



**AMH 2010-85284**  
**US History to 1877**  
**Instructor: Dr. Patrick Brennan**  
**T/R 11:00-12:15 Social Sciences Building**  
**Panama City Main Campus**  
**Room 201**  
**Course Syllabus**  
**A Session, Fall Semester, 2026**  
**Term Dates: 17 August-10 December**

For any syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students, via e-mail or Canvas announcement, when changes are made in the requirements and/or grading of the course.

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**Instructor Education:**

**BA, Theatre, University of Florida, Gainesville, 1993**  
**MA, History, Arkansas State University, Jonesboro, 1996**  
**Ph.D., History, University of Missouri, Columbia, 2003**  
**Ed.D., Organizational Leadership in Higher Education,**  
**University of Florida, Gainesville, 2018**

**Office Hours**

**Fall 2026**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>11-12</b>	<b>9:30-11</b>	<b>11-12</b>	<b>9:30-11</b>
<b>2-3:30</b>	<b>1-3:00</b>	<b>2-3:30</b>	

**Credit hours: 3**

**Lecture hours: 3**

**Prerequisites: None**

**Technology Requirements for this Course:** This section of AMH 2010 requires that students have regular and open access to a computer and that they maintain reliable internet service. Computer problems happen, but they are not an excuse for late or missing work.

**Technical Assistance:**

Technical support is available by phone 24 hours a day, 7 days per week by calling (850) 913-3303.

Technicians are available on the Panama City Campus from 8:00 am to 4:00 pm Monday through Friday

In this course, students will trace the history of the United States 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.

**SLOs**

- Students will describe the factual details of the substantive historical episodes under study.
- Students will identify and analyze foundational developments that shaped American history from before European contact to 1877 using critical thinking skills.
- Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped United States history.
- Students will demonstrate competency in civic literacy.

**Required Textbook:**

The textbook for this course, titled *U.S. History*, is a completely free, online, and downloadable textbook. Click the following link for the text: <https://openstax.org/details/books/us-history>

From the OpenStax website: “*U.S. History* is designed to meet the scope and sequence requirements of most introductory courses. The text provides a balanced approach to U.S. history, considering the people, events, and ideas that have shaped the United States from both the top down (politics, economics, diplomacy) and bottom up (eyewitness accounts, lived experience). *U.S. History* covers key forces that form the American experience, with particular attention to issues of race, class, and gender.”

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### 6A-10.02413-1 Civics Literacy Competency

**Civic Literacy, Course Competencies, and Outcomes:** The State of Florida recently adopted a new rule regarding Civics Literacy. The old Civics Literacy rule required all students to successfully complete one of the two following courses, either AMH 2020 or POS 2041.

The new rule requires students to successfully pass AMH 2010, AMH 2020 or POS 2041 **AND** achieve a passing score on a Department of Education-approved civics exam--including the Florida Civics Literacy Exam (FCLE).

The new rule applies **ONLY** for students who entered college as "first-time-college-students" during Fall Semester 2021 and thereafter. If you were enrolled in college prior to Fall 2021, you will not need to complete the exam. This exemption does not, however, apply for dual-enrolled high school students.

There is a link within the FCLE module (at the top under Start Here and above Textbook) for you to register for the FCLE.

**NOTE: the FCLE is not part of the grading schema for AMH 2010--it is entirely separate from your overall grade in our AMH 2010 course.**

**Student Expectation Statement:** The student is expected to participate in the course via e-mail exchanges with the instructor, using the provided materials in each of the four modules to complete assignments and prepare for exams. In addition to the assignments, short quizzes, and readings within each module, students **MUST** complete the Pre-Modular Assignments.

**Assignment of Grades:** All grades will be posted in the student grade book in Canvas and will be assigned according to the following scale:

- A 90%-100%
- B 80%-89%

- C 70%-79%
- D 60%-69%
- F 59% and below

**Method of Evaluation:**

Modular Exams (x 4 @ 15% each)	60%
Modular Assignments	35%
Pre-modular Assignments	5%

**Make-Up Work Policy:** Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course.

*At the end of the term, one day is set aside for making up or retaking exams. This is the only day for students to retake or make up a test. If a student wants to use this opportunity to submit or re-submit an assignment that is allowed. Students must choose one-an exam or an assignment to make-up, not both. This semester, the make-up date is December 3 .*

**Course Outline:**

Students enrolled in this course will be required to:

- Access the course materials in Canvas;
- Read all of the textbook pages assigned with each Learning Module;
- Complete all four exams AS SCHEDULED (see the course schedule below);
- Complete all the assignments and any quizzes (if and when I assign them. Although there are currently none on the calendar, that is subject to change. If I create an assignment or a quiz, I will make an announcement in class as well as here, in Canvas);
- Contact the instructor via email at once with any problems or issues. I cannot handle problems unless you make me aware of them.

**Assessment Instruments:** This course relies primarily on in class lectures.

Materials and Assessments are assigned to prepare students for the Major Exams (4).

**Exams**

- The exams will be in class.
- The exams will be comprised of multiple-choice, true-false, and matching questions.
- Anyone needing to miss an exam for any reason, please plan to use the make-up date at the end of the term.

## Course Calendar for Learning Modules and exams.

### Module 1- August 17-September 11

**Read Chapters 1, 2, and 3 in your textbook. This module will look at colonial settlement, objectives, and priorities. At the end of this unit, students should be able to identify and describe several ways English settlements were distinct from Spanish and French settlements.**

#### Reading Assignments (Provided by your instructor and located in Canvas):

Kelso, William. "Jane." In *Jamestown: The Truth Revealed*, 185–203. Charlottesville: University of Virginia Press, 2017.

Wingfield, Edward Maria, et al. "Laws Martial and Divine." In *Jamestown Narratives: Eyewitness Accounts of the Virginia Colony, the First Decade: 1607–1617*, edited by Edward Wright Haile, 28–35. Champlain, VA: Roundhouse, 1998.

Frethorne, Richard. "Letter to His Father and Mother." *American Literature I: An Anthology of Texts From Early America to the Early 20th Century*. April 2–3, 1623. Accessed [today's date].  
<https://viva.pressbooks.pub/amlit1/chapter/letter-to-his-father-and-mother-1623-richard-frethorne>.

"Mayflower Compact." *Wikipedia: The Free Encyclopedia*. Last modified January 29, 2026.

Winthrop, John. "A Modell of Christian Charity." 1630. In *Papers of the Winthrop Family, Volume 2*. Massachusetts Historical Society. Accessed June 15, 2026.  
<https://www.masshist.org/publications/winthrop/index.php/view/PWF02d270>.

### Module 1 First Major Exam (20 %)

Wed, Sept 10 or Mon, Sept 14

### Module 2- Sept 14 – Oct 10

**Read chapters 4, 5, and 6 in your textbook. In this unit, students will learn how and why relationships between England and the 13 colonies deescalated to the points of war. The War for Independence will conclude this unit.**

#### Reading Assignments (Provided by your instructor and located in Canvas):

Jefferson, Thomas. "A Summary View of the Rights of British America." In *The American Revolution: Writings from the Pamphlet Debate, 1764–1776*, edited by Gordon S. Wood, 85–108. New York: Library of America, 2015.

Paine, Thomas. "Common Sense." In *The American Revolution: Writings from the Pamphlet Debate, 1764–1776*, edited by Gordon S. Wood, 647–704. New York: Library of America, 2015.

**United States. Continental Congress.** *The Declaration of Independence*. Philadelphia: July 4, 1776.

Hutchinson, Thomas. **“Strictures upon the Declaration of Independence.”** In *The American Revolution: Writings from the Pamphlet Debate, 1764–1776*, edited by Gordon S. Wood, 771–800. New York: Library of America, 2015.

**Module 2 Second Major Exam (20%)**

Wed, Oct 8 or Mon, Oct 12

**Module 3-** Oct 13 – Nov 7

**Read chapters 7, 8, 9, and 10 in your textbook. In this unit, students will learn about Federalism, industrialism, westward expansion and Jacksonian Democracy.**

**Video Assignment: Flight to Freedom: The Underground Railroad (Approximately 1 hr and 50 mins).**

**Module 3 Major Exam (20%)**

Wed, Nov 5 or Mon, Nov 10

**Module 4 –**

**Read Chapters 12,14, and 15 in your textbook. In this unit, students will learn about the Mexican-American War, the “Bleeding of Kansas” and the American Civil War.**

**Reading Assignments (Provided by your instructor and located in Canvas):**

**Florida Convention of the People.** *Florida Ordinance of Secession (1861)*. In *Journal of the Proceedings of the Convention of the People of Florida*. Accessed June 15, 2026.  
[https://en.wikisource.org/wiki/Florida\\_Ordinance\\_of\\_Secession](https://en.wikisource.org/wiki/Florida_Ordinance_of_Secession)

**Florida Legislature.** *An Act to Provide for Calling a Convention of the People of the State of Florida. In Constitution or Form of Government for the People of Florida: Together with the Ordinances Adopted by Said Convention*, Tallahassee: Office of the Floridian and Journal, 1861.

McGehee, John C. **“Opening Address to the Florida Secession Convention, January 1861.”** In *Constitution or Form of Government for the People of Florida: Together with the Ordinances Adopted by Said Convention*, 1861. Tallahassee: Office of the Floridian and Journal, 1861.

Stephens, Alexander H. **“Cornerstone Speech.”** Delivered March 21, 1861, Savannah, Georgia. In *Alexander H. Stephens, in Public and Private: With Letters and Speeches, Before, During, and Since the War*, edited by Henry Cleveland, 717–729. Philadelphia: National Publishing Company, 1866.

Lincoln, Abraham. **“Gettysburg Address.”** Speech delivered November 19, 1863, Gettysburg, Pennsylvania. In *Lincoln’s Gettysburg Address*. Project Gutenberg, n.d. Accessed June 15, 2026.  
<https://www.gutenberg.org/ebooks/4>.

Fourth and Final Exam (20%) See the published calendar and schedule for Final Exams.

Your fourth exam is ALSO your Final Exam.

## **The following policies apply to all GCSC Social Sciences courses and should be included on all course syllabi.**

**Academic Integrity Policy** - Honest participation in academic endeavors fosters an environment in which optimal learning can take place and is consistent with the college's mission. Academic misconduct, including cheating or plagiarism, is destructive to the spirit of an educational environment. Social Science professors report every instance of student academic misconduct to the college for inclusion on the student's records.

- **“Cheating”** includes but is not limited to use of any unauthorized assistance in completing course work.
- **“Plagiarism”** includes, but is not limited to, the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment as well as the purchase of papers or projects.
- **“Self-plagiarism”** occurs when a student submits the same or considerably similar document to fulfill requirements in different classes. For example, if a student submits a term paper in Religion they originally wrote for an English class, this is self-plagiarism. Once a paper receives a grade in one class, it cannot be submitted again for another class.
- **Generative AI Use with Permission and Disclosure:** Students may use basic assistive technologies for spelling, grammar, and formatting (e.g., PaperRater or SpellCheckPlus). Generative AI tools (e.g., ChatGPT, Copilot, Grammarly's AI function, etc.) may also be used for classes and/or assignments where instructors have given explicit permission. Students must clearly disclose and properly cite any AI-generated content used in their work, following course guidelines. Students are permitted to use AI only in the manner and means described by the instructor. Unacknowledged or unauthorized AI use will be treated as a violation of academic integrity and may result in penalties, including a zero on the assignment and additional disciplinary actions as outlined in the college's academic integrity policy.

Sanctions for incidences of academic misconduct, depending on the severity of the incidence and/or its repetition, may range from receiving an F grade (or 0) for the test, assignment, or activity, to failure of the course, to suspension or dismissal from the college.

**Student Accessibility Statement** - Gulf Coast State College supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined based on the documented needs of the student. For information regarding the registration process, email [sar@gulfcoast.edu](mailto:sar@gulfcoast.edu) or call 850-747-3243.

**Recording Lectures** - Under federal and state privacy laws, students may record class lectures for their personal educational use, in connection with a complaint to the college, or as evidence in internal or external legal proceedings. Students may not publish or upload the recordings or any components thereof without the knowledge and written permission of the faculty member. Failure to obtain permission to publish could lead to the student(s) paying damages, attorney fees, and court costs.

For more information about what can be recorded, please see the guidelines in the GCSC Student Handbook: <https://www.gulfcoast.edu/current-students/student-handbooks/2021-2022-student-handbook.pdf>

**Email & Voicemail Response Time** - Instructors will check and respond to messages sent to their gulfcoast.edu email within 48 hours during scheduled workdays, barring illness or emergencies. The instructor may or may not check email during holidays or weekends. This policy also applies to messages sent via Canvas, as well as voicemails left on a provided phone number.

**Attendance** - Regular class attendance and participation are significant factors that help to promote success in college. In face-to-face courses, students are required to be in class at the beginning of each class session, as attendance will be taken at this time. If a student arrives late, it is his/her responsibility to inform the instructor after class of his/her presence. Failure to do so may result in the student being marked as "Absent." Attendance in an online/hybrid CANVAS class is defined as submission of complete written assignments prior to their posted deadline.

**Withdrawals** - Students may withdraw themselves from any course until the published withdrawal deadline for that term in the Gulf Coast State College catalog. Students wishing to withdraw from a course and receive a "W" must complete a withdrawal form and submit this to the Office of Enrollment Services prior to the scheduled withdrawal date as published on the college calendar. If you feel you have a unique situation that warrants removal from all of your courses for a term after the withdrawal deadline has passed, you may contact the Vice President of Student Affairs to discuss your situation.

**Consequences of Withdrawals** - Two withdrawals are permitted per credit course. After that, a grade will be assigned. Please be concerned about withdrawals. When admitting students into certain programs, universities may calculate withdrawals as grades. It is your

responsibility to verify the effects of enrollment and/or withdrawal upon your financial assistance (financial aid, scholarships, grants, etc.).

**Incomplete Grades** - Grades of Incomplete in any Social Sciences course can only be assigned to students who have an emergency arise during the last two weeks of the course.

To receive an Incomplete, students must:

- **Submit a written request to the instructor prior to the last face-to-face class meeting. For online courses, a written Incomplete request must be received no later than the week before the Final Exam period begins.**
- **Have completed no less than 60 percent of the course requirements and be passing the course at the time the request for an Incomplete is submitted.**

**Important Note:** The Incomplete option provides 30 days from the date grades are due to make up any missing work; if work is not submitted during this period, the grade will automatically change to an “F” in Lighthouse.