

**AMH 2010.01**  
**American History to 1877**  
3 Credit Hours  
Spring 2026  
IST 1014  
11 am to 12:15 pm

Instructor: Patrick Luck

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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
4	Communication, Arts and Humanities, and Social Sciences	Analysis and interpretation
5	Communication, Arts and Humanities, and Social Sciences	Analysis and interpretation, epistemic awareness

## 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.
4. An understanding of landmark Supreme Court cases, landmark legislation and landmark executive actions and their impact on law and society.

## 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 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"><li>• <u>Kentucky, 1861 Assignments</u> 15%</li><li>• Total 25%</li></ul>
Primary Source Responses	5%	Exams
Papers	10%	<ul style="list-style-type: none"><li>• Midterm Exam 25%</li><li>• <u>Final Exam</u> 35%</li><li>• Total 60%</li></ul>

## 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 31 and April 2, 7, 9, and 14). 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 (25%)**

Students will write several papers.

The first paper will be due on February 17 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, which will be distributed once we begin the game, will explain their unique assignments. **Students should read their role coversheet carefully for paper length requirements and their specific due dates.**

### **Exams (60%)**

This course will have a midterm exam on February 24 and a final exam during the finals period. Both exams will be taken in class. On the exams students will be asked to analyze primary sources and write one or more brief essays in response to a prompt. Time will be set aside in class to discuss the exams in greater depth.

## **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.

## **Policy on LLM/AI Tools in this Course**

As this is a writing intensive course, the ideas and words in work you submit for this class must be written by you. As such, you may not use LLM/AI tools at the generative stage of writing: brainstorming, outlining, organizing, researching, and writing.

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.

Circumstance	Statement
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**

The University is committed to ensuring equal access to all educational opportunities. 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: [DisabilityServices@floridapoly.edu](mailto:DisabilityServices@floridapoly.edu); (863) 874-8770; [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. 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](mailto: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](http://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](http://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**