

**AMH  
2010**

# U.S. HISTORY TO 1877

UNIVERSITY OF FLORIDA | MEAGAN T. FRENZER  
CLASS MEETING: TUESDAY 11:45-1:40PM & THURSDAY 12:50-1:40PM  
CLASS LOCATION: MAT 0016

## CONTACT

Instructor:  
Meagan T. Frenzer  
mfrenzer@ufl.edu

Office Hours:  
Thursday,  
Periods 4 & 5  
& By Appointment  
Keene-Flint  
Room 9 or 11

E-Learning:  
<https://lss.at.ufl.edu/>

## COURSE DESCRIPTION

### UNDERSTAND • ANALYZE • COMMUNICATE

This survey course explores early American history through Reconstruction. Employing perspectives of culture, economy, society, race, gender, and politics, we will study some of the major transformations that led to the formation of an American identity. The emphasis on multiple perspectives allows us to understand how these concepts continue to influence the lives of Americans today.

## COURSE OBJECTIVES

1. Understand the influence of diverse historical forces – technological, social, political, cultural, economic – on human behavior, achievement, and ideas.
2. Analyze evidence, synthesize conflicting points of view, and evaluate assumptions and biases to attain a balanced historical perspective.
3. Develop the ability to effectively communicate critical thinking, both orally and in writing.
4. Learn key themes, principles, terminology, and methodology within the discipline of history.

Through in-class lectures, in-class discussions, multimedia, the textbook, and document-based readings, you will learn to question and evaluate historical sources and evidence and, in the process, become informed thinkers and critical readers.

### Required Reading:

Nancy Hewitt and Steven Lawson, *Exploring American Histories, Volume 1*, 2nd edition (Bedford, 2017).

Thavolia Glymph, *Out of the House of Bondage: The Transformation of the Plantation Household* (2008).

### Attendance Policy

Attendance is central to your learning experience. In addition to showing up for class on time, be ready to articulate and support your ideas, as well as to listen to and work with the ideas of others.

Attendance will be taken at every class meeting throughout the semester. You are permitted two absences without penalty, but on the third absence and each subsequent absence, your final grade for the course will be reduced by a third of a letter grade (i.e., from an A to a A-, an A- to a B+, etc.).

The instructor is not responsible for contacting students during the semester to apprise them of their attendance status; it is the responsibility of the students to keep a record of their absences. Religious holidays, UF athletic travel conflicts, and written explanations from a certified health professional are eligible for an excused absence when cleared with your instructor ahead of time. See UF attendance policy at

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### General Class Behavior

- Treat the class, your fellow students, and the instructor respectfully.
- Use computers responsibly—stay off shopping websites, Facebook, Netflix, and so forth. If it appears that computer use is being abused, I will institute a no-computer policy.
- Turning off cell phones prior to class; No cell phones out during class.
- Arrive at class on time; Late arrivals will affect your participation and attendance grade.
- No eating/food in class.
- Remain in class until class is over; No packing up early.
- Engage in discussion properly: good listening is as important as good talking.

### Course Assignments

- Please go over your syllabus and keep it on hand throughout the semester. This will allow you to keep up with all of the reading and writing deadlines.
- Readings: The reading for this class will ebb and flow, so pay attention to the syllabus and make sure you note which weeks have heavier reading and writing assignments.
- Make sure to allow enough time in your schedule to read thoroughly and critically.
- **Primary Source Analysis Responses:** There will be six (6) Primary Source Analysis Responses offered during the semester worth 15% of your grade. Further instructions regarding format and content will be discussed in class and released on Canvas. **Lowest of the 6 will be dropped.**
- **Analytical Essay:** Students will write one 1,000-word essay on Thavolia Glymph's *Out of the House of Bondage* worth 20% of your grade. This essay, which should be posted on Canvas no later than class meeting time of the due date (**November 20th**) should be analytical in nature. *Further instructions regarding format and content will be distributed before the paper is due.*
- **Midterm Exam:** One in-class midterm exam covering all material up to that point will be on Thursday **October 11<sup>th</sup>, 2018**. It will be worth 20% of your grade. You will need to bring a Blue Book to this exam.
- **Final Exam:** An in class comprehensive final exam will be the last day of class during class meeting time on Thursday **December 13<sup>th</sup> at 5:30 to 7:30 PM**. It will be worth 25% of your grade. You will need to bring a Blue Book to this exam. The Final Exam is mandatory and cannot be taken ahead of time.

### Grades:

Your grade in this class will be determined largely by your performance on a variety of written assignments and exams as well as class participation and attendance. These exercises will allow you to hone your critical thinking and writing skills and allow you to reflect thoughtfully on key themes in U.S. history.

- **Midterm Exam—20 percent**
- **Final Exam— 25 percent**
- **1 Analytical Essay—20 percent**
- **6 Primary Source Analysis Response(Lowest Dropped)—15 percent total**
- **Participation— 10 percent**
  - **Prior to Midterm— 5 percent**
  - **After to Midterm— 5 percent**
- **Attendance— 10 percent**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-95	94-90	89-86	85-83	82-80	79-76	75-73	72-70	69-66	65-63	62-60	59 & Below

### **Late Work and Make-up Policy**

Unless stated otherwise, late papers will be penalized one-third-letter grade for each day they are late. If you know of an excused absence, contact your instructor as early as possible to make arrangements to turn in work ahead of time. Missed exams cannot be made up unless you have an university excused absence that you notify your instructor of beforehand. If you have an unforeseen emergency, please contact the instructor as soon as possible.

### **Mobile & Electronic Devices Policy**

Recent studies have shown that college students retain less information when they use laptops instead of pen and paper, and that open laptops are disruptive to nearby students. However, I recognize that many of you are more comfortable taking notes on a computer. Please do not abuse this privilege. I reserve the right to ban laptops if they become disruptive over the course of the semester. Please silence your cell phone prior to the start of class and do not text during class time. All cell phones should be away in your bag during the entire class.

### **Correspondence**

I will send important course announcements and other correspondence to you via your UF email account and Canvas. If you do not use this as your primary account, please make sure that you have your UF email forwarded to you and check your email regularly!

When emailing with the instructor, please remember that correspondence should be formal and include your name as well as section number.

### **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/](http://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. Testing accommodations must be submitted to the DRC with at least 4 days notice before the exam.

### **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 a failure of the assignment and the risk of an automatic failing grade in the course, and possible expulsion from UF. 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



relationship within the colonies between the British, American colonists, & Native American nations?

7

What does citizenship and a participatory democracy mean during the Revolution? What role did women & foreign aid play in the war?

8

What challenges faced the nation after the Revolution?

9

How did life change after the Revolution for women & African Americans? What factors contributed to the development of an American identity?

10

How did economic development contribute to regional differences and shape regional ties?

11

How did enslaved African Americans resist efforts to control their labor? What was the purpose of reinforcing white supremacy & solidarity?

12

How did immigration, class, & gender evolve during this time period?

What was the ideology & purpose behind westward expansion?

13

What was the purpose & reason for southern secession?

### **Week Seven: October 2<sup>nd</sup> & 4<sup>th</sup>**

#### ***American Revolution:***

##### Readings-

- Chapter 6 & Document Project 6
- Glymph- Chapter 4

*PRIMARY SOURCE ANALYSIS RESPONSE #3, Due Thursday Before Class*

### **Week Eight: October 9<sup>th</sup> & 11<sup>th</sup>**

#### ***American Revolution:***

##### Readings-

- Chapter 6 & Document Project 6
- Glymph- Chapter 5

*Midterm Exam October 11th, Thursday During Class, Bring Blue Book*

### **Week Nine: October 16<sup>th</sup> & 18<sup>th</sup>**

#### ***The Early Republic:***

##### Readings-

- Chapter 7 & 8 & Document Project 7 & 8

### **Week Ten: October 23<sup>rd</sup> & 25<sup>th</sup>**

#### ***Nation Building:***

##### Readings-

- Chapter 9 & Document Project 9
- Glymph- Chapter 6

*PRIMARY SOURCE ANALYSIS RESPONSE #4, Due Thursday Before Class*

### **Week Eleven: October 30<sup>th</sup> & November 1<sup>st</sup>**

#### ***The Expansion of Slavery:***

##### Readings-

- Chapter 10 & Document Project 10
- Glymph- Chapter 7

### **Week Twelve: November 6<sup>th</sup> & 8<sup>th</sup>**

#### ***Cultural Changes & Geographic Expansion:***

##### Readings-

- Chapter 11 & 12 & Document Project 11 & 12
- Glymph- Epilogue

*PRIMARY SOURCE ANALYSIS RESPONSE #5, Due Thursday Before Class*

### **Week Thirteen: November 13<sup>th</sup> & 15<sup>th</sup>**

#### ***The Civil War:***

##### Readings-

Chapter 13 & Document Project 13

### **Week Fourteen: November 20<sup>th</sup> & 22<sup>nd</sup> , Thanksgiving Break *Civil War Continued:***

14

How did the Civil War change the way of life for citizens in the nation?

Readings-

Chapter 13 & Document Project 13

WATCH:

*ANALYTICAL ESSAY, Due Tuesday, November 20<sup>th</sup> Before Class*

*NO CLASS THURSDAY, THANKSGIVING BREAK*

**Week Fifteen: November 27<sup>th</sup> & 29<sup>th</sup>**

***Aftermath of the Civil War & Reconstruction:***

Readings-

Chapter 14 & Document Project 14

*PRIMARY SOURCE ANALYSIS RESPONSE #6, Due Thursday Before Class*

**Week Sixteen: December 4<sup>th</sup>**

***Conclusion: Historical Memory***

Readings-

- Chapter 14 & 15 & Document Project 14 & 15
- American Historical Association Statement on Confederate Monuments  
*Link & File on Canvas*

15

What does citizenship & freedom mean to newly freedmen & women? What does Reconstruction look like?

16

What is the Myth of the Lost Cause?

What is historical memory? How do we remember history?

FINAL EXAM- THURSDAY, DECEMBER 13<sup>TH</sup> AT 5:30 TO 7:30PM IN CLASSROOM