

History 10A: U.S. History to 1877
Summer Session Synchronous Online

*Canvas modules will reflect the most up-to-date course schedule and information, please defer to Canvas if there are differences between this Google doc and the Canvas modules

**I reserve the right to change this syllabus at any time as the class progresses.

Instructor: Amanda Huse	Office hours: TBD on Zoom
Email: ahuse@ucsc.edu (best contact) (I generally respond to emails within 24 hours during weekdays and respond to weekend messages by Tuesday.)	Class meeting time and location: Mondays & Wednesdays 9 am - 12:30 pm on Zoom. Link available through Canvas.

Syllabus adapted from 10A syllabus of Professor Catherine Jones, UCSC

COURSE DESCRIPTION:

What's this class about?

- This course **examines the social, political, and cultural history** of the United States, from the earliest Indigenous encounters with European colonizers through post-Civil War Reconstruction.
- This class **highlights the history of expansionism and the role of slavery** in shaping early American history, from the Atlantic coast across North America to the Pacific.
- Significant themes include **expansionism, the meanings and forms of freedom and unfreedom, and the development of "citizenship."**
- We will examine **the roles of class, race, ethnicity, and gender** in each theme by investigating from diverse points of view.

Throughout the quarter, we'll return to these **organizing questions**:

- What did it mean to be free? How did Americans' understandings of freedom change over time?
- How did changing ideas about freedom intersect with ideas about race, gender, class, religion, and other aspects of individual identity?
- What did it mean to be an "American"? How did that category change in the 18th and 19th centuries?
- How did ideas about citizenship and democracy emerge and change during this period?

How does this class work?

- The class will incorporate different activities in each session, which will use **online tools** and resources to support your learning.

- Lecture time will be broken into **distinct segments** devoted to **lecture materials** and **small group discussions**.
- Lecture segments will be **recorded** and **posted on Canvas** via YuJa.
- Groups will **analyze class materials** and **collaborate on annotations** using tools such as Hypothesis and Google Docs and **workshop assignments**.
- I'll be helping you **integrate your learning** from lectures through **real-time polls, quizzes, and reflection exercises**.
- We will take **several short breaks** throughout every class period to **prevent Zoom fatigue!**

Small Groups

- At the beginning of the summer term, you will be randomly assigned to groups of roughly 5 students.
- You will remain in your groups for the entire session.
- These groups will work together for every class session and utilize online tools such as Hypothes.is and Google Docs for workshoping assignments.
- You will also investigate and analyze online archival collections in your groups for your individual writing assignments.

**If you would like to switch groups, please email me, and I will reassign you (no explanation necessary).*

LEARNING OUTCOMES: What will I learn in this class?

Outcome 1: Subject Content:

- Develop an understanding of the history of the early United States and the course themes from around 1600 to 1900.
- You will develop skills in historical thinking, which include:
 - Understanding and evaluating historical ideas, arguments, and points of view.
 - Evaluating competing interpretations and multiple narratives of the past.

Outcome 2: Critical Reading:

- You will deepen your skills in critical reading, which include:
 - Reading different types of texts closely for comprehension and for evaluating the text.
 - Learning to distinguish between primary sources (written or created during the period we are looking at) and secondary sources (written by scholars more recently about a period in the past).
 - Developing the ability to read primary and secondary sources side-by-side and draw connections between the two.

Outcome 3: Source Analysis:

- You will deepen your ability to analyze sources, which includes:
 - Placing the source in its historical context. This means that you will understand the time and place a source was written and the point of view and assumptions of the person who created it.
 - Creating clear and compelling arguments based on your critical reading of a source.

Outcome 4: Reflection

- You will learn to consciously reflect on your own positionality and the positionality of the historians and historical actors we study. This includes:
 - Looking at every part of a source, including what it says and how it says it, to understand its meaning.
 - Examining your own point of view when reading a source and what biases or assumptions you may have, whether implicit or explicit.
 - Developing an openness to new ideas, evidence, and interpretations that may point you in new directions.
 - Understanding history formation as an often-changing conversation. You will be encouraged to investigate how authors' viewpoints shape the narrative they tell in both primary and secondary sources.

COURSE MATERIALS

Course tools:

We'll use **Canvas** to access course materials and share, submit, and return assignments. I will use Canvas to make announcements, so please make sure to check the class site every day and have your notifications turned on. I'll also post parts of the lectures (the parts where only I am talking) and the lecture slides in each week's module. We may occasionally use Flip in our discussions rather than Canvas.

We'll use **Zoom**, **Hypothesis**, **PolleEV**, and **Google Suite** for our collaboration during class periods. Our class will be a mix of lectures, group activities in breakout rooms, and solo activities, with breaks interspersed throughout to prevent lecture fatigue. Attending these class meetings is really the only way to succeed in this course—we will be working together on a lot of our assessments!

*Using your UCSC credentials to access these tools is important to ensure full access. If you have trouble accessing the course website on Canvas or other tools, *please let me know, and I'll help you figure it out*

Course readings: This course does not use a textbook. Instead, you'll read a mixture of primary and secondary sources that give in-depth insight into some important and sometimes overlooked actors and episodes in U.S. history. I've selected texts that give you insights into primary sources from the past and scholarship that helps us see how historians develop historical knowledge. Primary source documents and secondary source chapters/excerpts will be available as PDFs on Canvas or online through the library. You'll

find links or pdfs in each corresponding module.

If you want to use a textbook to help you follow the course, see the free online textbook, [The American Yawp](#), or Eric Foner, ed., Give Me Liberty! An American History (Volume 1 or combined, any edition).

COURSE ASSESSMENT PLAN

Assessments	How They Are Assessed
<p>Attendance and Engagement: 20%</p> <p>(learning outcomes 1, 2, 3, and 4)</p> <p><i>Why it's important:</i></p> <ul style="list-style-type: none"> • Attendance is essential in this class because it is highly correlated with strong learning outcomes. • It's also an opportunity to meet with your teaching team and peers to collaborate on your assignments and deepen your understanding of the course materials. 	<p><i>How to prepare for class:</i></p> <ul style="list-style-type: none"> • Read, listen, or watch the assigned reading, podcast, video, etc., before class. Consider annotating with your group mates. • Complete the discussion post. This helps ensure you come to class ready to engage. • Have course materials available in class or detailed notes. • Attend office hours at least once. <p><i>How we will grade attendance and engagement:</i></p> <ul style="list-style-type: none"> • (10%) Your teaching team will take attendance and review workshopped materials. • (5%) You will complete an exit ticket at the end of each class, and your teaching team will review the exit tickets for completion. • (5%) We will review whether you have visited office hours.
<p>Weekly quizzes: 20%</p> <p>(learning outcomes 1, 2, and 3)</p>	<p><i>About the quizzes:</i></p> <ul style="list-style-type: none"> • Quizzes will be available on Canvas on Thursdays after class. You can complete the quiz anytime between then and Friday at 11:59 pm. • They will comprise multiple-choice questions based on lectures and readings from the previous week. You will have 20 minutes in which to take the quiz. Because they are timed, reviewing and preparing before you begin is essential.

	<ul style="list-style-type: none"> • The lowest grade will automatically drop, meaning you can miss (or bomb) one without penalty. • Remember: <u>It's always better to take the quiz than skip it.</u> Partial credit is better than a zero!
<p>In-class assignments: (20%)</p> <p>(learning outcomes 2 and 3)</p>	<p><i>About the collaborative assignments:</i></p> <ul style="list-style-type: none"> • Most sessions will include a group annotation assignment using Hypothesis or a collaborative assignment using Google Docs. This is an opportunity to read closely in conversation with your colleagues. Detailed instructions will be provided. • Groups will comprise about 5 students. • Students will be assessed individually for these assignments.
<p>Discussion Board Posts: (20%)</p> <p>(learning outcomes 2 and 4)</p>	<p><i>About the discussion board post assignments:</i></p> <ul style="list-style-type: none"> • Students will post twice weekly to the Canvas discussion boards before class. • Posts will require a brief (~150-250 words) response to the discussion question and two brief but engaging responses to other classmates (~100-200 each).
<p>Final Paper (20%):</p> <p>(learning outcomes 1, 2, 3, and 4)</p>	<p><i>About the final:</i></p> <ul style="list-style-type: none"> • The final exam will be a 3-5 page primary source analysis essay that will be workshopped in class and will draw on the skills developed throughout the quarter. • The essay can be written in the traditional format or as an artistic essay/graphic novel, or oral essay, following the guidelines set out in the assignment page. <p><i>How the grading works:</i></p> <ul style="list-style-type: none"> • The paper will not be 20% on its own! Here's how the final paper grade is broken

	<p>up:</p> <ul style="list-style-type: none"> ○ (5%) Proposal and in-class workshops <ul style="list-style-type: none"> ▪ Your proposal will be due on Friday, August 9th, at 11:59 pm. ▪ Workshops #1 and #2 will be in week 3 before your rough draft is due. ○ (5%) Rough draft ○ (5%) Peer review ○ (5%) Final Draft ● You will receive a rubric for each assignment for your final
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GRADING POLICY

The teaching team and I will try to return your work to you within a week of your submission. Late penalties for most assignments will be - 5% per day, with a maximum of 30% off. I am flexible with extensions so long as you reach out directly to me. However, keep in mind that because there are many small assignments, the work can quickly build up if you do not stay on top of it, especially in a summer course. Furthermore, many of the assignments completed in class are designed to be collaborative and can be more difficult to make up.

Please note:

- Discussion posts will be due before each class period begins, and responses due the following day at 11:59 pm.
- In-class activities will be due at 11:59 pm the day of the class.
- Quizzes will be due every Friday at 11:59 pm.
- Final essay assignments will be due on Fridays at 11:59 pm.

Final grades will be assigned according to the following scale:

Grade	Percent
A+	99-100%
A	92-98%
A-	90-91%
B+	88-89%
B	83-87%
B-	80-82%

C+	77-79%
C	73-76%
C- (no pass)	70-72%
D+ (no pass)	67-69%
D (no pass)	63-66%
D- (no pass)	60-62%
F (no pass)	0-59%

Note: at UCSC students must earn a C or higher for a course to satisfy general education, major, and prerequisite requirements.

COURSE POLICIES

Student Hours for Course

You should try to dedicate approximately 15-18 hours per week to complete the two modules for each week. *If you find you're spending more time than this and you're still having trouble completing course assignments, contact me to help you strategize on how to manage the course workload.* You should expect to spend:

- Approximately 7 hours a week in class. Many of your collaborative assignments will be completed during this time, and we will workshop your final essay in class.
- Approximately 4 hours a week on the readings
- Approximately 1 hour a week on administrative tasks (reading Canvas announcements, emails, reviewing feedback, etc.) and planning for your week.
- Approximately 3 hours on other assignments (discussion posts, essays, etc.)

You should plan to attend all class meetings. Participation and collaboration are integral aspects of the learning experience. In class, we won't just discuss events in history, we will also discuss writing strategies and expectations, and work together to brainstorm assignments. Attendance is necessary to achieve our course goals, and therefore it will be taken several times throughout the class via Google sheets or polls.

I understand that illness, emergencies, and personal commitments will sometimes force you to miss class or a portion of the class. You can miss one course meeting without penalty; no need to provide an explanation. If it looks like you are going to miss more than one meeting, please get in touch with me so I can help you keep on track. Generally, I will offer you a makeup assignment to complete if you would like to earn missed attendance points. You can do this for up to two absences.

Student Support Services

Disability Accommodations:

UCSC and I are both committed to creating an equitable environment for all students. If you are a student with a disability who requires accommodations to achieve equal access in this course, please contact the [Disability Resource Center \(DRC\)](#) by phone at 831-459-2089 or by email at drc@ucsc.edu. Their website is available [here](#). Once you receive an accommodation letter, or if you are already affiliated with the DRC, please verify that you have requested Academic Access letters as soon as possible so that I receive a copy of your accommodations. Please don't hesitate to reach out to me if you would like to meet to discuss your needs. I am always available by email or appointment.

Life can be hard, and you can't always control your circumstances. College can also be a lot of pressure and is often full of new and exciting and/or stressful experiences and can be overwhelming. Be kind to yourself. Be patient and forgiving. And don't forget that you have resources:

- [Your college advisor](#) can help you understand your options and find solutions and can often help you to communicate with your instructors.
- Counseling and Psychological Services ([CAPS](#))
- Center for Advocacy, Resources, and Empowerment ([CARE](#))
- UCSC [Title IX](#) office
 - Please note that your teachers and TAs are mandatory reporters, so we are required to report incidents of sexual violence and sexual harassment. If you need to talk to someone about sexual or domestic violence but aren't sure you want to report it, CARE offers confidential support.
 - Monarch Services 24/7 bilingual crisis line for domestic and sexual violence: 1-888-900-4232
- [Slug Support](#)
- [The Writing Center](#)
- You can find more resources at the Office for Diversity, Equity, and Inclusion's "[Resources for Students](#)" page and the Division of Student Affairs and Success "[Student Success](#)" page

ZOOM RECORDINGS

Although attendance in lectures is required, the lecture portion of the class will be recorded and available on canvas via the Yuja channel. Please note: these are provided to support your learning in this class. **Please do not download or circulate them.** Doing so would be a breach of trust.

COMMUNITY GUIDELINES

Guidelines adapted from "[Guidelines for Classroom Interactions](#)" by the University of Michigan Center for Research on Teaching and Learning. Chart adapted from UCSC TLC Course Design Workshop.

- **Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
- **Listen respectfully.** Don't interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.

- **Be open to changing your perspectives based on what you learn from others.** Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points of view that differ from your current thinking.
- **Understand that we are bound to make mistakes in this space,** as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process.
- **Understand that your words have effects on others.** Speak with care. If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future. This can be particularly important to remember in a history class since we all have different relationships with US history.
- **Take pair work or small group work seriously.** Remember that your peers' learning is partly dependent upon your engagement. Be a responsible and diligent colleague to your groupmates.
- **Understand that others will come to these discussions with different experiences from yours.** Be careful about assumptions and generalizations you make based only on your own experience. Be open to hearing and learning from other perspectives.
- **Make an effort to get to know other students.** Introduce yourself to students in your small groups. Refer to classmates by name and make eye contact with other students. Turn your camera on if you can during breakout rooms.

COURSE CONTENT WARNING STATEMENT

Violence, as well as racism, sexism, and other forms of bigotry, are embedded in everyday life at many points in the history of the United States. This course covers a large swath of United States' history, and in order to examine it to our fullest capability and with the utmost respect to all of the people who have been historically marginalized, we will engage with texts, images, and videos that describe violent or upsetting moments in the nation's past. We may also encounter offensive and hurtful language in our historical sources. While we should generally try and use the language people in the past used to identify themselves, please be mindful and refrain from using offensive and discriminatory language that has been historically used to reinforce racial, ethnic, religious, and gendered hierarchies. I will try my best to give individual warnings before we engage with sensitive material, both in class and online. While these sources and topics can often make us uncomfortable, it is imperative for us to engage with them and try to understand them in order to understand the historical hierarchies that continue to affect our current moment.

****I reserve the right to change this syllabus at any time as the class progresses.***

CLASS SCHEDULE

UNIT A: CONTACT AND COLONIES

Week 1:

Date	Topic	Readings to prepare before class meets	Assignment(s) due
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Monday, July 29	Introduction. Native North America and the Columbian Exchange	<p>Primary Source: “Native American Creation Stories,” <i>The American Yawp</i> and “Alvar Nuñez Cabeza de Vaca Travels through North America, 1542”</p> <p>Secondary Source: “Introduction” to the American Yawp textbook</p>	<p>DUE BEFORE CLASS:</p> <ul style="list-style-type: none"> • Discussion Question: Introduce yourself! • Complete the introduction module on Canvas.
Wednesday, July 31	European Exploration and Early European Colonization	<p>Primary Source: “Thomas Morton Reflects on Indians in New England, 1637” and “Bartolomé de Las Casas Describes the Exploitation of Indigenous Peoples, 1542” in <i>The American Yawp Reader</i></p> <p>Secondary Source: Jennifer Denetdale, “Introduction” in <i>Reclaiming Diné History</i>, 3-16.</p>	<p>DUE BEFORE CLASS:</p> <ul style="list-style-type: none"> • Discussion Question: How do Morton’s and de las Casas’s accounts reveal the colonial viewpoint Denetdale argues that historians have used to construct Indigenous narratives in <i>Reclaiming Diné History</i>?
Friday, August 2			Quiz #1 due @ 11:59pm

Week 2:

Date	Topic	Readings/materials to prepare before class meets	Assignment(s) due
Monday, August 5	Competition and Negotiations in Early America	<p>Primary Source: “Susanna Martin, On Trial for Witchcraft” in <i>Root of Bitterness: Documents of the Social History of American Women</i>, eds. Nancy F. Cott, et al., (Boston: Northeastern University Press, 1996), 29-35;</p> <p>Enactment of Hereditary Slavery Law Virginia 1662-ACT XII; Rose Davis is sentenced</p>	<p>DUE BEFORE CLASS:</p> <ul style="list-style-type: none"> • Discussion Question: What do the cases of Thomas/ine Hall and Susan Martin reveal about the significance of gender in colonial life? How might this have influenced the

		<p>to a life of slavery, 1715; Read more about Rose's life here; Song about Life in Virginia.</p> <p>Secondary Source: Kathleen Brown, "‘Good Wives’ and ‘Nasty Wenches’: Gender and Social Order in a Colonial Settlement" in <i>Good Wives, Nasty Wenches, and Anxious Patriarchs</i>, 75-104.</p>	<p>Virginia Statute on Slave Descent that declared enslavement would follow the condition of the mother?</p>
<p>Wednesday, August 7</p>	<p>The Revolutionary Era</p>	<p>Primary Source: "Pontiac, Two Speeches (1762 and 1763)" in <i>Voices of Freedom</i>, 80-83.</p> <p>Secondary Source: Susan Sleeper-Smith, "‘Ignorant bigots and busy rebels’: The American Revolution in the Western Great Lakes," in <i>Sixty Years' War for the Great Lakes, 1754-1814</i>, eds. David Curtis Skaggs and Larry L. Nelson (East Lansing: Michigan State University Press, 2001), 145-165.</p>	<p>DUE BEFORE CLASS:</p> <ul style="list-style-type: none"> • Discussion Question: What do Pontiac's speeches reveal about the pan-Indian identity emerging in response to colonization?
<p>Friday, August 9</p>			<ul style="list-style-type: none"> • Quiz #2 due @ 11:59pm • Final Paper Proposal due @ 11:59 pm

FINAL ESSAY PROPOSAL DUE FRIDAY, AUGUST 9TH @ 11:59 PM

UNIT B: REVOLUTION AND NATION-BUILDING

Week 3:

Date	Topic	Readings/materials to prepare before class meets	Assignment(s) due
<p>Wednesday, August 12</p>	<p>The Early Republic</p>	<p>Primary Source: Continue to read your chosen slave narrative for the final paper. By the end of this module, you should be through at least 1/3-1/2 of the narrative.</p> <p>Secondary Source: For this module, please read "How to Read a Primary Source" and "The Three Parts of a History"</p>	<p>DUE BEFORE CLASS:</p> <ul style="list-style-type: none"> • Discussion Question: Complete "P" or "Purpose" Activity for chosen slave narrative.

		<u>Paper</u> " from Patrick Rael, <i>Reading, Writing, and Researching for History: A Guide for College Students</i> (Brunswick, ME: Bowdoin College, 2004) as you prepare your rough draft.	
Wednesday, August 14	Early United States Expansionism and Spanish California	Primary Source: Please continue to read your chosen slave narrative for the final paper. By the end of this module, you should be through at least 1/2-3/4 of the narrative. Secondary source: Chapter 2, "Integrating sources" in <u>Gordon Harvey, <i>Writing with Sources: a Guide for Students</i>, Third edition (Indianapolis: Hackett Publishing Company, Inc., 2017), 17-35</u>	DUE BEFORE CLASS: <ul style="list-style-type: none"> • Discussion Question: Consider the second "P," or "Presuppositions" in Rael's acronym for our analysis of your chosen narrative.
Friday, August 16			<ul style="list-style-type: none"> • Quiz #3 due at 11:59 pm • Rough Draft due at 11:59 pm

FINAL ESSAY ROUGH DRAFT DUE FRIDAY, AUGUST 16TH @ 11:59 PM

Week 4:

Date	Topic	Readings/materials to prepare before class meets	Assignment(s) due
Monday, August 19	Cotton and the Market Revolution	Primary Source: Finish your chosen slave narrative; William Still's "Stories from the Underground Railroad, 1855-56" and William Wells Brown's " <i>Clotel; or, The President's Daughter: A Narrative of Slave Life in the United States</i> ," 1853 Secondary source: Walter Johnson, "The Chattel Principle," in <i>Soul by Soul: Life Inside the Antebellum Slave Market</i> , 19-44.	DUE BEFORE CLASS: <ul style="list-style-type: none"> • Discussion Question: How do the people in these sources claim or maintain freedom? • What work did enslavers and slave traders do to commodify human bodies?

Wednesday, August 21	Jacksonian America and the Sectional Crisis	<p>Primary Source: “Cherokee letter protesting the Treaty of New Echota” and “Appeal of the Cherokee Nation (1830)_Voices of Freedom.pdf”</p> <p>Secondary Source: Natalie Joy, "The Indian's Cause: Abolitionists and Native American Rights," <i>The Journal of the Civil War Era</i>, vol. 8, no. 2, 2018, pp. 215–42.</p>	<p>DUE BEFORE CLASS:</p> <ul style="list-style-type: none"> • Discussion Question: What do you think freedom and liberty meant to the Cherokee people? How did this compare to the way that white Georgians understood freedom? How did it compare to how abolitionists understood freedom?
Friday, August 23			<ul style="list-style-type: none"> • Quiz #4 due @ 11:59 pm • Peer reviews due @ 11:59 pm

FINAL ESSAY PEER REVIEW DUE FRIDAY, AUGUST 23RD @ 11:59 PM

UNIT C: GROWTH AND DIVISION

Week 5

Date	Topic	Readings/materials to prepare before class meets	Assignment(s) due
Monday, August 26	The Mexican American War; Freedom and Unfreedom in the Midwest and West	<p>Primary Source: Frederick Douglass, “What to the Slave is the Fourth of July?” 1852 and “George Fitzhugh Argues that Slavery is Better than Liberty and Equality, 1854”</p> <p>Secondary source: Alice L. Baumgartner, "Minerva, Nineteenth-Century T�jas and Louisiana (US), and Mexico" in Tatiana Seijas, et al., <i>As If She Were Free: A Collective Biography of Women and Emancipation in the Americas</i> (Cambridge: Cambridge</p>	<p>DUE BEFORE CLASS:</p> <ul style="list-style-type: none"> • Discussion Question: What are the different meanings of freedom present in these sources? Compare and contrast them. Can they exist simultaneously? • How do the people in these sources claim or maintain freedom?

		University Press, 2020), 274-292	
Wednesday, August 28	Civil Wars and Their Afterlives	<p>Primary Source: “Freedmen discuss post-emancipation life with General Sherman, 1865,” “Jourdon Anderson Writes His Former Enslaver, 1865,” and “Committee of Freedmen on Edisto Island, South Carolina, to the Freedmen's Bureau Commissioner, October 20 or 21, 1865; and the Latter's Reply, October 22, 1865”</p> <p>Secondary source: Thavolia Glymph, "She Wears the Flag of Our Country': Women, Nation, and War," <i>The Journal of the Civil War Era</i> 12, no. 3 (2022): 305-320.</p>	<p>DUE BEFORE CLASS:</p> <ul style="list-style-type: none"> • Discussion Question: Do you think the meaning of freedom changed in the postwar years?
Friday, August 30			<ul style="list-style-type: none"> • Quiz #5 due @ 11:59 pm • Final Essay due @ 11:59 pm

FINAL ESSAY DUE FRIDAY, AUGUST 30 AT 11:59 PM—CANNOT OFFER EXTENSIONS!