

AMH 2010 - American History to 1877
UF Flexible Learning
Instructor: Dr. Kelly Minor

This syllabus is your source for information about class policies, deadlines, assignments, your professor, course expectations, and ways to succeed. Think of it as a user manual for the course.

CONTACT INFO:

Email: rurlfolk@ufl.edu is the best way to get in touch with me with questions or comments. I check email regularly and will reply usually within 24 hours. You also can contact me on Canvas, and the message will be forwarded to my email.

Class Announcements: Class-wide announcements, updates, and other messages will appear on Canvas.

Course Materials: The entire course is on Canvas. All required materials, including lectures, Power Point presentations, writing assignments, quizzes, aides, and primary source readings are on Canvas, supplemented by one physical analytical book and an optional online collection called [Milestone Documents](#) (MD). Student sign-up is [MD Student Access](#). You also will submit all course work on Canvas. The Canvas login page is at [e-Learning](#). Help with all online services, including Canvas, is at [UF Computing Help Desk](#) either by filling out an [online request form](#) or calling (352) 392-4357 - select option 2.

NOTE: As a wholly online course, the bulk of the responsibility for keeping up with assignments and submitting work on time lies with you. There are no in-class meetings to provide for reminders, prodding, or other prompts from me, so it is vital you get on track right away with a course schedule.

REQUIRED TEXTS

The Source Book: Their Lives, in Their Words, from Their Perspective. This document collection consists entirely of primary sources—created by the people who actually lived through all this history as it happened. All documents are on Canvas, free, and available to print, download, or read online. This collection accounts for nearly all the required reading in the class, and is the basis for nearly all essays and over half the quizzes. This appears as TSB in the syllabus.

After the Fact: The Art of Historical Detection. Volume I. Sixth Edition. James West Davidson and Mark Hamilton Lytle (2010). ISBN: 9780077292683. This book is pricey if new and I encourage you to shop around to ensure you are getting the best deal, including renting rather than buying. Just ensure the ISBNs match so you have the right edition to match assignments. This appears as ATF in the syllabus.

OPTIONAL TEXT: Milestone Documents. This is a wholly online collection of secondary articles written

Syllabus

about the history we are studying in lecture and exploring with the primary sources. Access to the site for the whole semester costs only \$20. We will NOT be using this source regularly and I will not test you from it. It is entirely up to you to purchase the access code from UF or directly at MilestoneDocuments.com if you feel that you need a “textbook” component for your studies. Again, this is an OPTIONAL text. It appears as MD in the syllabus.

UF COURSE DESCRIPTION

This course is a survey of American History from the colonial origins of the modern-day United States through the Civil War and Reconstruction Era. We will be dealing with a number of broad themes throughout the semester such as the interaction of Native American, African, and European peoples in North America, the creation of the United States, the development of American society during the eighteenth and nineteenth century, and the turbulent political struggle of the Civil War and Reconstruction years.

After completing this course, students should have a familiarity with the broad scope of American history through the Reconstruction Era. In addition to gaining this historical knowledge, students will engage in an analysis of primary and secondary source material in order to gain a firsthand perspective on the historian’s craft. Finally, this course will allow students to hone their writing, speaking, and critical thinking skills in ways that should help them regardless of their major or chosen career.

COURAGE, HUMILITY, & CURIOSITY: MY PHILOSOPHY OF TEACHING, HISTORY, AND TEACHING HISTORY

My goal is to help you learn and understand American history with compassion and reason. No nation’s history so profoundly captures the tension between possibility and limitation, idealism and reality, promise and disappointment as the United States’. Crucial for studying this intensely human story is context, for Americans are defined not by a common ethnic or religious background, but by a shared history. Every nation harbors an intense ferocity about its origins and its youth, but historians can use that “entanglement” with the past to build respect for its actors—if we can’t be fully objective and rational looking back on a time that’s not even our own, how can we expect past actors actually living the lives that one day will be history to be as fair, as informed, as rational as we think we are today? I expect you to treat this history and its actors with respect and empathy— *check your high-horse at the door and leave your score card at home.*

GET OVER YOURSELF: How to honor the lives & perspectives of those who actually lived this. See my posting on the Canvas course page for details about my course philosophy.

As you study history with me, remember this guideline: Good history = THEIR lives in THEIR words from THEIR perspective. This is not our story, it’s theirs. What we study about 2nd, 3rd, or 12th hand, these people actually lived in real time. History is not about wishful thinking, hindsight-based cautions, or erecting / dismantling pedestals. It was what it was, and our job now is to try to learn about and

understand their lives from the inside out, seeing their world as they did, whether we like it or not. Honor them by learning of and from their experiences, respect them enough to study them for their own sake, and have the courage to live our own lives without using them as a crutch, excuse, or pawn.

COURSE GOALS

As a college course dealing with the very inexact and unscientific maelstrom of human memory we call History, I strive to instill in you several skills and qualities related to the Course Philosophy above and on Canvas:

- **To think independently.** Though many people can and should influence your thoughts during your life, what you ultimately believe, respect, fight for, and disavow should be the product of these influences and your own assessment of them based on life experience, personal knowledge, character, and a host of other factors.
- **To think critically.** The ability to truly be independent in thought lies with the ability to think critically. Learn to ask questions, to ponder, to debate respectfully, to consider new possibilities and other perspectives, and to be able to support your own argument with cogent thought and evidence.
- **To be humble.** One of the great blessings of studying the past is that it reminds us we don't know it all, do it all better, or have all the answers. The lives we live now, including the conveniences, technology, safety, and awareness are all the result of those who came before.
- **To be empowered.** One of the other blessings of studying the past is that it reminds us how much even an average human being is capable of achieving or overcoming.
- **To be learned.** History is one of those subjects that being even decently familiar with helps you become a learned person—someone who knows a lot, is comfortable in a variety of settings, able to carry on a conversation with many kinds of people; someone to whom reading and learning new things is enjoyable rather than a burden; someone who surprises those around him or her because when everyone else hasn't a clue, they do.
- **To be empathetic.** Rule #1 in this class and all my classes is Get Over Yourself. Studying history not only exposes you to different people and worlds, if it's done right exposes you to different perspectives and asks you to step out of your own comfort zone of right and wrong to see the world as others did. Not only does that help you as a historian, it helps you immeasurably as a person, an employee and employer, and a citizen.

UF STUDENT LEARNING OUTCOMES

Upon the successful completion of this course, students will be able to:

1. Explain why European, Native American, and African cultures came into contact in the 15th and 16th century.

Syllabus

2. Explain why contact between Native American and European peoples had both short and long-term implications for both worlds.
3. Explain the different motives and objectives for the European colonization of North America.
4. Explain how British American colonists adopted both free and enslaved labor in building an economy.
5. Explain how the British American colonies developed a political, social, and cultural identity.
6. Explain why some British American colonists sought to form an independent, republican state.
7. Explain how the principles of republican government were put into place in the United States.
8. Explain why the United States expanded economically and geographically, and how both free and enslaved labor played a role in that expansion.
9. Explain why the expansion of slavery became an issue of political contention in the 1840s and 1850s.
10. Explain why political compromise failed in 1861, which resulted in war.
11. Explain how the Civil War triggered massive changes in American society, including but not limited to the end of slavery.
12. Explain how the home and battle fronts of the Civil War were linked and why that was significant.
13. Explain the challenges facing Americans in both the North and South during Reconstruction.
14. Explain the mixed record of Reconstruction in the American South.

NUTS & BOLTS: COURSE EXPECTATIONS, REQUIREMENTS, and POLICIES

This course is neither an easy A, nor an impossible A. It takes consistent effort to succeed, but is entirely manageable for an average, responsible student.

Grade Components and Calculation:

This class will have one midterm examination and a final examination that will consist of an essay component. There is a brief, objective quiz for each module, as well as a mix of quizzes and analytical exercises for each module's reading assignments. Also keep in mind that improvement over the course of the semester is important. Determination of the final grade in the course, the scale, and the value of grades will all be subject to the following formula:

Assignments	Total Points	Grading Scale for Final	Grade Value
Practice DQ	5	300-277 points earned=A	A=4.0
Practice APE Questions	5	276-269=A-	A-=3.67

Syllabus

Syllabus Quiz	5	268-260=B+	B+=3.33
Module Quizzes (15 x 5 pts)	75	259-245=B	B=3.00
Document Quizzes (6 x10pts)	60	244-239=B-	B-=2.67
Midterm	30	238-227=C+	C+=2.33
Brief Analysis--APEs (7 x10	70	226-215=C	C=2.00
Final Exam	50	214-206=C-	C-=1.67
		205-197=D+	D+=1.33
Total Points	300	196-186=D	D=1.00
Extra Credit (5 x 4pts)	20	185-180=D-	D-=0.67
		178-0=E	E=0.00

TIMELINE: This is an asynchronous course—meaning that students enroll and complete the class individually and on schedules unique to each. Regardless of when you enroll, however, the same policies apply and it is critical that you understand them.

1. You have 16 weeks to finish the course—and the clock starts ticking on the day you enroll. DCE provides a clear expiration date when you enroll.
2. If you have not completed the course by the expiration date DCE gives you when you enroll, you'll receive whatever grade you've earned, including an F.
3. Incompletes are possible, but not necessarily desirable (they do appear on your transcript). An "I" is an option ONLY for students who already have completed at least 50% of the course work by the time their course expires. You also must request the Incomplete no later than 72 hours before your expiration date. If an I is assigned, a new expiration date appears and you can continue the course work. No additional extensions are possible. Once the course work is complete or the extension expires, whichever comes first, I post a final grade for you and that grade replaces the Incomplete on your transcript.

GRADING: I strive to return work within 10 days of its due date, though this schedule may slow as the semester progresses.

EXTRA CREDIT: There are considerable opportunities to earn up to 20 total points of extra credit.

ACADEMIC HONESTY POLICY

Plagiarism will not be tolerated in this class, as it constitutes intellectual theft and academic dishonesty. If you turn in the work of others and try to pass it off as your own, you will fail that assignment and risk expulsion from the University of Florida. I will give you the guidelines, expectations, and other information regarding the written work in this course, so you really have no reason to cheat. I take these matters very seriously and will prosecute vigorously if provoked. Any possible rewards derived from plagiarism simply don't justify the risk! All students must conform to UF's honesty policy regarding cheating, plagiarism, and the use of copyrighted materials, which you can find at: [Student Conduct Honor Code](#)

Syllabus

Your essays will be turned in via the Canvas e-learning website and monitored with the Turnitin Anti-Plagiarism Service, so please keep in mind that cheating on the assignments in this course will be much more difficult than actually doing the work.

Course Roadmap The course moves along chronologically across broad periods, based on themes. Each segment of the course—and you'll see that Canvas is organized this way—is built around a central theme in the development of the United States as a nation. Within each of these big themes are a series of lectures paired with primary source readings and tested with objective quizzes. Critical thinking writing assignments accompany about half of the readings.

Course Schedule

Although there are not precise deadlines, it is important that you establish your own schedule and accomplish the course work consistently so you don't fall behind. The suggested schedule below is based on roughly one module per week, with longer periods devoted to more in-depth module work. The pattern for each module is simple:

Step 1: Open the Module and watch the video

lectures Step 2: Take the Module Quiz (MQ)

Step 3: Read the assigned material (listed here and in the module)

Step 4: Complete the analysis work for that reading (listed here and in the

module) Step 4: Complete any major assignment for that module (listed here

and in the module)

MY EXPIRATION DATE: I have ___ more weeks left to finish!					
CLAS S WEE K	MODUL E Module Number and Name See Canvas for detailed "To Do	Quiz	REA D TSB: The Source Book (on Canvas)-- REQUIRED ATF: After the Fact (Required)	ANALYSI S WORK	MAJOR ASSIGNMENT S → Tips on making the grade
Week 1	Caves, Clio, & Socrates: Introduction to History & AMH2010 <ul style="list-style-type: none"> Watch Welcome Video Listen to Course Intro Lecture Read whole syllabus and 		TSB: The Coffee-House Cases: <i>Read this document to take the Practice DQ and complete the Practice</i>	Practice APE Questions Practice	WHY HISTORY?
THE SEARCH FOR THE COMMONS: CONTACT AND COLONIZATION					
1	1. First Contacts	MQ 1	TSB Doc Set 1 ATF: 1-30 MD: all MD reading is optional. It does not replace lecture, ATF, or	DQ 1	SYLLABUS QUIZ
2	2. Early Colonization and Resistance in North America	MQ 2	TSB Doc Set 2 ATF: 31-50 MD		APE: Image and Power in
3	3. The American Colonies	MQ 3	TSB Doc Set 3 MD	DQ 2	APE: Salem
4	4. Colonial Life	MQ 4	TSB Doc Set 4 ATF:		APE: Salem
FORGING A NATION: REVOLUTION, INDEPENDENCE, AND THE QUEST FOR LIBERTY					
5	5. The British Empire in Crisis	MQ 5	TSB Doc Set 5 (Begin) MD		
6	6. Resistance to Revolution	MQ 6	TSB: Doc Set 5 (Finish) ATF: 75-97 MD		APE: Common Sense
7	7. Challenges to the Republic	MQ 7	TSB Doc Set 6-7 MD	DQ 3	
QUESTS FOR SECOND CHANCES: INNOVATION, CULTURE, AND REFORM					
7-8	8. The New Nation at Work	MQ 8	TSB Doc Set 8-11 ATF: 98-121		APE: A nation walks into
MIDTERM EXAM AFTER					
8-9	9. American Culture across a Continent	MQ 9	TSB Doc Set 12-14, 15 MD	DQ 4	
10	American Politics in Crisis	MQ 10	MD		APE: Liberty.
A FIERY TRIAL: EXPANSION, DISUNION, WAR, AND RECONSTRUCTION					
11	11. Why Secession?	MQ 11	ATF: 148-170 MD		APE: Extra
12	12. Civil War Erupts, 1860-1863	MQ 12	TSB Doc Set 16 MD	DQ 5	

Syllabus

MY EXPIRATION DATE:		I have ___ more weeks left to finish!			
CLAS S WEE K	MODUL E Module Number and Name See Canvas for detailed "To Do	Quiz	REA D TSB: The Source Book (on Canvas)-- REQUIRED ATF: After the Fact (Required)	ANALYSIS WORK	MAJOR ASSIGNMEN TS → Tips on making the grade
13	13. From War to Revolution?, 1863-1865	MQ 13	TSB Doc Set 17 ATF: 171- 191 MD	DQ 6	APE: Hospital Sketches
14	14. The Many Meanings of Emancipation	MQ 14	MD		
15	15. The Problem of Reconstruction	MQ 15	TSB: Doc Set 18 MD		APE: Radical to
FINAL EXAM AFTER					
72 Hrs Before	LAST CHANCE TO SUBMIT EXTRA CREDIT				WHY HISTORY? 2

Disability Accommodations:

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities. Staff at the Disability Resource Center will assist any student who registers as having a disability. Official documentation of a disability is required to determine eligibility for appropriate accommodations. The professional employees at the Disability Resource Program serve as full-time advocates for students with disabilities ensuring students have physical and programmatic access to all college programs. One of the services provided by the Disability Resource Center includes:

- Testing Accommodations
Please click on this link for further information: [DRC-Testing Accommodations](#)

Here is the link to register with the DRC: [DRC-How to Get Started](#)

The Flexible Learning office needs to be notified of any special accommodations required by the student when they begin their course.

The Flexible Learning Office needs to be notified of any special accommodations required by the student when they begin their course by emailing the Accommodations Letter to lessons@dce.ufl.edu.

Course Deadline and Extension Policy:

Students are allowed *16 weeks, from their date of enrollment*, to complete and submit their coursework. If the student has not submitted at least 50% of their coursework and have an extenuating circumstance preventing them from submitting the coursework, a failing grade of “E”, “E0” or “E1” will be issued and recorded to the UF Registrar.

If the student has made sufficient academic progress, which is defined as completing and submitting at least 50% of the coursework and have an extenuating circumstance, the student may petition the instructor for a course extension before the course expires. Each course extension request will be administratively evaluated. Instructors are not required to allow extensions. If a student does receive an extension, an incomplete grade of an “I” will be assigned as an interim grade. When the course is completed, the instructor will initiate the change of grade. After that, the “I” grade will be changed to the student’s final course grade on their transcript.

Course cancels and course Drops:

A Course Cancel:

A tuition refund may be granted after a student submits a written request within 30 days of enrollment to the Flexible Learning Office. This request must be in writing by learn@dce.ufl.edu or sent by fax, 352-392-6950. Refunds will be the amount of tuition, less \$25.00 per course. If a credit card was used, the refund will be credited a back to the card. **No refunds are granted after 30 days.**

Course Drop:

Dropping a course: To drop a course, you need to email the Flexible Learning office at learn@dce.ufl.edu with a request to drop within 14 weeks of the date of enrollment. In addition to their own request by email, *UF* students must have advisor approval to drop a flexible learning course. An advisor can email learn@dce.ufl.edu with the student’s name, the course that they want to drop, and confirmation of permission to do so. It is the student's responsibility to verify that all drop requests have been received by the Flexible Learning office within the allotted time. The course grade will appear as "W" on a UF transcript

Students with disabilities who need to drop a course due to disability-related reasons are permitted to petition for additional drops. Find more information by contacting the [Disability Resource Center](#).

Full Term Withdrawals:

All full-term withdrawals must follow University of Florida policies/ procedures. An approved withdrawal form must be submitted to the [Dean of Student's Office](#) for review and final approval. Students must also notify the Flexible Learning of this request by learn@dce.ufl.edu.

It is the responsibility of the student to notify Flexible Learning of their approved medical or retroactive withdrawal so the students’ record is updated. [Email](#) to our office a copy of the approval.

Medical Withdrawals:

[Here is the link to start the Medical Withdrawal Process:](#)

Retroactive Withdrawals:

[Here is the link for retroactive withdrawal information:](#)

UF Official Transcripts:

Flexible Learning *advises* that you review your “unofficial transcript” first to ensure your grade(s) is/are posted, prior to ordering the “official transcript”.

Two ways to order a transcript:

1. [Order UF Official Transcripts here](#)
2. If you are unable to order your official transcript online, please contact the [UF Office of the University Registrar](#). In addition on more information on mailing in a transcript request form by remitting a check or money order. [Official Transcripts FAQs](#).
3. The Registrar’s Office hours are Monday-Friday, 8:00 a.m. to 5:00 p.m. and their phone number is 352-392-1374. Persons with hearing impairments can call FRS # 1-800-955-8771 (TDD).

UF Flexible Learning Contact Information:

Email: learn@dce.ufl.edu
Phone: (352) 392-1711
Toll free: (800) 327-4218
Fax: (352) 392-6950
Website: [UF Flexible Learning](#)

Office Hours:

Monday-Friday, except Holidays
8:00am-5:00pm EST