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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 232 | TBA

## CLASS LOCATION

Keene-Flint 117

## MEETING DAYS & TIMES

Mon-Fri: 11-12:15

## SUMMER 2024

3 credit hours

## GENERAL INFORMATION

### DESCRIPTION: AMH 2010

Examine United States history from before European contact to 1877. Topics 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.

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.

Your successful completion of AMH2010 with a grade of "C" or higher will count towards UF's General Education State Core in Social Science (S). It will also count towards the State of Florida's Civic Literacy requirement.

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See [UF Academic Regulations and Policies for more information regarding the University Attendance Policies](#).

## COURSE OBJECTIVES

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

The AMH 2010 curriculum will also cover the following course-specific objectives:

1. Analyze primary and secondary sources to understand various historical interpretations and perspectives on significant events, individuals, and movements in early American history.
2. Develop critical thinking skills by evaluating evidence, making connections between historical events, and synthesizing information to form reasoned arguments and interpretations.
3. Analyze historical patterns and trends, identify causes and consequences of historical developments, and assess their significance in shaping the course of American history.
4. Explore experiences, perspectives, and identities of people in early America, including indigenous peoples, European settlers, enslaved Africans, and other marginalized groups.
5. 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.
6. Investigate social and economic transformations in early America, including the impact of colonialism, westward expansion, industrialization, slavery, and the market revolution.
7. 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.
8. Develop research and writing skills by conducting historical research, analyzing primary sources, and effectively communicating their findings through written assignments and presentations.

## STUDENT LEARNING OUTCOMES

- ❖ Students will describe the factual details of the substantive historical episodes under study.
- ❖ Students will identify and analyze foundational developments that shaped American history from before European contact to 1877 using critical thinking skills.
- ❖ Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped United States history.

- ❖ Students will demonstrate competency in civic literacy.

Category	Social Science SLO	State SLO Alignment	Course
<b>Content</b>	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.	Outcomes 1-4	Students will demonstrate their understanding of foundational developments that shaped American history from before European contact to 1877 by analyzing primary and secondary sources in short papers, exams, and through in-class discussion.
<b>Critical Thinking</b>	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.	Outcomes 1-4	Students will demonstrate their ability in qualitative and quantitative methods by examining primary and secondary sources in short writing assignments, in-class exams, and class discussions, students by using critical thinking skills.
<b>Communication</b>	Communication is the development and expression of ideas in written and oral forms.	Outcomes 1-4	<p>Students will identify and analyze foundational developments that shaped American history from before European contact to 1877 in written assignments and class discussion.</p> <p>Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped United States history and will describe them in written assignments, periodic exams and class discussion.</p>

# 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

- ❖ The student must earn a grade of C or better in the course. AND
- ❖ The student must earn an S (satisfactory) evaluation on the writing requirements of the course.

## 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

### 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 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.

### RECOMMENDED MATERIALS

Nancy A. Hewitt and Kirsten Delegard, *Women, Families and Communities*, Volume 1. 2<sup>nd</sup> Edition.

## COURSE SCHEDULE

Week	Topic	Readings	Additional Notes
1	Indigenous America	<p>Wednesday 7/2</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. (17 pages)</li></ul> <p>Thursday 7/3</p> <ul style="list-style-type: none"><li>- Select excerpts from Foner, Eric. <i>Voices of Freedom: A Documentary History</i>. Fifth edition. New York: W. W. Norton &amp; Company, 2016. (13 pages)</li><li>- Dunbar-Ortiz, Roxanne. "This Land" in <i>An Indigenous Peoples' History of the United States</i>. Beacon Press, 2014. (16 pages)</li></ul> <p>Recommended: <i>American Yawp</i>: Chapter 1&amp;2 (62 pages)</p>	<ul style="list-style-type: none"><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. (24 pages)</li></ul>

2	Life in the Colonies	<p>Friday 7/11</p> <ul style="list-style-type: none"> <li>- TePaske John J. "Funerals and Fiestas in Early Eighteenth-Century St. Augustine." <i>The Florida Historical Quarterly</i> 44, no. 1/2 (1965). (9 pages)</li> <li>- Richard Hakluyt, "An Argument for Colonization" from <i>A Discourse Concerning Western Planting</i> (1584) (4 pages)</li> <li>- Zinn, Howard. "The First Slaves" in <i>Voices of a People's History of the United States</i>. 2004 (14 pages)</li> <li>- Thatcher Ulrich, Laurel. "The Ways of Her Household: Three New England Women" from <i>Women, Families, and Communities</i> (18 pages)</li> </ul> <p>Recommended: <i>American Yawp</i>: Chapter 3 &amp; 4 (62 pages)</p>	<ul style="list-style-type: none"> <li>- Research Topic Due Monday 7/7</li> <li>- Extra Credit: Nielsen, Kim. "The Poor, Vicious, and Infirm" in <i>A Disability History of the United States</i>. Beacon Press, 2012 (20 pages)</li> </ul>
3	Revolution!	<p>Friday 7/18</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 (14 pages)</li> <li>- Foner, Eric. "The Revolution Within" <i>Voices of Freedom: A Documentary History</i>. (16 pages)</li> <li>- Berkin, Carol. "The Day of Jubilee Is Come: African American Women and the American Revolution" from <i>Women, Families, and Communities</i> (11 pages)</li> </ul> <p>Recommended: <i>American Yawp</i>: Chapter 5 &amp; 6 (71 pages)</p>	<ul style="list-style-type: none"> <li>- Document Analysis Due Tuesday 7/15</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. (18 pages)</li> </ul>
4	A New Century	<p>Tuesday 7/22</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. (18 pages)</li> </ul> <p>Friday 7/25</p> <ul style="list-style-type: none"> <li>- Hudson, Angela Pulley, "The Indian Doctress in the Nineteenth-Century United States: Race, Medicine, and Labor" from the <i>Journal of Social History</i>, Vol. 54 (July 2021) (29 pages)</li> </ul> <p>Recommended: <i>American Yawp</i>: Chapter 7-9 (86 pages)</p>	<ul style="list-style-type: none"> <li>- Mini Outline Due Friday 7/25</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) (33 pages)</li> <li>-</li> </ul>

5	Expansion and its Discontents	<p>Friday 8/1</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) (34 pages)</li> <li>- The First and Last Emperor of America. <i>Noble Blood</i>. Podcast audio. March 30, 2021 (29 minutes)</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. (3 pages)</li> </ul> <p>Recommended: <i>American Yawp</i>: Chapter 10-12 (103 pages)</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> (20 pages)</li> </ul>
6	Internal Struggles and Civil War	<p>Thursday 8/7</p> <ul style="list-style-type: none"> <li>- Courage. <i>American Shadows</i>. Podcast audio. June 1, 2021 (33:13 minutes)</li> <li>- Davidson, James. "The View from the Bottom Rail" in <i>After the Fact: The Art of Historical Detection</i>. McGraw-Hill. 2009 (15 pages)</li> </ul> <p>Recommended: <i>American Yawp</i>: Chapter 13-15 (95 pages)</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 (18 pages)</li> </ul>

## ASSIGNMENT SCHEDULE

### Due Date

### Item

7/15	Document Analysis
7/25	Research Paper Outline
8/08	Final Paper

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,</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> </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> </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> </ul>

<p>of how evidence presented is relevant to the thesis</p> <ul style="list-style-type: none"> <li>• Clear relevance of argument to the question asked</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate use of direct quotations</li> <li>• Proper documentation of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Use of strong topic sentences and conclusions to each paragraph</li> <li>• Clear progression of the argument</li> </ul>	<ul style="list-style-type: none"> <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>• "Stream 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>

## EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals
2. Their Canvas course menu under GatorEvals
3. The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.



# UNIVERSITY POLICIES

## STUDENTS REQUIRING ACCOMMODATIONS

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the "[Get Started With the DRC](#)" [webpage on the Disability Resource Center site](#). 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.

## UNIVERSITY HONESTY POLICY

UF students are bound by The Honor Pledge which states "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

## IN-CLASS RECORDING POLICY

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 education 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 deliver by an 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 presentation 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.

## CAMPUS RESOURCES

**U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

**Counseling and Wellness Center:** Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

**Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).

**University Police Department:** Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

**UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

**GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

**Student Success Initiative,** <https://studentsuccess.ufl.edu/>.

**[Field and Fork Pantry](#).** Food and toiletries for students experiencing food insecurity.

**[Dean of Students Office](#).** 202 Peabody Hall, 392-1261. Among other services, the DSO assists students who are experiencing situations that compromises their ability to attend classes. This includes family emergencies and medical issues (including mental health crises).

## ACADEMIC RESOURCES

**E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

**[Career Connections Center](#):** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

**[Library Support](#):** Various ways to receive assistance with respect to using the libraries or finding resources.

**[Teaching Center](#):** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

**[Writing Studio](#):** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

**Student Complaints On-Campus:** Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.

**On-Line Students Complaints:** View the [Distance Learning Student Complaint Process](#).