



**FLORIDA  
ATLANTIC  
UNIVERSITY**

## COURSE CHANGE REQUEST Undergraduate Programs

Department History  
College DFSCAL

UUPC Approval \_\_\_\_\_  
UFS Approval \_\_\_\_\_  
SCNS Submittal \_\_\_\_\_  
Confirmed \_\_\_\_\_  
Banner Posted \_\_\_\_\_  
Catalog \_\_\_\_\_

**Current Course  
Prefix and Number**

AMH 2010

**Current Course Title**

U.S. History to 1877

*Syllabus must be attached for ANY changes to current course details. See [Checklist](#). Please consult and list departments that may be affected by the changes; attach documentation.*

**Change title to:**

**Change description to:**

**Change prefix**

From: \_\_\_\_\_ To: \_\_\_\_\_

**Change course number**

From: \_\_\_\_\_ To: \_\_\_\_\_

**Change credits\***

From: \_\_\_\_\_ To: \_\_\_\_\_

**Change grading**

From: \_\_\_\_\_ To: \_\_\_\_\_

**Change WAC/Gordon Rule status\*\***

Add  Remove

**Change General Education Requirements\*\*\***

Add  Remove

\*Review [Provost Memorandum](#)

\*\*WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See [WAC Guidelines](#).

\*\*\*General Education criteria must be indicated in syllabus and approval attached to this form. See [GE Guidelines](#).

**Change prerequisites/minimum grades to:**

Remove P/F option

**Change corequisites to:**

**Change registration controls to:**

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

**Effective Term/Year  
for Changes:**

Fall 2020

**Terminate course? Effective Term/Year  
for Termination:**

**Faculty Contact/Email/Phone** Ben Lowe/bplowe@fau.edu/7-3841

**Approved by**

Department Chair 

College Curriculum Chair 

College Dean 

UUPC Chair Jerry Haky (via email confirmation)

Undergraduate Studies Dean Edward Pratt (via email confirmation)

UFS President \_\_\_\_\_

Provost \_\_\_\_\_

**Date**

3.1.2020

3.24.20

3-24-2020

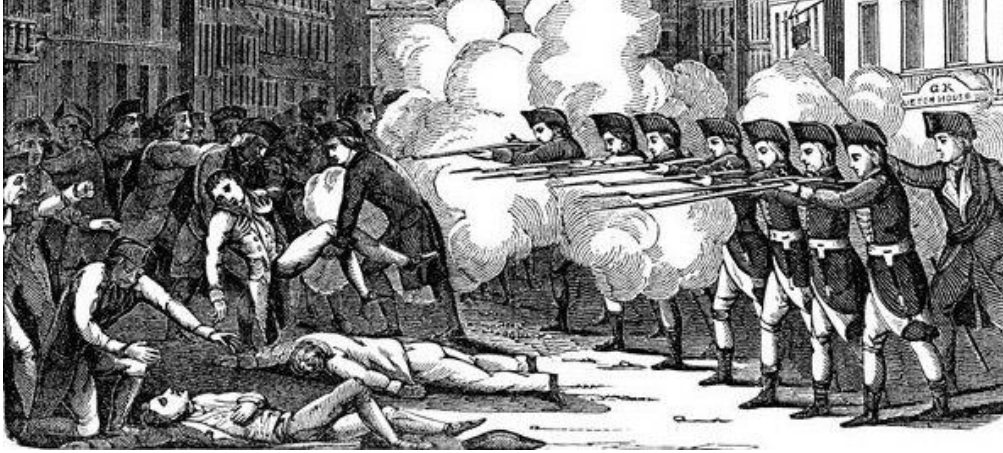
3-30-20

3-31-20

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

# AMH 2010-11634

FALL 2020



Dr. Adrian Finucane

Florida Atlantic University  
Department of History  
AL 160

561-297-3951

[afinucane@fau.edu](mailto:afinucane@fau.edu)

Office Hours: Wednesdays  
and Fridays 12:30-2pm and  
by appointment

## UNITED STATES HISTORY TO 1877

### Course Description and Objectives:

This course will provide a historical survey of American people from contact periods through the Civil War and Reconstruction. The survey is designed to reflect the diversity of early American experience, to offer students a chronological perspective on the history of the United States, and to explore the main themes, issues, ideas, and events that have shaped that history. Historical arguments will be presented through lectures, readings, films, music, and visual images.

This course is divided into three themes: American Colonies; Revolution and Nation-Building;

and the Coming of the Civil War. After each of these three sections, there will be an exam based on information presented in lectures, discussion sections, readings, and other course materials. Regular reading reflections on primary sources will help students to develop and demonstrate their skills in historical interpretation.

Registration and regular attendance in weekly discussion sections are required to pass this course. Students are required to read emails sent from faculty and the GTA to [fau.edu](mailto:fau.edu) accounts. [Fau.edu](mailto:fau.edu) emails are linked to Canvas, which students are required to check weekly for updates and grades.

## CLASS MEETINGS

### LECTURES

Wednesdays and Fridays  
9-9:50am  
GS 117

### SECTIONS

Mondays  
9-9:50 am in SO 370  
and 10-10:50am in SO 370

### Teaching Assistant

Reilly Cox  
AH 109  
[coxr2019@fau.edu](mailto:coxr2019@fau.edu)

OFFICE HOURS  
Monday, Wednesday, and  
Thursday, 11am-12pm

3 CREDIT HOURS



## REQUIRED READINGS

Students are not required to purchase any books for this course. All of the course material is available digitally and linked from the Canvas site. Going to the module for the appropriate week in Canvas will provide access to these links. Students are required to bring their course materials to class for discussion, either digitally or in printed form.

### Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

At the discretion of the instructor, there may be changes to this syllabus. Changes will be announced in class and will be posted on Canvas. Students are encouraged to take advantage of office hours in order to ask questions about assignments, seek clarifications, and discuss further any class material they do not fully understand. Email will be answered on weekdays.



### Policies

Students are expected to produce original and individual work on all assignments. Students are expected to understand that the definition of plagiarism includes:

1. Copying large or small sections of written text—or even a single sentence—without appropriate quotations and citation
2. Paraphrasing written materials without citing the source
3. Citing a source other than that from which you obtained your evidence
4. Altering or contriving evidence

**Academic Integrity:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious

breach of these ethical standards because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations: [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

Students must complete exams on their own, without referring to any notes or other students during the exam.

**Students with Disabilities:** In compliance with the Americans

### Grading Scale (points)

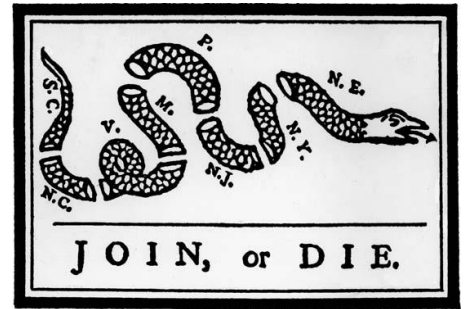
	A 940-1000	A- 900-939
B+ 870-899	B 830-869	B- 800-829
C+ 770-799	C 730-769	C- 700-729
D+ 670-699	D 630-669	D- 600-629
	F 599 and below	

with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) —in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures. For more information, go to <http://fau.edu/sas/>

**CAPS Center:** Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their

ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Students are required to do all of the assigned readings for the week before section, and to complete the listed assignments.



**Discussion Sections** require weekly attendance and full participation, including coming to class having read and taken notes on the assignments and contributing to class discussions in a respectful way that generates analysis and exploration of new ideas. Each student is allowed three total absences from the course, including section AND lecture, without penalty. It is recommended that students save these allowed absences for emergencies. Students are expected to monitor their grades through Canvas.

As an **IFP Course** fulfilling requirement IV: Foundations of Society and Human Behavior, AMH 2010 has the following learning outcomes for students:

- Describe patterns of human behavior.
- Describe how political, social, cultural, or economic institutions influence human behavior and how humans influence these institutions.
- Apply appropriate disciplinary methods and/or theories to the analysis of social, cultural, psychological, ethical, political, technological, or economic issues or problems.

## COURSE REQUIREMENTS AND GRADE BREAKDOWN

The components of your grade, their relative weight, and a short description are listed below. More detailed information on written assignments and exams will be distributed in class.

ASSIGNMENT	DUE DATE	POSSIBLE POINTS
Exam #1	2/14/20 in class	200
Exam #2	4/1/20 in class	200
Exam #3	5/1/20 in class	200
Reading Responses	Due weeks 3, 4, 6, 8, 10, 11, 13, 14, 15 by 9am Mondays	270 (30 points each x 9 Responses total)
Section Participation	Participation includes weekly, required attendance, and active involvement in discussion. See below for more information on participation grades.	130
TOTAL		1000

Assignments for this course will be submitted through Turnitin on the course Canvas website and filtered through anti-plagiarism software.

### Reading Response Assignments

Students will write a short reading response of 150 words responding to the prompt posted to Canvas and post it to the course Canvas site nine times during the semester. These reading responses should take into account all of the relevant readings listed for the week's section. These should include specific quotes from the reading and a well-considered answer to the posted question. Questions are linked from each week's "module" on Canvas, and can also be accessed through the "Assignments" tab.

Reading responses will be graded as follows:

30 points	Completely answers the prompt, including specific information and quotations from the primary source readings.
25 points	Answers the prompt, including information from the primary source readings.
20 points	Addresses the prompt generally, but does not include information from the primary source readings.
0 points	Does not address the prompt at all, or is not turned in

Reading responses turned in after the deadline will lose 10 percentage points from the assignment grade for each day they are late (including weekend days and late submission on the due date itself).

**Statement Regarding Out-of-Class Work Expectations:** Florida Atlantic University defines a credit hour as requiring one hour of classroom instruction each week, and a minimum of two hours of work outside of class. As this is a three-credit course, students are expected to dedicate a minimum of six hours outside of class to class work each week, in accordance with university policies. This includes completing the reading required for each week, reviewing your notes from previous lectures, working on writing assignments, and studying for exams. If you have any questions about these requirements, contact Dr. Finucane at [afinucane@fau.edu](mailto:afinucane@fau.edu).

### Participation Grades

**A-level Participation:** Attends class consistently and always contributes actively and insightfully to the discussion. Comments are judicious and succinct. Student demonstrates engagement with the reading and the class discussion, and asks questions that advance the conversation. Participates in both lecture and discussion sections.

**B-level Participation:** Attends consistently, and often contributes substantively to the discussion. Demonstrates a considerable effort to understand the material and advances the class discussion. Student asks good questions. Participates in both lecture and discussion sections.

**C-level Participation:** Student participates infrequently, in ways that suggest a lack of preparation.

**D-level Participation:** Student is present but unengaged in the discussion. Contributions are very infrequent or unproductive. Does not advance the class discussion.

**F-level Participation:** Student is absent.

**Students are responsible** for submitting their assignments to Canvas and confirming that they have been successfully uploaded. It is recommended that students download submission receipts from Canvas and save them for their records. If you are ever concerned that a submission has not gone through, you should also email the assignment to the professor.

## Course Schedule

### Section 1: American Colonies

At-a-Glance Key for Assignments:



Reading




Writing




Exam


#### Week 1

<b>Assignments</b> 	<i>Before Lecture:</i> AY, Chapter 1
<b>M January 13</b>	Discussion Section: Introduction to the Class
<b>W January 15</b>	Introduction to US History, Primary, and Secondary Sources
<b>F January 17</b>	Early Inhabitants of North America


#### Week 2

<b>Assignments</b> 	<i>Before Lecture:</i> AY, Chapter 2, Parts I-V
<b>M January 20</b>	<b>No Section – Martin Luther King Day Holiday</b>
<b>W January 22</b>	Early European Colonization and the African Slave Trade
<b>F January 24</b>	English Settlement: Virginia


#### Week 3

<b>Assignments</b> 	<i>Before Section:</i> Interesting Narrative of the Life of Olaudah Equiano, excerpt Richard Hakluyt Makes the Case for English Colonization, 1584 <b>Reading Response Due 1/27</b>
	<i>Before Lecture:</i> AY Chapter 2, Part VI AY Chapter 3, Parts I-II
<b>M January 27</b>	Discussion Section: The Slave Trade and the Virginia Settlement
<b>W January 29</b>	English Settlement in New England
<b>F January 31</b>	Labor and Slavery


### Week 4

<b>Assignments</b> 	<i>Before Section: "Slaves for life, and Servants for a time"</i> <b>Reading Response Due 2/3</b>
	<i>Before Lecture: AY, Chapter 3, Parts III-VI</i>
<b>M February 3</b>	Discussion Section: Unfree Labor and Early Slavery
<b>W February 5</b>	Colonial Growth
<b>F February 7</b>	Conflict in the Colonies


### Week 5

<b>Assignments</b> 	<i>Before Section: Bacon's Rebellion: Bacon's Perspective</i>  <i>Bacon's Rebellion: A Planter's View</i>  <b>Exam Review</b>
	<i>Before Lecture: AY, Chapter 4, Part I-IV</i>
<b>M February 10</b>	Discussion Section: Colonial Rebellion
<b>W February 12</b>	Imperial Rivalries and Colonial Diversity
<b>F February 14</b>	<b>EXAM #1 in class</b>


### Week 6

<b>Assignments</b> 	<i>Before Section: "Mingled Like the Fish at Sea"</i> <b>Reading Response Due 2/17</b>
	<i>Before Lecture: AY, Chapter 4, parts V-VII</i>
<b>M February 17</b>	Discussion Section: The Growing British Empire and its People
<b>W February 19</b>	Expansion
<b>F February 21</b>	The Dissatisfactions of Empire

### Week 7

<b>Assignments</b> 	<i>Before Lecture: AY, Chapter 5</i>
<b>M February 24</b>	Discussion Section: Visit to the Weiner Collection. Meet on the 5 <sup>th</sup> floor of the library.
<b>W February 26</b>	Road to Revolution
<b>F February 28</b>	Colonial Fracture

### Week 8


<b>Assignments</b> 	<i>Before Section: Winning the War</i> Losing the War <b>Reading Response Due 3/2</b>
	<i>Before Lecture: AY, Chapter 6</i>
<b>M March 2</b>	Discussion Section: The Revolution: Patriots and Loyalists
<b>W March 4</b>	Creating a New Nation
<b>F March 6</b>	Social Change

### Week 9


**Spring Break!**




**Week 10**

<b>Assignments</b> 	<i>Before Section:</i> Jefferson on Manufactures Hamilton on Manufactures Abigail to John Adams John to Abigail Adams  <b>Reading Response Due 3/16</b>
	<i>Before Lecture:</i> AY, Chapter 7
<b>M March 16</b>	Discussion Section: The Struggle: What Would America Be?
<b>W March 18</b>	Jefferson's America
<b>F March 20</b>	Tecumseh's America


**Week 11**

<b>Assignments</b> 	<i>Before Section:</i> Tecumseh on Pan-Indian Resistance Jefferson's Inaugural Address  <b>Reading Response Due 3/23</b>
	<i>Before Lecture:</i> AY, Chapter 8 AY, Chapter 9
<b>M March 23</b>	Discussion Section: American Politics and American Resistance
<b>W March 25</b>	The Market Revolution
<b>F March 27</b>	Jacksonian Democracy


**Week 12**

<b>Assignments</b> 	<i>Before Section:</i> Mill Workers' Strike County Election Painting, 1854
	<i>Before Lecture:</i> AY, Chapter 10
<b>M March 30</b>	Discussion Section: American Democracy and Labor AND Exam Review
<b>W April 1</b>	<b>EXAM #2 in class</b>
<b>F April 3</b>	Abolition, Citizenship, and Suffrage


### Week 13

<b>Assignments</b> 	<i>Before Section:</i> Declaration of Sentiments, Seneca Falls William Lloyd Garrison, <i>The Liberator</i> <b>Reading Response Due 4/6</b>
	<i>Before Lecture:</i> AY, Chapter 11 AY, Chapter 12
<b>M April 6</b>	Discussion Section: Reform Movements
<b>W April 8</b>	Federal Treaties and Indian Removal
<b>F April 10</b>	Nineteenth-Century Slavery


### Week 14

<b>Assignments</b> 	<i>Before Section:</i> Solomon Northrup Describes a Slave Market Cherokee Petition Protesting Removal <b>Reading Response Due 4/13</b>
	<i>Before Lecture:</i> AY, Chapter 13 AY, Chapter 14
<b>M April 13</b>	Discussion Section: Struggles for Freedom
<b>W April 15</b>	Impending Crisis
<b>F April 17</b>	The Civil War

### Week 15

<b>Assignments</b> 	<i>Before Section:</i> Margaraetta Mason and Lydia Maria Child on John Brown Abraham Lincoln's Second Inaugural Address <b>Reading Response Due 4/20</b>
	<i>Before Lecture:</i> AY, Chapter 15
<b>M April 20</b>	Discussion Section: American Crisis
<b>W April 22</b>	Reconstruction
<b>F April 24</b>	Reconstruction and Wrap-up

**Week 16**

<b>Assignments</b> 	<i>Before Section:</i> Read the Study Guide
<b>M April 27</b>	Discussion Section: Final Exam Study Guide

**FINAL EXAM**

Exam #3 May 1, 2020, 7:45am-10:15am, in GS 117