

University of Florida
Department of History
Spring 2025

AMH2010: United States History to 1877 (UFO)

This is a UFO course, and all communications will be conducted on Canvas, Zoom, or by email. This course fulfills Gen Ed Requirement for [Social and Behavior Sciences](#) and [WR6](#) and [Civics Literacy](#).

Instructor: Kristin Miller
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Office Hours: By Appointment

Course description

AMH2010 surveys the development of the US from its colonial origins to the end of Reconstruction.

This course is a survey of American History from the colonial origins of the modern-day United States through the Civil War and Reconstruction Era. 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.

After completing this course, students should have a familiarity with the broad scope of American history through the Reconstruction Era. In addition to gaining this historical knowledge, students will engage in an analysis of primary and secondary source material in order to gain a firsthand perspective on the historian's craft. Finally, this course will allow students to hone their writing, speaking, and critical thinking skills in ways that should help them regardless of their major or chosen career.

A minimum grade of C is required for the General Education credit.

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](#).

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.

Required Texts

The readings of this class are designed to complement the online lectures and will help you with the discussion sections. It is therefore of great importance that you complete the assigned readings by the final day of the module. Otherwise, you run the risk of getting lost as you try to catch up with the rest of the class. In a similar vein, successful students will post to the discussion pages early in the week in order to get feedback and encourage a constructive dialogue with other students. Knowledge of the readings will be important for your performance on papers and exams. The core readings will come from *The American Yawp*, a textbook that is free and online. There will also be some supplemental online readings added to the course readings over the course of the semester. These readings are usually chapters from larger works; you might find them challenging and I would recommend completing the textbook chapter first before tackling them. The online readings and assignments will always be free of charge, but they will also vary from week to week. So be sure to check each module closely for additional readings.

The American Yawp (This textbook is free online at <http://www.americanyawp.com/>)

General Education: Student Assessment for Social and Behavioral Sciences

For the Social and Behavior Sciences Requirement, students will be assessed on their performance in each of four areas: a midterm exam, quizzes, short essays, and class participation. A rubric for class participation and written work is provided below. A link for the general education objectives can be found [here](#).

Social and Behavioral Sciences Student Learning Outcomes

	Definition	Course SLO	Assessment Tools
Content	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.	<p>Students will demonstrate competence in the terminology, concepts, methodologies and theories used in the historical discipline. Students will also analyze the roles of social structure and status of different groups in early American history.</p> <p>Relevant sources will be lecture, the Hewitt and Lawson textbook, as well as the texts on <i>Common Sense</i> and the Emancipation Proclamation.</p>	<p>Quizzes as well as the Mid-Term and Final Exam will assess students' ability to understand and recall pivotal themes, individuals, and institutions from US history to 1877. The Mid-term and Final exam will assess students' ability to analyze broad questions and provide essay responses that demonstrate an understanding of American history.</p>
Critical Thinking	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.	<p>Students will communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the historical discipline.</p> <p>Students will analyze both content and texts from US history, evaluate them to arrive at their own conclusions about important themes in American history.</p> <p>Relevant sources will be lecture, the Hewitt and Lawson textbook, as well as the texts on <i>Common Sense</i> and the Emancipation Proclamation.</p>	<p>Mid-term and Final Exams will require students to describe, analyze, and uncover significant themes in American history to 1877.</p> <p>Short and long essay assignments, along with discussion sections will assess students' ability to understand, analyze, and uncover themes related to the Hewitt and Lawson textbook (short essays) and the <i>Common Sense</i> and Emancipation Proclamation texts (long essays)</p>

Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	<p>Students will analyze information carefully and logically from multiple perspectives, using historical methods, and develop reasoned solutions to problems. Students will also analyze and evaluate their own cultural norms and values in relation to those of other cultures. Students will discuss and evaluate the historical circumstances in which fundamental American institutions developed.</p> <p>Relevant sources will be lecture, the Hewitt and Lawson textbook, as well as the texts on <i>Common Sense</i> and the Emancipation Proclamation.</p>	<p>Mid-term and Final Exams will assess students' ability to communicate their understanding of broad trends and specific themes in American history to 1877 in a timed environment.</p> <p>Discussion sections will assess students' ability to communicate orally an understanding of the lectures, Hewitt and Lawson textbook, and the readers on <i>Common Sense</i> and the Emancipation Proclamation.</p> <p>Both short and long essays will assess students' ability to understand and communicate complex themes in American history to 1877 in an untimed environment.</p>
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Assignments and Grading

This class will have one midterm examination and a final examination that will require writing a lengthy essay in response to a broad question. There will also be short essays that you will complete throughout the semester. Although there are six (6) listed assignments, the grades will only count for four (4) of these brief essays.

Finally, you will answer a brief, five-question quiz at the end of each module. You will have 15 minutes to complete these quizzes, so please plan accordingly. Also note that since notice of all exam, quiz, and paper deadlines are given well in advance, there will be no make-ups given for travel reservations or non-emergency situations. Be sure to consult the guidelines for discussion groups as well as those for the individual essays. Adhering to the policies outlined in those documents will be important to your success in the course. These documents are available in the Start Here page on the Canvas course website. If you have any problems, please let me know. But when in doubt consult the Start Here page and this syllabus first! Please note that the grades are weighted towards the end of the semester; this is designed to reward improvement over the course of the semester. Also keep in mind that improvement over the course of the semester is important. Determination of the final grade in the course, the scale, and the value of grades will all be subject to the following formula:

Component	Point Value
Quizzes (15 x 5)	75

Discussion Posts (15 x 4)	60
Midterm	50
Brief Essays	40
Final Exam	60
Zoom Discussions (7—5%)	15
Total Points	300

Grading Scale	Grade Value
100-93=A	A=4.0
92-90=A-	A-=3.67
89-87=B+	B+=3.33
86-82=B	B=3.00
82-80=B-	B-=2.67
79-76=C+	C+=2.33
75-72=C	C=2.00
71-69=C-	C-=1.67
68-66=D+	D+=1.33
65-62=D	D=1.00
61-60=D-	D-=0.67
59-0=E	E=0.00

Writing Requirement

For the Writing Requirement, students' mastery of Content, Communication, and Critical Thinking will be assessed through their performance on two formal essays and four brief essays:

Brief essays (4): The brief essays will be 500 words and will ask you to demonstrate your ability to analyze a specific question relating to the content of that week's readings and lecture. Due dates are indicated in the calendar below.

Relevant SLOs here include: CONTENT, CRITICAL THINKING, and COMMUNICATION.

All writing assignments should conform to the Chicago Manual of Style:

<https://www.chicagomanualofstyle.org/home.html>.

On all essays the instructor will evaluate and provide feedback with respect to grammar, punctuation, clarity, coherence, and organization, using the following rubric. This feedback will be provided within two weeks of turning in your assigned work.

Rubric For Writing Assignments

Component	A Level Work	B Level Work	C Level Work	D Level Work	Failing Work
THESIS	Easily identifiable, plausible, sophisticated, insightful, crystal clear.	Promising, but may be slightly unclear, or lacking insight or originality.	Unclear (contains vague terms), appears to not answer the question.	Difficult to identify and may blend restatement of obvious point.	Has no identifiable thesis. Shows obviously minimal lack of effort or comprehension of the assignment.
STRUCTURE	Evident, understandable, appropriate for thesis. Excellent transitions from point to point.	Generally clear and appropriate, though may wander occasionally.	Generally unclear, often wanders or jumps around.	Unclear, often because thesis is weak or not there. Transitions confusing and unclear.	No evidence structure or organization.
USE OF EVIDENCE	Primary and secondary source information incorporated to buttress every point. Examples support thesis and fit within paragraph. Good integration of quoted material into sentences.	Examples used to support most points. Some evidence does not support point or may appear where inappropriate. Quotations are integrated well into sentences.	Examples support some points. Quotations may be poorly integrated into sentences. There may not be a clear point.	Very few or weak examples and factual information. General failure to support statements, or evidence seems to support no particular point.	No attempt has been made to incorporate factual information or interpret primary and secondary sources.
MECHANICS	Language is clearly organized. Correct word usage, punctuation, sentence structure, and grammar; correct citation of sources; minimal to no spelling errors.	Sentence structure and grammar strong despite occasional lapses; punctuation and citation style often used correctly. Some spelling errors and at least one run-on sentence, sentence fragment, or comma splice.	Minor problems in sentence structure and grammar. Multiple errors in punctuation, citation style, and spelling. May have several (two to five) run-on sentences, sentence fragments, and comma splices.	Huge problems in sentence structure and frequent major errors in citation style, punctuation, and spelling. May have many (more than five) run-on sentences, sentence fragments, and comma splices.	Very difficult to understand owing to major problems in mechanics.

Civic Literacy

This class will adhere to the National Research Council's classification of history as a social science and provide you with an introduction to the social and behavioral sciences. Consequently, we will employ paradigms, terminology, and methodologies used by social scientists—including both quantitative and qualitative methods. The lectures and discussions will focus on American politics and society and the relationships among individuals within our political and social systems. The required textbooks in this class will demonstrate the techniques by which historians in particular research and write about

society. Through the required weekly reading and in discussion sections, you will learn to question and evaluate historical sources and evidence and, in the process, become informed thinkers and critical readers.

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.

Scheduled Zoom Discussions

This course is designed to allow you to complete work asynchronously online and on your own time (within the framework of the course schedule). However, to meet the state legislature's Civics Literacy requirement, scheduled Zoom discussion sections have been incorporated into the class. The discussions will be focused on applying our course content to the present. You will be required to attend 7 discussion meetings over the course of the semester (about every 2 weeks), and you will have a choice of 2 different times in each week that a discussion will be scheduled. Attendance and participation in these Zoom discussions will contribute 5% of your overall course grade. You will receive an update about dates & times and how to prepare for these discussions.

Module Schedule

This schedule of the modules should help you track your progress as the semester progresses. The expectation is that you complete the work during the date range of the module, but each one will open as soon as the previous one is closed. All textbook readings are out of the [American Yawp](#) (AY) and are online. Therefore, the number of estimated pages may vary, but it is around 30 pages per week. Please consult the Canvas site for more specific information about the readings and assignments for each module.

- **Introduction, Start Here** (January 13-17)
- **Module 1: First Contacts** (January 13-17)
 - [AY Chapter 1](#) (30 pages)
 - Due: Discussion Board 1 and Quiz 1
- **Module 2: Early Colonization and Resistance in North America** (January 20-24)
 - [AY Chapter 2](#) (30 pages)
 - Due: Discussion Board 2 and Quiz 2, Module 2 Essay
- **Module 3: The American Colonies** (January 27-31)
 - [AY Chapter 3](#) (30 Pages)
 - Due: Discussion Board 3 and Quiz 3
- **Module 4: Colonial Life** (February 3-7)
 - [AY Chapter 4](#) (30 Pages)
 - Due: Discussion Board 4 and Quiz 4, Module 4 Essay

- **Module 5:** The British Empire in Crisis (February 10-14)
 - [AY Chapter 5](#) (30 Pages)
 - Due: Discussion Board 5 and Quiz 5
- **Module 6:** Resistance to Revolution (February 17-21)
 - [AY Chapter 6](#) (30 Pages)
 - Due: Discussion Board 6 and Quiz 6, Module 5 Essay
- **Module 7:** Challenges to the Republic (February 24-28)
- **Module 8:** The New Nation at Work (March 3-7)
 - Two modules this week: [AY Chapter 7](#) and [AY Chapter 8](#) (~60 pages total)
 - Due: Discussion Boards 7 & 8, Quizzes 7 & 8, Module 7 Essay
- **Midterm Exam Week and Module 9:** American Slavery (March 10-14)
 - [AY Chapter 10](#) and [Chapter 11](#) (~60 Pages)
 - Due: Discussion Board 9 and Quiz 9
- **Spring Break:** (March 17-21)
- **Module 10:** American Politics in Crisis (March 24-28)
 - [AY Chapter 12](#) and [Chapter 13](#) (~60 Pages)
 - Due: Discussion Board 10 and Quiz 10, Module 10 Essay
- **Module 11:** Why Secession? (March 24-28)
 - Due: Discussion Board 11 and Quiz 11
- **Module 12:** Civil War (March 31- April 4)
 - Due: Discussion Board 12 and Quiz 12, Module 12 Essay
- **Module 13:** From War to Revolution? (April 7-11)
 - [AY Chapter 14](#) (30 Pages)
 - Due: Discussion Board 13 and Quiz 13
- **Module 14:** The Many Meanings of Emancipation (April 14-18)
 - [AY Chapter 15](#) sections 1 & 2 (15 Pages)
 - Due: Discussion Board 14 and Quiz 14
- **Module 15:** The Problem of Reconstruction (April 21-25)
 - [AY Chapter 15](#) sections 3 & 4 (15 pages)
 - Due: Discussion Board 15 and Quiz 15
- **Final Exam Week** (April 28-May 2)

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 Joseph Spillane (spillane@ufl.edu, <tel: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](tel:352-392-1308)) or the Dean of Students Office (<http://www.dso.ufl.edu>; [352-392-1261](tel:352-392-1261)).

Resources available to students

Health and Wellness

- U Matter, We Care: umatter@ufl.edu; [352-392-1575](tel:352-392-1575).
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; [352-392-1575](tel: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/>.