

AMH2010 UNITED STATES HISTORY TO 1877

Meeting days and times: asynchronous online

Class location: online and via Zoom

3 CREDIT HOURS

FALL 2025

INSTRUCTOR INFORMATION

Instructor: Elizabeth Dale

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Office Hours: Fridays 10am – noon or by appointment (via zoom)

COURSE DESCRIPTION

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

1. Students will describe the factual details of the substantive historical episodes under study.

2. Students will identify and analyze foundational developments that shaped American history from before European contact to 1877 using critical thinking skills.
3. Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped United States history.
4. Students will demonstrate competency in civic literacy.

STUDENT LEARNING OUTCOMES			
Category	Social Science SLO	State SLO Alignment	Course
Content	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.
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.	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.

Communication	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>
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MATERIALS and FEES

N/A

REQUIRED MATERIALS

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

The American Yawp Reader: A Documentary Companion to the American Yawp (free online: <https://www.americanyawp.com/reader.html>). You are responsible for these readings.

This course will also utilize this online writing guide: <https://www.southwestern.edu/live/files/4173-guide-for-writing-in-historypd>

Each lecture is accompanied by supplemental optional materials that you may find interesting.

GRADING

This class will have one midterm examination and a final examination. Students must also turn in three of the five short essays assigned throughout the semester.

The grade will be determined based on the following formula:

Midterm Examination: 20% of grade

Final Examination: 25% of grade

Response essays: 45% (3 at 10% each). At least one must be turned in before the midterm. All three must be turned in by the final.

Discussion grade: 10% of grade (assessed over our six discussion sessions, see schedul).

Response Essays (45%): Students will write 3 of 5 short essays assigned throughout the semester. A maximum of 800 words each, the essays will be assessed on the quality of the argument, evidence, structure, and mechanics. Essay questions will be released two weeks prior to each due date.

All Short Essays should conform to the *Chicago Manual of Style* (18th edition). Students can access the *Chicago Manual of Style* here: <https://www.chicagomanualofstyle.org/book/ed18/frontmatter/toc.html>

Each essay will be graded on a 0-100 scale using the following criteria:

1. (30/100 points) **Argument.** A superior essay presents a clear thesis statement; demonstrates rich engagement with the historiography, recognizing multiple dimensions and/or perspectives; offers considerable insight
2. (30/100 points) **Evidence.** A superior essay incorporates evidence that is relevant, accurate, and critically employed. Evidence includes substantive engagement with the primary source material.
3. (20/100 points) **Structure.** A superior essay has a logical organization, well-developed paragraphs, and effective transitions; effective introductions and conclusions.
4. (20/100 points) **Mechanics.** A superior essay is written in proper, academic English, employing proper punctuation, syntax, and grammar. Sources are properly cited.

Midterm Exam (20%): This 800-word exam essay will be based on material drawn from the course's lectures, discussions, and readings through week eight. A study guide will be posted to Canvas, and there will be a review session on zoom. The exam essay will be due on October 16 by 11:59 pm.

Final Exam (25%): This 800-word exam essay will draw from the course's lectures, discussions, and readings from week 8 through the end of week 16. A study guide will be posted to Canvas. The exam essay will be due by December 3 at 11:59 pm.

Discussions (10%):

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. To fulfill the Civics requirement, you should attend 6 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 10% of your overall course grade. We will agree on dates and times for Discussion Sections the first week of the semester, and you will receive a handout on how to prepare for these discussions.

UF Grading Scale: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

A = 100–93 (4.0) B = 86–83 (3.0) C = 74–71 (2.0) D = 62–60 (1.0)

A- = 92–90 (3.67) B- = 82–79 (2.67) C- = 70–67 (1.67) D- = 59–56 (0.67)

B+ = 89–87 (3.33) C+ = 78–75 (2.33) D+ = 66–63 (1.33) F = below 55 (0)

Non-whole number grades will be rounded up.

Writing Assessment Rubric

The Writing Requirement (WR) ensure students both maintain their fluency in writing and use writing as a tool to facilitate learning.

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Essays exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Essays either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. May also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Essays exhibit at least some identifiable structure, including a clear thesis statement but may require readers to work to follow progression of ideas.	Essays lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Essays use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, essays may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Essays make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.

STYLE	Essays use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Essays rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Essays may also use words incorrectly.
MECHANICS	Essays will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Essays contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

In order to earn credit for the Writing Requirement:

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

UNIVERSITY POLICIES

This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](#).

Schedule

This schedule should guide your progress through the semester. The expectation is that you complete the material during the week assigned. All textbook readings are out of the [American Yawp](#) and the associated [American Yawp Reader](#) (AY and AYR) are online. There are optional supplemental readings associated with most lectures. Therefore, the number of estimated pages assigned each week may vary, but it is around 50 pages per week, except where noted. Please consult the assignments link for instructions about each assignment.

WEEK 1 (Aug 21-22)

Module: [Introduction, Start Here](#)

WEEK 2 (August 25-29)

[Module 1: First Contacts](#)

- o [AY Chapter 1](#) (9984 words)
- o Response essay 1 assigned Friday, 8/29

WEEK 3 (Sept 1-5)

[Module 2: Early Colonization and Resistance in North America](#)

- o [AY Chapter 2](#) (9665 words)
- o AYR – Chapter 2: [Lawson Encounters North Americans: Gaspesian Man Defends Way of Life](#) (1511 words)
- o Discussion Section #1
- o NOTE: 9/1 is Labor Day, a holiday

WEEK 4 (Sept 8-12)

[Module 3: The American Colonies](#)

- o [AY Chapter 3](#) (10885 words)
- o Response essay 2 assigned Friday 9/12

WEEK 5 Sept 15-19)

[Module 4: Colonial Life](#)

- o [AY Chapter 4](#) (10731 words)
- o [AYR Chapter 4: Eliza Lucas Letters, 1740-1741](#) (1067 words)
- o Discussion Section #2

WEEK 6 (Sept 22-26)

[Module 5: The British Empire in Crisis](#)

- o [AY Chapter 5](#) (12722 words)
- o Response Essay 3 assigned Friday Sept 26

WEEK 7 (Sept 29-Oct 3)

[Module 6: Resistance to Revolution](#)

- o [AY Chapter 6](#) (10613 words)
- o AYR: [Declaration of Independence](#) (1636 words)
- o Discussion Section #3

WEEK 8 (Oct 6-Oct 10)

[Module 7: Challenges to the Republic](#)

- o [AY chapter 7](#) (10046 words)
- o **Discussion Section #4 Midterm review zoom session**

WEEK 9: (Oct 13-17)

[Module 8: The New Nation at Work](#)

- o [AY Chapter 8](#) (10687 words)

· **Due:** At least one response essay must be turned in before October 13 at 11:59 pm.

Midterm due October 16 by 11:59 pm (the midterm will cover materials assigned through the end of week 8)

- o NOTE Oct 17 campus is closed for Homecoming

WEEK 10 (Oct 20-24)

[Module 9: American Slavery](#)

- o [AY Chapter 10](#) (11280 words) and [Chapter 11](#) (11921 words)

WEEK 11 (Oct 27-31)

[Module 10: American Politics in Crisis](#)

- o [AY Chapter 12](#) (10142 words)
- o Response Essay 5 assigned Friday, Oct 31

WEEK 12 (Nov. 3-7)

[Module 11: Why Secession?](#)

- o [AY Chapter 13](#) (10406 words)
- o AYR chapter 13: [SC Declaration of Secession](#) (1045 words)
- o Discussion Section #5

WEEK 13 (Nov. 10-14)

[Module 12: Civil War](#)

[Module 13 From War to Revolution?](#) (also next week)

[AY Chapter 14](#) (10685 words)

- o NOTE, Nov. 11 is a holiday

WEEK 14 (Nov 17-21)

[Module13 From War to Revolution?](#)

[Module 14: The Many Meanings of Emancipation](#)

- o [AYR Chapter 14: Lincoln's Second Inaugural](#) (816 words)
- o Discussion Section # 6

WEEK 15 (Nov 24-28)

- Thanksgiving break

WEEK 16 Dec 1-3)

[Module 15 The Problem of Reconstruction](#)

- o [AY Chapter 15](#) (11472 words)
 - Discussion session #7 optional final exam review session
 - Due: All response essay assignments must be turned in by 11:59 pm on December 3.

Final Exam Week (Dec 6-12)

- **Due: final exams must be turned in by midnight, Wednesday, Dec. 10 (the final exam will cover materials assigned for weeks 9-16).**