

# **AMH2010: United States To 1877**

## **Spring 2026 (3 credits)**

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### **I. General Information**

**Meeting days and times:** Asynchronous online with synchronous Zoom discussions once every other week. Times will be determined in consultation with students at the start of the term.

**Class location:** Online: Canvas & Zoom

#### **Instructors:**

Dr. Tyler Cline – Section #16141  
[tyler.cline@ufl.edu](mailto:tyler.cline@ufl.edu)

**Office Hours:** By appointment (online through [Zoom Conferences](#); link located in the Canvas navigation menu)

#### **Course Description**

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.

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.

### **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.

## **II. Student Learning Outcomes**

**A student who successfully completes this course will:**

1. 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. Demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American history.
4. Demonstrate competency in civic literacy.

### Objectives—General Education and Social Sciences (S)

CATEGORY	SOCIAL SCIENCE SLOS	STATE SLO ASSIGNMENTS	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 applying qualitative and quantitative methods by analyzing primary and secondary sources in short papers, homework assignments, and exams 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.
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### III. Graded Work

#### Required Materials

- *American Yawp* Textbook (freely available on the web: <https://www.americanyawp.com/index.html>). Listed in course schedule as AY.

#### Materials will be available through the following means:

The *American Yawp* textbook is available for free online. All other secondary sources and primary sources will be available through Canvas and web links in the syllabus.

**Materials Fee:** \$0.00

#### Graded Components

##### Zoom Discussion Attendance (5%):

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 Civic Literacy requirement, scheduled Zoom discussions 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 6 discussion meetings over the course of the semester every other week, 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. Students will not be penalized for university-excused absences; see UF's excused absence policy.

##### Discussion Posts (10%):

These discussions will be graded on a scale from 1 to 5 points. Good posts will interact with previous posts, which should create a kind of online dialogue on that broad discussion. It is

therefore in your individual interest, as well as those of your classmates, to participate. If you do not participate in the discussion at all, or only provide a perfunctory post of a few words, you will receive a grade of 0 for that week. Here is the rubric I'll use to determine points awarded to you.

- 5: Students provide comments that demonstrate a command of the material and provide an analysis in answering the question; more argument than summary in comment threads.
- 4: Students participate and provide a basic answer to the question, but engage in more general points that summarize than specific points that analyze.
- 3: Students participate and summarize the material, but don't engage in any critical interpretation or answer the question; mainly summary.
- 2: Students participate with short responses that do not demonstrate command of the material (i.e. erroneous or sloppy).
- 1: Students barely participate; short comments with many errors or misinterpretations; poor effort overall.

There is no upper or lower limit to these discussions, but as a general rule, each student should try to provide at least one opening take on the question and one reaction another student's comment. Don't worry about providing pages and pages of commentary—a few sentences for each comment should suffice!

### **Response Essays (45%, 15% x 3):**

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. At least one must be turned in before the midterm. All three must be turned in by the final.

### **Midterm Exam (20%):**

This timed, closed-book exam will draw from the course's lectures, discussions, and readings. The exam will use Honorlock. A study guide will be posted to Canvas. The exam is due on Friday, March 13, 2026, at 11:59pm EDT.

### **Final Exam (20%):**

This timed, closed-book exam will draw from the course's lectures, discussions, and readings. The exam will use Honorlock. A study guide will be posted to Canvas. The final exam is due on Friday, April 29, 2026, at 11:59pm EDT.

**TOTAL: 100%****Grading Scale**

Letter Grade	Number Grade
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
E	59-0

See the UF Catalog's "[Grades and Grading Policies](#)" for information on how UF assigns grade points.

*Note: A minimum grade of C is required to earn General Education credit.*

**University Assessment Policies.** Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [Catalog](#).

**Instructions for Submitting Written Assignments.** All written assignments must be submitted as Word documents (.doc or .docx) through the "Assignments" portal in Canvas by the specified deadlines. Do NOT send assignments as PDF files.

**Extensions & Make-Up Exams.** Only the professor can authorize an extension or make-up exam, and all requests must be supported by documentation from a medical provider, Student Health Services, the Disability Resource Center, or the Dean of Students Office. Requirements for attendance and make-up exams, assignments, and other work in this course are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Late Submissions.** All assignment and exam deadlines are final. Extensions may be granted for documented, excusable circumstances in accordance with university policies.

**Canvas.** Class announcements will be made through Canvas, and all papers **must** be turned in via Canvas. Class handouts, lecture slides, assignment rubrics, readings, study guides, a writing sample, and a copy of this syllabus are on our Canvas site. Check your Canvas inbox daily, and read all AMH 2010 Canvas announcements, which is how I communicate with the class.

### **Class Communication Policy**

Please reach out with all questions through Canvas. I will respond to all questions and emails within 24 hours on weekdays.

### **Assignment Support Outside the Classroom**

You are welcome to schedule an individual appointment with your professor. When needed, I also encourage you to seek support from the academic resources listed on this syllabus.

## **IV. University Policies and Resources**

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

### **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 Seth Bernstein (Associate Chair) ([sethbernstein@ufl.edu](mailto:sethbernstein@ufl.edu), 352-273-3399). 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)).

## **V. Calendar**

Work due each week must be submitted by 11:59PM each Sunday, unless otherwise noted.

Module	Topic	Readings/Preparation	Work Due
Week 1-2	Introduction, First Contacts	Course Introduction  Module 1: First Contacts  AY Chapter 1 (9984 words)	Response Essay 1 Posted
Week 3	Early Colonization and Resistance	Module 2: Early Colonization and Resistance in North America  AY Chapter 2 (9665 words)  AY – Chapter 2: Lawson Encounters North Americans: Gaspesian Man Defends Way of Life (1511 words)	Discussion Section 1
Week 4	The American Colonies	Module 3: The American Colonies  AY Chapter 3 (10885 words)	Response Essay 2 Posted
Week 5	Colonial Life	Module 4: Colonial Life  AY Chapter 4 (10731 words)  AY Chapter 4: Eliza Lucas Letters, 1740-1741 (1067 words)	Discussion Section 2
Week 6	The British Empire in Crisis	Module 5: The British Empire in Crisis  AY Chapter 5 (12722 words)	Response Essay 3 Posted

Week 7	Resistance to Revolution	Module 6: Resistance to Revolution AY Chapter 6 (12722 words) AY: Declaration of Independence (1636 words)	Discussion Section 3
Week 8	Challenges to the Republic	Module 7: Challenges to the Republic) AY chapter 7 (10046 words)	Discussion Section 4
Week 9	New Nation at Work	Module 8: The New Nation at Work AY Chapter 8 (10687 words)	Midterm Exam, March 13 at 11:59PM
Spring Break			
Week 10	American Slavery	Module 9: American Slavery AY Chapter 10 (11280 words) and Chapter 11 (11921 words)	
Week 11	American Politics in Crisis	Module 10: American Politics in Crisis AY Chapter 12 (10142 words)	Response Essay 5 Posted

Week 12	Why Secession?	Module 11: Why Secession? Chapter 13 (10406 words) AY: SC Declaration of Secession (1045 words)	Discussion Section 5
Week 13	The Civil War	Module 12: Civil War Module 13: From War to Revolution? AY Chapter 14 (10685 words)	
Week 14	Post-Civil War	Module 13: From War to Revolution? Module 14: The Many Meanings of Emancipation Module 15: The Problem of Reconstruction AY Chapter 14: Lincoln's Second Inaugural (816 words) AY Chapter 15 (11472 words)	Discussion Section 6