

AMH 2010.01
American History to 1877
3 Credit Hours
Spring 2026
IST 1048
4 pm to 5:15 pm

Instructor: Patrick Luck

E-mail: pluck@floridapoly.edu

Office: IST 2068

Office Hours: Tuesday, Wednesday, and Thursday, 12:30 pm to 1:30 pm; and by appointment

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

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. 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 (35%), and several papers (25%). 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.

Course-Level 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 to 1877 using critical thinking skills.
3. Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American history.
4. Students will demonstrate competency in civic literacy.
5. Students will summarize and contextualize the central ideas of primary sources.

Alignment with Program Outcomes

Course Learning Outcome	General Education Competency	AHSS Certificate Outcomes
1	Communication, Arts and Humanities, and Social Sciences	Epistemic Awareness
2	Communication, Arts and Humanities, and Social Sciences	Analysis and interpretation, epistemic awareness
3	Communication, Arts and Humanities, and Social Sciences	Communication, analysis and interpretation, epistemic awareness
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Florida State Civics Requirement

1. Understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
2. An understanding of the United States Constitution and its application.
3. Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government.
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Attendance and Participation 10%

- Kentucky, 1861 Assignments 15%
- Total 25%

Primary Source Responses 5%

Exams

Papers

- Midterm Exam 25%
- Final Exam 35%
- Total 60%

- First Paper 10%

Submission of Assignments

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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-.

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In addition, including fabricated data is also a form of academic dishonesty. This could include statistics, facts, or quotations that are fake, or, in the case of quotes, egregiously misattributed.

See the following table for a delineation of penalties for academic integrity violations of the sorts described above (data fabrication and use of AI to generate writing).

Violation	Penalty
First instance	Student must rewrite and resubmit the assignment, for a maximum grade of 70; incident reported to the university
Second instance	Student will not receive credit for the course; incident reported to the university

You may use weak/narrow AI grammar checker programs (such as Grammarly) to check your grammar and help facilitate the revision of your initial drafts. However, you should not just automatically accept changes suggested by such programs.

For the papers, you must also submit a statement (in the Canvas comment box) on whether or how you used AI in your assignments. I will not grade assignments that do not include such a statement. Use the following format.

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The student did not use AI at any point in the prewriting, drafting, or revising process.	I did not use generative AI tools in this essay.
The student used a program such as Grammar to check for errors.	I used Grammarly to check my grammar. For example, Grammarly suggested revising [x] to [y].

You do NOT need to submit the above statement for Primary Source Responses.

Be aware that there are other forms of academic dishonesty other than those mentioned above (e.g., plagiarism).

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.

UNIVERSITY POLICIES

Reasonable Accommodations

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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. Any faculty or staff member you speak to is required 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 discuss resources and options available.

Academic Integrity

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 sanctions up to and including expulsion from the university.

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 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**.*

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 Florida Poly 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 the IST Commons (second floor).
 - **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 floridapoly.edu/writing-center.

SCHEDULE

(May Be Subject to Change)

Week 1

January 13	Course Introduction
January 15	1491: America before Columbus

Week 2

January 20	England's Failed Conquistadors: The Virginia Colony
January 22	Many Origins: The Expansion of English America

Week 3

January 27	The Colonies Mature: Slavery and the "Normalization" of English America
January 29	The Coming of the American Revolution: Empire, Protest, and Revolution

Week 4

February 3	The Radicalism of the American Revolution: Possibilities and Limits
February 5	Creating a New Nation: The Founding Fathers Fight over the Meaning of America

Week 5

February 10	Career Day – No Classes
February 12	What Hath God Wrought: The Market Revolution of the 1800s

Week 6

February 17	Mid-Term Exam Review First Paper Due
February 19	Jacksonian Democracy: (White) Americans Learn to Play Politics

Week 7

February 24	Mid-Term Exam
February 26	Reforming Americans: Temperance, Mormonism, and Feminism

Week 8

March 3	The Antebellum South: Life in a Slave Society
March 5	Manifest Destiny: Conquering a Continent

Week 9**Kentucky, 1861 Game**

March 10 Kentucky 1861: Setup Session 1

March 12 Kentucky 1861: Setup Session 2

Week 10**Spring Break – No Classes****Week 11**

March 24 Kentucky 1861: Setup Session 3

March 26 Kentucky 1861: Game Session 1

Week 12

March 31 Kentucky 1861: Game Session 2

April 2 Kentucky 1861: Game Session 3

Week 13

April 7 Kentucky 1861: Game Session 4

April 9 Kentucky 1861: Game Session 5

Week 14

April 14 Kentucky 1861: Game Session 6

April 16 Kentucky 1861: Debriefing and the Civil War I: America's First Total War

Week 15

April 21 The Civil War II: The Battle Cry of Freedom

April 23 Reconstruction: Remaking the Nation

Week 16

April 28 Final Thoughts and Final Exam Review

Final Exam: Date and time to be determined

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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. Any faculty or staff member you speak to is required 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 discuss resources and options available.

Academic Integrity

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 sanctions up to and including expulsion from the university.

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 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**.*

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 Florida Poly 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 the IST Commons (second floor).
 - **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 floridapoly.edu/writing-center.

SCHEDULE

(May Be Subject to Change)

Week 1

January 13	Course Introduction
January 15	1491: America before Columbus

Week 2

January 20	England's Failed Conquistadors: The Virginia Colony
January 22	Many Origins: The Expansion of English America

Week 3

January 27	The Colonies Mature: Slavery and the "Normalization" of English America
January 29	The Coming of the American Revolution: Empire, Protest, and Revolution

Week 4

February 3	The Radicalism of the American Revolution: Possibilities and Limits
February 5	Creating a New Nation: The Founding Fathers Fight over the Meaning of America

Week 5

February 10	Career Day – No Classes
February 12	What Hath God Wrought: The Market Revolution of the 1800s

Week 6

February 17	Mid-Term Exam Review First Paper Due
February 19	Jacksonian Democracy: (White) Americans Learn to Play Politics

Week 7

February 24	Mid-Term Exam
February 26	Reforming Americans: Temperance, Mormonism, and Feminism

Week 8

March 3	The Antebellum South: Life in a Slave Society
March 5	Manifest Destiny: Conquering a Continent

Week 9**Kentucky, 1861 Game**

March 10 Kentucky 1861: Setup Session 1

March 12 Kentucky 1861: Setup Session 2

Week 10**Spring Break – No Classes****Week 11**

March 24 Kentucky 1861: Setup Session 3

March 26 Kentucky 1861: Game Session 1

Week 12

March 31 Kentucky 1861: Game Session 2

April 2 Kentucky 1861: Game Session 3

Week 13

April 7 Kentucky 1861: Game Session 4

April 9 Kentucky 1861: Game Session 5

Week 14

April 14 Kentucky 1861: Game Session 6

April 16 Kentucky 1861: Debriefing and the Civil War I: America's First Total War

Week 15

April 21 The Civil War II: The Battle Cry of Freedom

April 23 Reconstruction: Remaking the Nation

Week 16

April 28 Final Thoughts and Final Exam Review

Final Exam: Date and time to be determined