

AMH2010: United States to 1877

Fall 2024

3 credits

I. General Information

Meeting days and times: M,W,F

Class location:

Instructor(s):

Name: Chris Lause

Office Building/Number:

Phone:

Email: clause@ufl.edu

Office Hours:

Course Description

In this course, students will examine United States history from before European contact to 1877. topics will include but are not limited to indigenous peoples, the European background, the colonial period, the American revolution, the articles of confederation, the Constitution, issues within the new republic, sectionalism, manifest destiny, slavery, the American Civil War, and Reconstruction.

Welcome to AMH 2010! This course will explore some of the major political, cultural, social, and intellectual developments in American history from 1492 through Reconstruction. We will examine the layout of the “New World” prior to European arrival and how first contact affected both native peoples and colonizing powers. We will explore the colonial era, the ever-shifting and complex relations between natives and colonials, the development of slavery, and the eventual rupture between Great Britain and its North American colony that led to the American Revolution. From there, we will examine the formation of the American republic, the features and traits that defined it, and the tensions that ultimately tore it apart. Finally, we will explore how a new nation was forged from the ashes of the old and how concepts such as freedom and citizenship came to be redefined following emancipation. What did these concepts mean to natives? To African Americans? To women? To various colonizing groups? How was the social, cultural, and political landscape of America affected by contact between settlers and native groups, slavery, and later, immigration? Ultimately, what did it mean to be an American, and how did that meaning change over time?

NOTE: All topics in this course will be taught objectively as objects of analysis, without endorsement of particular viewpoints, and will be observed from multiple perspectives. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, or belief. Students are encouraged to employ critical thinking and to rely on data and

verifiable sources to explore readings and subject matter in this course. All perspectives will be respected in class discussions.

Prerequisites

None.

General Education Designation: Social and Behavioral Sciences (S)

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. **Social and Behavioral Sciences (S)** is a sub-designation of Social Sciences at the University of Florida. These 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.

All General Education area objectives can be found [here](#).

Course Materials

Mary Beth Norton, *In the Devil's Snare: The Salem Witchcraft Crisis of 1692*

Victoria Bissell Brown and Timothy J. Shannon, *Going to the Source* Volume 1 (Make sure you have the correct volume!)

Frederick Douglass, *The Narrative of the Life of Frederick Douglass* (online)

Kevin Waite, *West of Slavery: The Southern Dream of Transcontinental Empire*

American Yawp Vol. 1 (online)

Assorted Primary Sources: These are available in *American Yawp*, but for the sake of convenience, I will post links on Canvas. Note that while you are assigned several sources each week, these excerpts are quite short (~1 page each)

Materials Fee: N/A

II. Student Learning Outcomes

A student who successfully completes this course will be able to:

- describe the factual details of the substantive historical episodes under study.

- identify and analyze foundational developments that shaped American history from before european contact to 1877 using critical thinking skills.
- demonstrate an understanding of the primary ideas, values, and perceptions that have shaped united states history.
- demonstrate competency in civic literacy.
- Develop a richer understanding of how historical narratives are constructed and shaped over time
- Develop writing skills to communicate ideas clearly and efficiently.
- Construct sound historical arguments grounded in evidence and guided by sharp analysis

III. Graded Work

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [Catalog](#).

Graded Components

- **Two short response papers (400-600 words): 15%** Students will write short responses to *In the Devil's Snare* and *West of Slavery*. These are intended as informal reaction pieces, though students should still be wary of excessive summary in lieu of analysis
- **Primary Source Analysis Paper (400-600 words) 15%:** Students will be given a primary source to analyze and a prompt to address. Successful essays will demonstrate critical engagement with the source and will formulate a clear historical argument supported by relevant evidence. More information will be provided as we approach the due date
- **In-Class Midterm 20%-** The midterm will consist of a short identification section and an essay section. The exam will cover material explored in the first half of the course
- **Final Essay (4-6 pages) 25%-**In lieu of an in-person final exam, students will write an analytical essay incorporating primary sources covering the key themes and ideas explored in the class. Further details will be provided during the term.
- **Final Essay Outline 10%:**
- **Attendance and Participation 15%-** While lecture is a core component of this course, I believe students learn more effectively and derive greater benefit from history courses when they can engage with the material in a more hands-on manner. Friday classes will be, therefore, more discussion oriented. Given this, it is important that you not only come to class but that you also complete the readings and arrive ready to discuss the material.
- **Extra Credit-**Over the course of the semester, students will have the opportunity to turn in two extra credit assignments. Further details to follow.

Written assignments will be evaluated based on the following criteria:

1. Analysis: Does the essay make a clear and compelling argument? Is the student's own voice evident or is the paper mostly summary?
2. Evidence: Are the paper's assertions supported by relevant evidence?
3. Organization: Is the paper constructed in a coherent and logical manner?
4. Mechanics/Style: Is the paper effectively written? Is the prose clear and free of spelling and grammar errors?

Assignments will be posted at least two weeks prior to their deadlines. All assignments will be submitted electronically through Canvas. Extensions must be requested prior to the assignment due date and will be handled on a case-by-case basis. 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/>.

Make-Up and Late Work Policy

Late assignments will be penalized five points for each day they are late unless the student provides a valid excuse. Students may request limited extensions on written assignments but must do so at least 24 hours prior to the deadline. Missed exams **cannot** be made up without a valid and documented excuse.

Attendance Policy

Attendance is expected and essential to your success in this course. This does not mean, of course, that students should come to class sick or prioritize the class over family emergencies and related matters. If you are unable to make it to class, you should contact me in advance. More than four unexcused absences will result in a penalty to your grade. Religious holidays, UF athletic travel conflicts, and written explanations from a certified health professional are eligible for an excused absence when cleared with the instructor ahead of time.

Quick Tips for Success

-Read a little every day: This is a reading intensive course. Students will be expected to read roughly sixty pages per week, though this be heavier some weeks and lighter for others. Allocating 20-30 minutes every day (or as frequently as your schedule allows) will help keep your workload manageable and prevent a backlog from piling up

-Refer to the syllabus: I will provide reminders in class when assignment due dates draw near, but being mindful of the course schedule will allow you to manage your work most efficiently. Some weeks will be more labor intensive than others. It's good to plan accordingly

-Stay in touch with me: If you encounter any difficulties that might affect your performance in the course (e.g. unclear about an assignment, illness/personal emergency, or general work/life balance issues that often arise over the course of a semester) reach out and let me know.

Grading standards are roughly defined as follows:

| Grade | Description |
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| A | Consistent attendance, thoughtful and critical engagement with the course materials. Written work is clear, well-organized and argued, and supported effectively with relevant evidence |
| B | Good attendance with a few absences. Consistent if at times cursory engagement with the material. Written work is solid but not exemplary (some writing errors present, analysis is sometimes unsupported by relevant evidence, etc.) |
| C | Relevant coursework is complete but in a cursory manner. Written work meets basic standards but is short on original analysis and supporting evidence. |
| D | Infrequent attendance. Little if any careful engagement with the course materials. Written work is incomplete or complete but in superficial fashion that falls short of basic assignment standards |
| E | Infrequent or non-existent attendance. No demonstration of meaningful engagement with the course material. Written work falls well short of basic assignment standards if it's completed at all |

TOTAL: 100%

Grading Scale

| Letter Grade | Number Grade |
|--------------|--------------|
| A | 100-93 |
| A- | 92-90 |
| B+ | 89-87 |
| B | 86-83 |
| B- | 82-80 |
| C+ | 79-77 |
| C | 76-73 |
| C- | 72-70 |
| D+ | 69-67 |
| D | 66-63 |
| D- | 62-60 |
| E | 59-0 |

See the UF Catalog's "[Grades and Grading Policies](#)" for information on how UF assigns grade points.

Note: A minimum grade of C is required to earn General Education credit.

IV. Calendar

Tentative Course Schedule

| Date | Topics | Assignment |
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| Week 1 1/13-1/17 | Course Intro and The New World | Consult: <i>American Yawp</i> Ch. 1 Read: The Syllabus <i>Going to the Source</i> Intro and Ch. 1 Primary Sources (in <i>American Yawp</i>): -Journal of Christopher Columbus, 1492 -An Aztec Account of the Spanish Attack -Bartolomé de las Casas Describes the Exploitation of Indigenous people, 1542 -Thomas Morton Reflects on Native Americans |

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| <p>Week 2 1/22-1/24 No Class Monday (MLK Day)</p> | <p>Contested Lands: Early Struggles in the New World</p> | <p>Consult: <i>American Yawp</i> Ch. 2 Read: <i>Going to the Source</i> Ch. 2 Primary Sources: -Richard Hakluyt Makes the Case for English Colonization -John Winthrop Dreams of a City on a Hill -Letter from Carolina, 1682 Recruiting Settlers to Carolina, 1666 -Song About Life in Virginia -John Lawson Encounters native Americans, 1709 -A Gaspesian Man Defends his Way of Life</p> |
| <p>Week 3 1/27-1/31</p> | <p>English Triumph and the Growth of Empire</p> | <p>Consult: <i>AY</i> Chs. 3 and 4 Read: <i>In the Devil's Snare</i> pgs. 3-111 Primary Sources: - Accusations of Witchcraft, 1692 and 1706 -Extracts from Gibson Clough's War Journal, 1759 -Pontiac Calls for War, 1763 -Alibamo Mingo, Choctaw Leader, Reflects on the British and French, 1765 Primary Source Analysis Due 1/30</p> |
| <p>Week 4 2/3-2/7</p> | <p>Slavery and Freedom</p> | <p>Read: <i>Devil's Snare</i> pgs. 112-231 <i>Going to the Source</i> Ch. 3 Primary Sources: -Olaudah Equiano describes the Middle Passage -Rose Davis is Sentenced to a Life of Slavery, 1715</p> |
| <p>Week 5 2/10-2/14</p> | <p>The American Revolution</p> | <p>Consult: <i>AY</i> Ch. 5 Read: Finish <i>Devil's Snare</i></p> |

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| | | <p>Primary Sources: -Thomas Paine Calls for American Independence, 1776 -Declaration of Independence, 1776 -Women in S. Carolina Experience Occupation, 1780 -Boston King Recalls Fighting -Abigail and John Adams Converse on Women's Rights</p> <p>Response Paper 1 Due 2/13</p> |
| Week 6 2/17-2/21 | Founding the New Nation | <p>Consult: AY Ch. 6 Read: <i>Going to the Source</i> Ch. 6 Primary Sources:- A Confederation of Native Peoples Seek Peace with the US -Mary Smith Cranch Comments on Politics -James Madison, <i>Memorial and Remonstrance Against Religious Assessments</i> -George Washington, 'Farewell Address' 1796 -<i>A Narrative of the Life and Adventures of Venture Smith, 1798</i></p> |
| Week 7 2/24-2/28 | Review and Midterm | <p>No Readings Midterm 2/26 (In Class)</p> |
| Week 8 3/3-3/7 | The Early Republic | <p>Consult: AY Chs. 7 and 8 Read: <i>Going to the Source</i> Ch. 7 Primary Sources: -Letter of Cato and Petition by 'the Negroes who Obtained Freedom by the Late Act,' -Thomas Jefferson's Racism, 1788</p> |

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| | | <ul style="list-style-type: none"> -Benjamin Banneker -Tecumseh Calls for Native American Resistance -Congress Debates Going to War |
| Week 9 3/10-3/14 | The Jacksonian Era | <p>Consult: AY Chs. 9 and 10 Read: <i>The Narrative of the Life of Frederick Douglass</i> Primary Sources: -Missouri Controversy Documents -Rhode Islanders Protest Property Restrictions on Voting -Black Philadelphians Defend Their Voting Rights -Charles G. Finney Emphasizes Human Choice in Salvation -Sarah Grimké Calls for Women's Rights -Cherokee Petition Protesting Removal</p> |
| Week 10 3/24-3/28 | Slavery and Sectionalism | <p>Consult: AY Chs. 11 and 12 Read: <i>Going to the Source</i> Ch. 10 -<i>West of Slavery</i> Intro and Part I Primary Sources:-Frederick Douglass, 'What to the Slave is the Fourth of July' -Samuel Morse Fears a Catholic Conspiracy -David Walker's <i>Appeal to the Colored Citizens of the World</i> -William Lloyd Garrison Introduces <i>The Liberator</i> -Nat Turner Explains the Southampton Rebellion -Solomon Northup Describes a Slave Market</p> |
| Week 11 3/31-4/4 | The Looming Crisis | <p>Consult: AY Ch. 13 Read: <i>Going to the Source</i> Chs. 11 and 12</p> |

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| | | <p>Primary Sources: -George Fitzhugh Argues that Slavery is Better Than Liberty and Equality</p> <p>-Harriet Jacobs on Rape and Slavery</p> <p>-John O’Sullivan Declares America’s Manifest Destiny</p> <p>-Wyandotte Woman Describes Tensions over Slavery</p> <p>-Stories from the Underground Railroad</p> <p>-1860 Republican Party Platform</p> <p>-South Carolina Declaration of Secession</p> <p>Final Paper Outline Due: 4/4</p> |
| Week 12 4/7-4/11 | The Civil War | <p>Consult: AY Ch. 14</p> <p>Read: <i>West of Slavery</i> part II</p> <p>Primary Sources: -</p> <p>Alexander Stephens on Slavery and the Confederate Constitution</p> <p>-Gen. Benjamin Butler Reacts to Self-Emancipation</p> <p>-William Henry Singleton Recalls Fighting for the Union</p> <p>-Poem About Civil War Nurses</p> <p>-Ambrose Bierce Recalls his Experience at the Battle of Shiloh</p> <p>-Civil War Songs</p> |
| Week 13 4/14-4/18 | The Civil War (Cont.) | |
| Week 14 4/21-4/23 | The World the War Made | <p>Consult: AY Ch. 15</p> <p>Read: <i>Going to the Source</i> Ch. 13</p> <p><i>West of Slavery</i> Part III</p> |

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| | | <p>Primary Sources: -Charlotte Forten Complains of Racism in the North -Abraham Lincoln's Second Inaugural Address -Jourdon Anderson Writes his Former Enslaver -General Reynolds Describes Lawlessness in Texas, 1868 -A Case of Sexual Violence During Reconstruction -Frederick Douglass on Remembering the Civil War, 1877</p> <p>Response Paper 2 Due 4/22 Final Paper Due 5/1</p> |
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V. University Policies and Resources

Attendance policy

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>.

Students requiring accommodation

Students who experience learning barriers and would like to request academic 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 course evaluation 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

<http://gatorevals.aa.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 <http://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Joe Spillane (spillane@ufl.edu, 352-273-3355). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

Resources available to students

Health and Wellness

- U Matter, We Care: umatter@ufl.edu; 352-392-1575.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; 352-392-1575.
- Sexual Assault Recovery Services (SARS): Student Health Care Center; [352-392-1161](tel:352-392-1161).
- University Police Department: <http://www.police.ufl.edu/>; [352-392-1111](tel:352-392-1111) (911 for emergencies).

Academic Resources

- E-learning technical support: learning-support@ufl.edu; <https://elearning.ufl.edu>; [352-392-4357](tel:352-392-4357).
- Career Connections Center: Reitz Union; <http://www.career.ufl.edu/>; [352-392-1601](tel:352-392-1601).
- Library Support: <http://cms.uflib.ufl.edu/ask>.
- Academic Resources: 1317 Turlington Hall; [352-392-2010](tel:352-392-2010); <https://academicresources.clas.ufl.edu>.
- Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>.