

AMH 2010.01
American History to 1877
3 Credit Hours
Fall 2025

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Office Hours:

Ways to Contact Your Instructor: Office Hours, Immediately Before and After Class, Email, Canvas Message, and Teams

Course Description

This course will survey American history from just prior to the initial exploration and settlement of the Americas to the period of the American Civil War. The course will discuss the English colonies in North America; the American Revolution; the United States Constitution; Antebellum America; and the American Civil War. This course meets communication/writing-intensive requirements (W).

Course Overview

This course will survey American history from just prior to the initial exploration and settlement of the Americas to the period of the American Civil War. Through lecture, discussion, reading, and writing, we will explore the cultural, political and social changes America underwent during this period. This course will focus on three major themes: 1) the changing meanings of freedom and liberty for Americans, 2) the diversity of cultures and societies that developed in the United States, and 3) the origins of American society as it is today. Your course grade will be based on attendance and participation (10%), primary source responses (5%), a midterm exam (25%), a final exam (25%), and several papers (35%). In addition to providing students with an introduction to American history, this course will help students further develop their analytical, research, writing, and public speaking skills.

Course Objectives

In this course, we will explore

- 1) The causes and effects of the early European conquests and colonization efforts in the Americas.
- 2) The social, cultural, economic, and political development of colonial America before the American Revolution.
- 3) The importance of slavery to American history.
- 4) The causes, course, and effects of the American Revolution.
- 5) The social, cultural, economic, and political development of American society during the Antebellum Period.
- 6) The causes, course, and effects of the American Civil War.

General Education Student Learning Outcomes

By the end of this course, students should be able to:

1. Summarize the central ideas of primary and secondary historical sources.
2. Synthesize information from several primary and secondary sources to develop arguments in formal writing assignments.
3. Produce work that articulates historical understanding of key course concepts.
4. Summarize the social, economic, political, and/or cultural reasons for historical change.

Alignment with Program Outcomes

Course Learning Outcome	ThinkWell/LearnWell Diagram	General Education Competency	AHSS Certificate Outcomes
1	To Identify or Define Information	Communication, Arts and Humanities, and Social Sciences	Epistemic Awareness
2	To Compare and Contrast Information	Communication, Arts and Humanities, and Social Sciences	Analysis and Interpretation, Conceptual Translation, Epistemic Awareness
3	To Explain Information	Communication, Arts and Humanities, and Social Sciences	Analysis and Interpretation
4	To Explain Information	Communication, Arts and Humanities, and Social Sciences	Analysis and Interpretation, Conceptual Translation, Epistemic Awareness

Required Text

- *The American Yawp*, <http://www.americanyawp.com/>
- *The American Yawp Reader*, <http://www.americanyawp.com/reader.html>
- Nicholas Proctor and Margaret Storey, *Kentucky 1861: Loyalty, State, and Nation* (Chapel Hill: The University of North Carolina Press, 2022).

Note: *The American Yawp* is freely available online. *Kentucky, 1861* must be purchased.

Additional readings and other class resources will be available on CANVAS or will be distributed in class.

Readings

The readings for this class are meant to assist students in understanding the lectures and participating in discussions. In addition, students will be held responsible for the material from the readings on exams. To maximize your chance of succeeding in this class, **read the assigned readings for a given class session BEFORE attending that session.**

Assignments and Grading

Attendance and Participation	10%	<ul style="list-style-type: none"> • <u>Kentucky, 1861 Assignments</u> 25% • Total 35%
Primary Source Responses	5%	Exams
Papers		<ul style="list-style-type: none"> • Midterm Exam 25% • <u>Final Exam</u> 25% • Total 50%
• First Paper	10%	

Submission of Assignments

All assignments (with the exception of exams) will be submitted on-line. For each assignment, students will need to upload a file to CANVAS. Acceptable file formats include any Microsoft Office formats or pdf. If you wish to use a different format, I must approve it beforehand. If you upload a file in a format that I cannot access, your assignment will be considered late until you upload it in a format that is accessible. In addition, it is the responsibility of the student to ensure that their file uploads properly. If a file does not upload properly or is corrupt, it will be considered not submitted until an uncorrupted file has been uploaded. If a student is experiencing insurmountable technical issues with CANVAS, they may e-mail the file directly to me to ensure that it is not counted as late.

Attendance and Participation (10%)

Students in face-to-face courses are expected “to attend all of their scheduled University classes and to satisfy all academic objectives as defined by the instructor” (University Policy, FPU-5.0010AP).

This course will combine lecture and discussion. For this course to work, students must actively participate. Discussion will take a variety of forms. Time will be set aside in many classes to discuss a primary or secondary source. Discussion will also take place in a less structured fashion throughout the semester, and students are encouraged to ask questions. Students will be expected to make thoughtful, relevant contributions to class discussion regularly. A student who does so should expect to receive full credit for participation.

During the *Kentucky, 1861* game students will receive participation credit for actively participating in a way that makes sense for their assigned role.

Students are expected to attend class regularly. Students may miss four classes (excepting those during the “game”) with no penalty to their final grade. However, if a student misses more than this number of classes, the student’s discussion grade will be penalized by 7.5% for each missed class exceeding four classes. Student absences may be excused with an acceptable documented excuse – illness, car accident, death in the family, etc.

Students are required to attend the “game” sessions of *Kentucky, 1861* (March 26 and 28 and April 2, 4, 9, and 11). Students who fail to attend a “game” session without an acceptable excuse will have their discussion grade penalized by 7.5% for each missed game session.

Primary Source Responses (5%)

For every class that students are assigned at least one primary source (i.e., a document, song, painting, video, or other item produced during the period under study) to read or view, students must submit a response to ONE of the primary sources assigned. This response must be at least one hundred words long. How students approach these responses is up to them. Students may discuss their reaction to the reading, summarize the document, or place the document into a larger historical context. These responses must be submitted on Canvas before class begins. Late responses will not be accepted without an acceptable excuse. These responses will not be graded for correctness, grammar, spelling, or on any other metric. Rather, if the length requirement is met and the response is on topic, the student will receive full credit. The three responses with the lowest grades will be dropped.

Papers (35%)

Students will write several papers.

The first paper will be due on February 15 and will ask students to compare and contrast two or three primary sources.

The other papers (and a writing assignment that is not a traditional paper) are associated with the *Kentucky, 1861* game. The exact assignments will vary from student-to-student depending on their role in the game. Students’ role sheets will explain their unique assignment(s). **Students should read their role coversheet carefully for paper length requirements and their specific due dates.**

Exams (50%)

This course will have a midterm exam on February 20 and a final exam during the finals period. Both exams will be taken in class. On the exams students will be asked to interpret primary sources and write a brief essay in response to a prompt. Time will be set aside in class to discuss the exams in greater depth.

If a student does better on the final exam than they did on the midterm, the grade on the final exam will replace the midterm exam grade.

Make-up Exams

Students can make up exams with an acceptable documented excuse – illness, car accident, death in the family, etc. I must be informed of the excuse in a reasonable amount of time.

Late Work

Extensions will only be given on assignments with a good written and documented excuse – illness, car accident, death in the family, etc. I must be informed of the excuse in a reasonable amount of time.

However, late papers and projects will be accepted. The grade for late papers will be penalized depending on how late it is submitted. For each week day (excluding holidays) the work is late, the work's final grade will lose 1/3 of a grade. For example, if a paper would have received an A had it been turned in on time, it would receive an A- if a day late, a B+ if two days late, a B if three days late, etc.

Primary source responses may not be submitted late without a documented excuse.

Grading Scale

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

Note: In determining final grades, I use standard rounding rules. For example, an 89.49 is an 89 or B+; an 89.5 is a 90 or A-.

Office Hours

I will be holding office hours regularly throughout the semester. I will also be available by appointment and will be happy to answer questions via e-mail. Office hours are a time intended for me to help you succeed in this class. You should feel free to drop by my office during office hours without an appointment.

During office hours, I would be happy to discuss any issues relevant to the class. Students should attend office hours to ask questions about course content, structure, and assignments; for help with exam preparation; for the review of rough drafts; and any other issue they would like to discuss with me.

Academic Integrity in this Course

Any instances of academic dishonesty will be taken very seriously in this class. Students should be particularly aware of the definition of plagiarism. Plagiarism is the copying or paraphrasing of material from a source without properly citing it. This includes assigned reading! It also includes copying text from another source and merely changing a few words. To avoid plagiarism, you should place in quotation marks any material directly taken from an outside source. You should also footnote any quotes or paraphrases from an outside source. If you have any questions about what constitutes plagiarism or how to properly cite a source, please ask me.

Using "AI" (e.g., ChatGPT) to produce assignments would be considered an act of severe academic dishonesty.

Students caught plagiarizing will receive a 0 on the assignment or an "F" in the class, depending on the severity of the infraction. Students caught cheating on an exam will be given an "F" in the class. Students caught using "AI" to produce an assignment will receive a 0 on the assignment or an "F" in the class, depending on the severity of the infraction.

Academic Engagement and Discourse

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

Masks in Class

Florida Polytechnic University's policy on masks is that whether a student wears one is a matter of personal preference. I, your professor, might wear a mask in class and encourage you to wear a mask if you are concerned about contracting Covid-19 or would like to do so for any other reason. I also encourage students to be aware of other students' potential comfort level in interacting closely with other students (whether masked or not) and to keep physical distance from a student if that student requests that you do so.

ACADEMIC SUPPORT RESOURCES

- **Library:** Students can access the Florida Polytechnic University Library through the University website and [Canvas](#), on and off campus. Students may direct questions to library@floridapoly.edu.
- **Tutoring and Learning Center:** The Tutoring and Learning Center (The TLC) provides tutoring to all FloridaPoly students who may need additional academic support. The TLC is staffed by students who have excelled in the courses they tutor. They offer support by reviewing concepts and materials from class, clarifying points of confusion and providing assistance with learning strategies. While the focus of TLC is to provide support to students in freshman-level courses, upper-level courses are also tutored at the Center. The TLC is located in IST 1019 (on the first floor in the center hallway of the IST building).
- **Knack Tutoring:** Students looking for additional assistance outside of the classroom are advised to consider working with a peer tutor through Knack. Florida Polytechnic University has partnered with Knack to provide students with access to verified peer tutors who have previously aced this course. To view available tutors, visit floridapoly.joinknack.com and sign in with your student account.
- **Academic Success Coaches:** All students at Florida Poly are assigned an Academic Success Coach. Your Academic Success Coach can assist you with academic success strategies. Please visit the Student Success Center on the second floor of the IST building to meet with an Academic Success Coach.
- **Writing Center:** Located on the second floor of the IST (2059/2061), the Writing Center helps students to develop their writing and presentation skills. Consultations are available in person and virtually. For more detail, visit <https://floridapoly.edu/writingcenter>.

University Policies

Reasonable Accommodations

The University is committed to ensuring equal access to all educational opportunities. The University, through the Office of Disability Services (ODS), facilitates reasonable accommodations for students with disabilities and documented eligibility. It is the student's responsibility to self-identify as a student with disabilities and register with ODS to request accommodations.

If you have already registered with ODS, please ensure that you have requested an accommodation letter for this course through the [ODS student portal](#) and communicate with your instructor about your approved accommodations as soon as possible.

Arrangements for testing accommodations must be made in advance. Accommodations are not retroactive.

If you are not registered with ODS but believe you have a temporary health condition or permanent disability requiring an accommodation, please contact ODS as soon as possible.

The Office of Disability Services (ODS):
DisabilityServices@floridapoly.edu
(863) 874-8770
The Access Point
[ODS website: www.floridapoly.edu/disability](http://www.floridapoly.edu/disability)

Accommodations for Religious Observances, Practices and Beliefs

The University will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. (See [University Policy](#).)

Title IX

Florida Polytechnic University is committed to ensuring a safe, productive learning environment on our campus that prohibits sex discrimination and sexual misconduct, including sexual harassment, sexual assault, dating violence, domestic violence and stalking.

Resources are available if you or someone you know needs assistance. You may speak to your professor, but your professors have an obligation to report the incident to the Title IX Coordinator. Please know, however, that your information will be kept private to the greatest extent possible. You will not be required to share your experience. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Florida Polytechnic University [Ombuds Office](#), BayCare's Student Assistance Program, 1-800-878-5470 and locally within the community at [Peace River Center](#), 863-413-2707 (24-hour hotline) or 863-413-2708 to schedule an appointment. The [Title IX Coordinator](#) is available for any questions to discussion [resources and options](#) available.

Academic Integrity

The faculty and administration take academic integrity very seriously. Violations of [academic integrity regulation](#) include actions such as cheating, plagiarism, use of unauthorized resources (including but not limited to use of Artificial Intelligence tools), illegal use of intellectual property, and inappropriately aiding other students. Such actions undermine the central mission of the university and negatively impact the value of your Florida Poly degree. Suspected violations will be fully investigated, possibly resulting in an academic integrity hearing and sanctions against the accused student if found in violation. Sanctions range from receiving a zero on the exam or assignment, to expulsion from the university. Repeat offenders are subject to more severe sanctions and penalties.

Recording Lectures

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. Recordings may not be used as a substitute for class participation or class attendance. Recordings may not be published or shared in any way, either intentionally or accidentally, without the written consent of the faculty member. Failure to adhere to these requirements is a violation of state law (subject to civil penalty) and the student code of conduct (subject to disciplinary action).

*Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), and invited guest speakers is **prohibited**.*

SCHEDULE

(May Be Subject to Change)

Notes on the readings

- *The American Yawp* is referred to as "textbook"
- *The American Yawp Reader* is referred to as "documents." These readings are also linked at the end of the appropriate *American Yawp* chapter.
- All readings (except those from *Kentucky, 1861*) are directly linked on the course's Canvas page.
- A "*" indicates that a primary source response is due in that class.

Week 1

Course Introduction

1491: America before Columbus

- Textbook, Chapter 1
- Documents
 - Chapter 1, "Native American Creation Stories"
 - Chapter 1, "Thomas Morton Reflects on Indians in New England, 1637"
 - Chapter 2, "A Gaspeian Indian Defends His Way of Life, 1641"

Week 2

England's Failed Conquistadors: The Virginia Colony

- Textbook, Chapters 1 and 2
- Documents
 - Chapter 1, "Las Casas Describes the Exploitation of Indigenous People, 1542"
 - Chapter 2, "Richard Hakluyt Makes the Case for English colonization, 1584"
 - Chapter 2, "Sketch of an Algonquin Village, 1585"
- "Letter of Richard Frethorne, 1623" (Canvas)

Many Origins: The Expansion of English America

- Textbook, Chapters 2 and 3
- Documents
 - Chapter 2, "John Winthrop Dreams of a City on a Hill, 1630"
 - Chapter 3, "Recruiting Settlers to Carolina, 1666"
 - Chapter 3, "Letter from Carolina, 1682"

Week 3

The Colonies Mature: Slavery and the "Normalization" of English America

- Textbook, Chapters 3 and 4
- Documents
 - Chapter 3, "Olaudah Equiano Describes the Middle Passage, 1789"
 - Chapter 4, "Royall Family, 1741"
- "'Release us out of this Cruell Bondage, 1723" (Canvas)
- "Mittelberger, 'Work and labor in this new and wild land are very hard,' 1750" (Canvas)

The Coming of the American Revolution: Empire, Protest, and Revolution

- Textbook, Chapters 5
- Documents,
 - Chapter 4, "Pontiac Calls for War, 1763"
 - Chapter 5, "Thomas Paine Calls for American Independence, 1776"
- "'We are all Equally Free', 1774" (Canvas)

Week 4

The Radicalism of the American Revolution: Possibilities and Limits

- Textbook, Chapter 5
- Documents,
 - Chapter 5, "Boston King recalls fighting for the British and securing his freedom, 1798"
 - Chapter 7, "Thomas Jefferson's Racism, 1788"
- "The Right of 'Free Suffrage'" (Canvas)

Original Meanings: Federalism, Anti-Federalism, and the Constitution

- Textbook, Chapter 6
- Documents, Chapter 6, "Constitutional Ratification Cartoon, 1789"
- "'All Men are Born Free and Equal,' 1788" (Canvas)
- "Selection from Federalist No 1, 1788" (Canvas)

Week 5

Creating a New Nation: The Founding Fathers Fight over the Meaning of America

- Textbook, Chapters 6 and 7
- Documents
 - Chapter 6, "George Washington, 'Farewell Address,' 1796"
 - Chapter 6, "Hector St. Jean de Crevecoeur Describes the American People, 1782"
 - Chapter 7, "Tecumseh Calls for Pan-Indian Resistance, 1810"

What Hath God Wrought: The Market Revolution of the 1800s

- Textbook, Chapter 8
- Documents
 - Chapter 8, "A Traveler Describes Life Along the Erie Canal, 1829"
 - Chapter 8, "Harriet H. Robinson Remembers a Mill Workers' Strike, 1863"
 - Chapter 8, "Anti-Catholic Cartoon, 1855"

Week 6

Career Day – No Class

Mid-Term Exam Review

First Paper Due

Week 7

Mid-Term Exam

Jacksonian Democracy: (White) Americans Learn to Play Politics

- Textbook, Chapter 9
- Documents
 - Chapter 8, “De Toqueville, ‘How Americans Understand the Equality of the Sexes,’ 1840”
 - Chapter 9, “Rhode Islanders Protest Property Restrictions on Voting, 1834”
 - Chapter 9, “Black Philadelphians Defend their Voting Rights, 1838”
 - Chapter 9, “County Election Painting, 1854”

Week 8

Reforming Americans: Temperance, Mormonism, and Feminism

- Textbook, Chapter 10
- Documents
 - Chapter 10, “Revivalist Charles G. Finney Emphasizes Human Choice in Salvation, 1836”
 - Chapter 10, “The Fruit of Alcohol and Temperance Lithographs, 1849”
 - Chapter 10, “Sarah Grimke Calls for Women’s Rights, 1838
- “Robert Owen, ‘The First Discourse on a New System of Society,’ 1829” (Canvas)

The Antebellum South: Life in a Slave Society

- Textbook, Chapter 11
- Documents
 - Chapter 11, “Harriet Jacobs on Rape and Slavery, 1860”
 - Chapter 11, “Solomon Northup Describes a Slave Market, 1841”
 - Chapter 11, “Fitzhugh Argues that Slavery is Better than Liberty and Equality, 1854”
 - Chapter 11, “Proslavery Cartoon, 1850”

Week 9

Spring Break – No Classes

Week 10

Manifest Destiny: Conquering a Continent

- Textbook, Chapter 12
- Documents
 - Chapter 12, “Cherokee Petition Protesting Removal, 1836”
 - Chapter 12, “John O’Sullivan Declares America’s Manifest Destiny, 1845”
 - Chapter 12, “Diary of a Woman Migrating to Oregon, 1853”
 - Chapter 12, “Manifest Destiny Painting, 1872”

Kentucky, 1861 Game

Notes:

- You should refer frequently to the game book.
- You should refer frequently to your role sheets (distributed by your professor).
- You should not show your role sheets to other students.
- You should try your best to act true to your character as described in the roll sheet.
- You must attend the “game” sessions (March 26 and 28 and April 2, 4, 9, and 11). If you do not, your Attendance and Participation score will be penalized.

Kentucky 1861: Setup Session 1

- Proctor and Storey, *Kentucky 1861*, 1-49

Week 11

Kentucky 1861: Setup Session 2

- Proctor and Storey, *Kentucky 1861*, 123-43

Kentucky 1861: Setup Session 3

- Proctor and Storey *Kentucky 1861*, 50-79, 112-23, and 159-68

Week 12

Kentucky 1861: Game Session 1

- Proctor and Storey *Kentucky 1861*, 141-50
- Continue to refer to the gamebook and your role sheets

Kentucky 1861: Game Session 2

- Proctor and Storey *Kentucky 1861*, 81-101 and 109-12
- Continue to refer to the gamebook and your role sheets
- Any handouts distributed in class

Week 13

Kentucky 1861: Game Session 3

- Proctor and Storey *Kentucky 1861*, 155-59
- Continue to refer to the gamebook and your role sheets
- Any handouts distributed in class

Kentucky 1861: Game Session 4

- Continue to refer to the gamebook and your role sheets
- Any handouts distributed in class

Week 14

Kentucky 1861: Game Session 5

- Continue to refer to the gamebook and your role sheets
- Any handouts distributed in class

Kentucky 1861: Game Session 6

- Continue to refer to the gamebook and your role sheets
- Any handouts distributed in class

Week 15

Kentucky 1861: Debriefing and the Civil War I: America's First Total War

- Textbook, Chapter 14
- Documents
 - Chapter 14, “Burying the Dead Photograph, 1865”

- Chapter 14, "Poem about Civil War Nurses, 1866"
- Chapter 14, "Ambrose Bierce Recalls his Experience at the Battle of Shiloh, 1881"
- Chapter 14, "Civil War Songs, 1862"

The Civil War II: The Battle Cry of Freedom

- Textbook, Chapter 14
- Documents
 - Chapter 14, "General Benjamin F. Butler Reacts to Self-Emancipating Slaves, 1861"
 - Chapter 14, "William Henry Singleton recalls fighting for the Union, 1922"
 - Chapter 14, "Abraham Lincoln's Second Inaugural Address, 1865"

Week 16

Reconstruction: Remaking the Nation and Final Exam Review

- Textbook, Chapter 15
- Documents
 - Chapter 15, "Jourdon Anderson Writes His Former Master, 1865"
 - Chapter 15, "Mississippi Black Codes, 1865"
 - Chapter 15, "General Reynolds Describes Lawlessness in Texas, 1868"
 - Chapter 15, "Fifteenth Amendment Print, 1870"

Final Exam: Date and time to be determined