulations/info/attendance.aspx>

#### Attendance:

In order to ensure success in this course, it is imperative that you attend all class meetings. Attendance will be recorded at the beginning of each class. Without showing up to class, you cannot fully participate.

#### Tardiness:

Come to class on time. Tardiness causes unnecessary distractions for the teacher and for students attempting to engage with the course. While it may be unavoidable sometimes, no student should be late a majority of the class. I understand this is a large campus. However, you must develop a schedule that is logistically possible (i.e. that which allows you to move quickly from one place to another).

#### Participation:

For the purposes of this class, participation means you are **actively** contributing to the discussion. This could include probing questions, insights regarding readings, or making connections across multiple weeks in the

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course. All of these involve communicating to me and the rest of the class that you are prepared and engaged with the lectures and/or material.

#### Late Work:

All assignments should be turned in by the due date. The instructor may accept late work for a ten-point deduction for every day the assignment is late. However, it is not guaranteed that the instructor will accept late work. It is the student's responsibility to communicate problems or concerns with the instructor.

#### Academic Honesty:

Plagiarism constitutes intellectual theft and academic dishonesty. It is the failure to properly cite and give credit when you use the ideas, words, phrases, or arguments of other people in your writing assignments. On all work submitted for credit by students at the University of Florida, the following pledge is implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." For more information regarding the Honor Code, see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>

#### Accommodations for Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

#### Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

#### Objectivity and Classroom Respect:

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

**Course Schedule****\*This schedule may change.**

<b>Date &amp; Topic</b>	<b>Reading(s) Due on Perusall</b>
F 8/23 Course Introduction	- View Syllabus on Canvas
M 8/26 Indigenous America	- Ch.1 [Am. Yawp]
W 8/28 Indigenous America	- Journal of Christopher Columbus, 1492 - An Aztec Account of the Spanish Attack - Bartolome de las Casas Describes the Exploitation of Indigenous People, 1542
F 8/30 Colliding Cultures	- Ch. 2 [Am. Yawp]
M 9/2 Labor Day	No Class
W 9/4 Colliding Cultures	- Richard Hakluyt Makes the Case for English Colonization, 1584 - John Winthrop Dreams of a City on a Hill, 1630 - John Lawson Encounters Native Americans, 1709 - A Gaspesian Man Defends His Way of Life, 1691 - Accusations of Witchcraft, 1692 and 1706
F 9/6 British North America	- Ch. 3 [Am. Yawp]
M 9/9 British North America	- Olaudah Equiano Describes the Middle Passage - Recruiting Settlers to Carolina, 1666 - Letter from Carolina, 1682 - Francis Daniel Pastorius Describes His Ocean Voyage, 1684 - Haudenosaunee (Iroquois) Thanksgiving Address - Rose Davis is Sentenced to a Life of Slavery, 1715
W 9/11 Colonial Society	- Ch. 4 [Am. Yawp]
F 9/13 No Class	No Class
M 9/16 Colonial Society	- Boston Trader Sarah Knight on Her Travels in Connecticut, 1704 - Eliza Lucas Letters, 1740-1741 - Jonathan Edwards Revived Enfield, Connecticut, 1741 - Samsom Occom Describes His Conversion and Ministry, 1768 - Extracts from Gibson Clough's War Journal, 1759 - Pontiac Calls for War, 1763

	- Alibamo Mingo, Choctaw Leader, Reflects on the British and French, 1765
W 9/18 The American Revolution	- Ch. 5 [Am. Yawp]
F 9/20 The American Revolution	- George R. T. Hewes, A Retrospect on the Boston Tea-party, 1834 - Thomas Paine Calls for American Independence, 1776 - Declaration of Independence, 1776 - Women in South Carolina Experience Occupation, 1780 - Oneida Declaration of Neutrality, 1775 - Boston King Recalls Fighting for the British and Securing His Freedom, 1798 - Abigail and John Adams Converse on Women's Rights, 1776
M 9/23 The American Revolution	
W 9/25 Exam 1	- You will complete your first exam in class. Bring an exam book & pencil.
F 9/27 No Class	No Class; do the readings - Ch. 6 [Am. Yawp]
M 9/30 A New Nation	- Hector St. John de Crevecoeur Describes the American People, 1782 - A Confederation of Native Peoples Seek Peace with the United States, 1786 - Mary Smith Cranch Comments on Politics, 1786-87 - James Madison, <i>Memorial and Remonstrance Against Religious Assessments</i> , 1785 - George Washington, "Farewell Address," 1796 - <i>Narrative of the Life and Adventures of Venture Smith</i> , 1798 - U.S. Constitution and Bill of Rights
W 10/2 The Early Republic	- Ch. 7 [Am. Yawp]
F 10/4 The Early Republic	- Letter of Cato and Petition by "the negroes who obtained freedom by the late act," in <i>Postscript to the Freeman's Journal</i> , September 21, 1781 - Thomas Jefferson's Racism, 1788 - Black Scientist Benjamin Banneker Demonstrates Black Intelligence to Thomas Jefferson, 1791 - Creek Headman Alexander McGillivray (Hoboi-Hili-Miko) Seeks to Build an Alliance with Spain, 1785 - Tecumseh Calls for Native American Resistance, 1810 - Congress Debates Going to War, 1811 - Abigail Bailey Escapes an Abusive Relationship, 1815
M 10/7 The Market Revolution	- Ch. 8 [Am. Yawp]

W 10/9 The Market Revolution	<ul style="list-style-type: none"> <li>- James Madison Asks Congress to Support Internal Improvements, 1815</li> <li>- A Traveler Describes Life Along the Erie Canal, 1829</li> <li>- Blacksmith Apprentice Contract, 1836</li> <li>- Maria Stewart Bemoans the Consequences of Racism, 1832</li> <li>- Rebecca Burlend Recalls Her Emigration from England to Illinois, 1848</li> <li>- Harriet H. Robinson Remembers a Mill Workers' Strike, 1836</li> <li>- Alexis de Tocqueville, "How Americans Understand the Equality of the Sexes," 1840</li> </ul>
F 10/11 Democracy in America	<ul style="list-style-type: none"> <li>- Ch. 9 [Am. Yawp]</li> </ul>
M 10/14 Democracy in America	<ul style="list-style-type: none"> <li>- Missouri Controversy Documents, 1819-1820</li> <li>- Rhode Islanders Protest Property Restrictions on Voting, 1834</li> <li>- Black Philadelphians Defend Their Voting Rights, 1838</li> <li>- Andrew Jackson's Veto Message Against Re-Chartering the Bank of the United States, 1832</li> <li>- Frederick Douglass, "What to the Slave is the Fourth of July?" 1852</li> <li>- Rebecca Reed Accuses Nuns of Abuse, 1835</li> <li>- Samuel Morse Fears a Catholic Conspiracy, 1835</li> </ul>
W 10/16 Religion and Reform	<ul style="list-style-type: none"> <li>- Ch. 10 [Am. Yawp]</li> </ul>
F 10/18 Homecoming	No Class
M 10/21 Religion and Reform	<ul style="list-style-type: none"> <li>- Revivalist Charles G. Finney Emphasizes Human Choice in Salvation, 1836</li> <li>- Dorothea Dix Defends the Mentally Ill, 1843</li> <li>- David Walker's "Appeal to the Colored Citizens of the World," 1829</li> <li>- William Lloyd Garrison Introduces <i>The Liberator</i>, 1831</li> <li>- Angelina Grimke, <i>Appeal to Christian Women of the South</i>, 1836</li> <li>- Sarah Grimke Calls for Women's Rights, 1838</li> <li>- Henry David Thoreau Reflects on Nature, 1854</li> </ul>
W10/23 Exam 2	<ul style="list-style-type: none"> <li>- You will complete your second exam in class. Bring an exam book &amp; pencil.</li> </ul>
F 10/25 The Cotton Revolution	<ul style="list-style-type: none"> <li>- Ch. 11 [Am. Yawp]</li> </ul>
M 10/28 The Cotton Revolution	<ul style="list-style-type: none"> <li>- Nat Turner Explains the Southampton Rebellion, 1831</li> <li>- Harriet Jacobs on Rape and Slavery, 1860</li> <li>- Solomon Northup Describes a Slave Market, 1841</li> <li>- George Fitzhugh Argues that Slavery is Better than Liberty and Equality, 1854</li> <li>- Sermon on the Duties of a Christian Woman, 1851</li> <li>- Mary Polk Branch Remembers Plantation Life, 1912</li> </ul>



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W 10/30 The Cotton Revolution	
F 11/1 Manifest Destiny	- Ch. 12 [Am. Yawp]
M 11/4 Manifest Destiny	- Cherokee Petition Protesting Removal, 1836 - John O'Sullivan Declares America's Manifest Destiny, 1845 - Diary of a Woman Migrating to Oregon, 1853 - Pun Chi Complains of Racist Abuse, 1860 - Wyandotte Woman Describes Tensions Over Slavery, 1849 - Letters from Venezuelan General Francisco de Miranda Regarding Latin American Revolution, 1805-1806 - President Monroe Outlines the Monroe Doctrine, 1823
W 11/6 The Sectional Crisis	- Ch. 13 [Am. Yawp]
F 11/8 The Sectional Crisis	- Stories from the Underground Railroad, 1855-56 - Charlotte Forten Complains of Racism in the North, 1855 - Margaraetta Mason and Lydia Maria Child Discuss John Brown, 1860 - 1860 Republican Party Platform - South Carolina Declaration of Secession, 1860  DUE: Essay
M 11/11 Veterans Day	No Class
W 11/13 The Sectional Crisis	
F 11/15 The Civil War	- Ch. 14 [Am. Yawp]
M 11/18 The Civil War	- Alexander Stephens on Slavery and the Confederate Constitution, 1861 - General Benjamin F. Butler reacts to Self-Emancipation, 1861 - William Henry Singleton, a Formerly Enslaved Man, Recalls Fighting for the Union, 1922 - Ambrose Bierce Recalls his Experience at the Battle of Shiloh, 1881
W 11/20 Reconstruction	- Ch. 15 [Am. Yawp]
F 11/22 Reconstruction	- Frederick Douglass on Remembering the Civil War, 1877 [Canvas] - Jourdon Anderson writes his Former Enslaver, 1865 [Canvas] - Mississippi Black Codes, 1865 [Canvas]
M 11/25 Thanksgiving	No Class

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W 11/27 Thanksgiving	No Class
F 11/29 Thanksgiving	No Class
M 12/2 Reconstruction	
W 12/4 Exam 3	- You will complete your third exam in class. Bring an exam book & pencil.