

AMH2010 UNITED STATES HISTORY TO 1877

Meeting days and times: MWF period 4 (10:40p - 11:30p)

Class location: Keene-Flint 105

Class# 10202

3 CREDIT HOURS

FALL 2025

INSTRUCTOR INFORMATION

Instructor: Olivia Barnard

Email: obarnar1@jhu.edu

Office Location: 025 Keene Flint Hall

Preferred Contact Method: Email

Office Hours: Tuesdays 11am – 2pm

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	Students will identify and analyze foundational developments that shaped American history from before European contact to 1877 in written assignments and class discussion. 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.
---------------	---	--------------	---

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
(<https://www.americanyawp.com/reader.html>)

Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution* (Boston: Beacon Press, 1999).

Jim Downs, *Sick From Freedom: African-American Illness and Suffering During the Civil War and Reconstruction* (Oxford: Oxford University Press, 2012).

Struck and White, *The Elements of Style*, recommended

GRADING

This class will have one midterm examination and a final examination. There will also be five short essays that you will complete throughout the semester.

The grade will be determined based on the following formula:

Midterm Examination:	25%
Final Examination:	30%
Papers:	20%
Reading Responses:	25%

Reading Responses (25%): Weekly reflections based on the assigned readings. 300 - 400 words each. Reading responses will be measured using the following scale: 0, check minus, check, or check plus. Due before midnight on Fridays.

Papers (20%): Two short (4-6 pages, worth 10% each) papers on the assigned books. Students will receive more information about the paper on Canvas and in class closer to the due date. The first paper will be due Friday, September 26th and the second paper will be due Friday, November 21st.

All Papers 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 Paper will be graded on a 0-100 scale using the following criteria:

1. (30 points) **Content.** A superior paper presents a clear thesis statement, demonstrates rich engagement with the readings and lectures, and persuasively answers the provided prompt or question.
2. (20 points) **Evidence.** A superior paper incorporates evidence that is relevant, accurate, and critically employed. Evidence includes substantive engagement with the assigned book.
3. (20 points) **Structure.** A superior paper has a logical organization, well-developed paragraphs, and effective transitions, effective introductions and conclusions.
4. (10 points) **Spelling and Grammar.** A superior paper is written in proper, academic English, employing proper punctuation, syntax, and grammar.
5. (10 points) **Sources.** A superior paper cites more than two scholarly sources, in addition to the *American Yawp*.
6. (10 points) **Citations.** A superior paper properly cites knowledge obtained from other sources using the Chicago style, as outlined above.

Midterm Exam (25%): This timed, closed-book exam will draw from the course's lectures, discussions, and readings. A study guide will be posted to Canvas, and the exam is on Friday, October 10th during week 8 at our usual lecture time.

Final Exam (30%): This exam will draw from the course's lectures, discussions, and readings. A study guide will be posted to Canvas. The exam will take place at the appointed exam day.

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) ensures 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.

EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals
2. Their Canvas course menu under GatorEvals
3. The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

UNIVERSITY POLICIES

STUDENTS REQUIRING ACCOMMODATIONS

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the [“Get Started With the DRC” webpage on the Disability Resource Center site](#). 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.

UNIVERSITY HONESTY POLICY

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

IN-CLASS RECORDING POLICY

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 education 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 deliver by an 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 presentation 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.

CAMPUS RESOURCES

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).

University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Student Success Initiative, <https://studentsuccess.ufl.edu/>.

[Field and Fork Pantry](#). Food and toiletries for students experiencing food insecurity.

[Dean of Students Office](#). 202 Peabody Hall, 392-1261. Among other services, the DSO assists students who are experiencing situations that compromises their ability to attend classes. This includes family emergencies and medical issues (including mental health crises).

ACADEMIC RESOURCES

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.

SCHEDULE

WEEK 1: Aug 22

- *American Yawp* (AY hereafter) – Chapter 1 “The New World” (27 pages)
- *American Yawp Reader* (AYR hereafter) – Chapter 1: [Native American Creation Stories](#) (4 Pages) & [Journal of Christopher Columbus, 1492](#) (3 pages)

WEEK 2: Aug 25-29

- AY – Chapter 2 “Colliding Cultures” (26 pages)

- AYR – Chapter 2: [Lawson Encounters Native Americans](#) (4 Pages) & [Gaspesian Man Defends Way of Life](#) (3 Pages)

WEEK 3: Sep 1-5

- AY – Chapter 3 “British North America” (27 pages)
- AYR – Chapter 3: [Equiano describes the middle passage](#) (3 Pages) & [Pastorius describes his ocean voyage](#) (3 pages)

WEEK 4: Sep 8-12

- AY – Chapter 4 “Colonial Society” (28 pages)
- Young, Introduction & Part One (95 pages)

WEEK 5: Sep 15-19

- AY – Chapter 5 “The American Revolution” (34 pages)
- AYR – Chapter 5: [Declaration of Independence](#) (5 pages); [Oneida Declaration of Neutrality](#) (2 pages); [Women in South Carolina](#) (2 pages)
- Young, Part II + Afterword (121 pages)

WEEK 6: Sep 22-26

- AY – Chapter 6 “A New Nation” (27 pages)
- AYR – Chapter 6: [George Washington Farewell Address, 1796](#) (3 pages)
- Paper #1 Due

WEEK 7: Sep 29 - Oct 3

- AY – Chapter 7 “The Early Republic” (28 pages)
- AYR – Chapter 7: [Thomas Jefferson](#) (3 pages); [Tecumseh](#) (2 pages); [Benjamin Banneker](#) (3 pages)

WEEK 8: Oct 6-10

- AY – Chapter 8 “The Market Revolution” (29 pages)
- AYR – Chapter 8: [James Madison, Internal Improvements](#) (3 pages); [Rebecca Burlend](#) (3 pages); [Life Along the Erie Canal, 1829](#) (3 pages)
- Midterm Examination

WEEK 9: Oct 13-17

- AY – Chapter 9 “Democracy in America” (26 pages)
- AYR – Chapter 9: [Rhode Island Voting Rights Protest](#) (2 pages); [Black Philadelphians Voting Protest](#) (3 pages); [Frederick Douglass](#) (3 pages)

WEEK 10: Oct 20-24

- AY – Chapter 10 “Religion and Reform” (30 pages)
- AYR – Chapter 10: [Dorothea Dix](#) (2 pages); [Angelina Grimké](#) (2 Pages); [David Walker](#) (3 pages)

WEEK 11: Oct 27-31

- AY – Chapter 11 “The Cotton Revolution” (32 pages)
- AYR – Chapter 11: [Williams Wells Brown](#) (3 Pages); [Molly Polk Branch](#) (2 Pages); [Harriet Jacobs](#) (2 Pages); [Solomon Northup](#) (3 Pages)

WEEK 12: Nov 3-7

- AY – Chapter 12 “Manifest Destiny” (28 pages)
- AYR – Chapter 12: [Monroe Doctrine, 1823](#) (3 pages); [Cherokee Petition](#) (2 Pages); [John O’Sullivan and Manifest Destiny](#) (3 pages)

WEEK 13: Nov. 7-14

- AY – Chapter 13 “The Sectional Crisis” (28 pages)
- AYR – Chapter 13: [Stories from the Underground Railroad, 1855-56](#) (4 pages); [SC Declaration of Secession](#) (22 pages) [AYR readings are optional this week]
- [13th Amendment](#) (1 Page)
- Downs, Introduction through end of chapter 3 (92 pages)

WEEK 14: Nov 17-21

- AY – Chapter 14 “The Civil War” (31 pages)
- AYR – Chapter 14: [Media \[at bottom of page\]](#) (2 pages); [Lincoln’s Second Inaugural](#) (2 pages); [Alexander Stephens on Slavery and the Confederate Constitution, 1861](#) (3 pages); [William Henry Singleton Recalls Fighting for the Union, 1922](#) (3 pages)
- Downs, chapter 4 through the conclusion (75 pages)
- Paper #2 Due

WEEK 15: **Fall Break**

WEEK 16: Dec 1-3

- AY – Chapter 15 “Reconstruction” (33 pages)
- AYR – Chapter 15: [Mississippi Black Code](#) (4 pages)
- [14th Amendment](#) (3 pages)

Final Examination during the Exam period.