



U.S. History until 1865

History 2610.032

Course Syllabus University of North Texas,
Fall 2022 (8W1)



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Meeting Time/ APPOINTMENT



Asynchronous Course



Virtual Office Hours: Tues. 10-12,
MWF by appt. (via zoom)



Office: Wooten Hall 246
(In-Person meetings by request)

Follow our
course on
twitter at
#UNThist2610
for links to
sources, topics,
and activities
on early
American
history

"American history is longer, larger, more various, more beautiful, and more terrible than anything anyone has ever said about it." - James Baldwin, American writer/civil rights activist

COURSE DESCRIPTION

The 250 years this course covers represents one of the most exciting and dramatic periods in the history of the Western world. The settling and interactions of peoples in North America paved the way for new and inspiring ideas about ourselves and our relationships to each other. Revolutions-scientific, industrial, and ideological- emerged that expanded the political discourse and enabled the search for social justice by under-represented groups - immigrants, exiles, women, workers, ethnic and religious minorities. This process redefined the relationship between the ruled and their rulers, the effects of which altered the world, then and now. Yet, the history of Early America also witnessed some of the darkest chapters in the history of mankind – the subjugation and exploitation of native peoples on multiple continents, the rise of imperialism, systematized enslavement, the racial and cultural injustices inherent in a melting pot of peoples with differing levels of power and access. Our course will focus on this evolving relationship between those with power, those without power, and the ways we have explained and sometimes challenged that dynamic over time. It is the continual reimagining of these relationships and ideas that defined the changing nature of power in American history and the changing face of those who wielded it. In this history course, we will set aside the traditional, summative approach to learning history that focuses on memorizing a linear progression of events over time. Instead, we will take a formative approach to history that asks of the past "how?" and "why?".

Learning Objectives



Acquire a factual knowledge of the material covered



Develop the ability to write persuasively



Learn to think critically, objectively, and to evaluate this in others



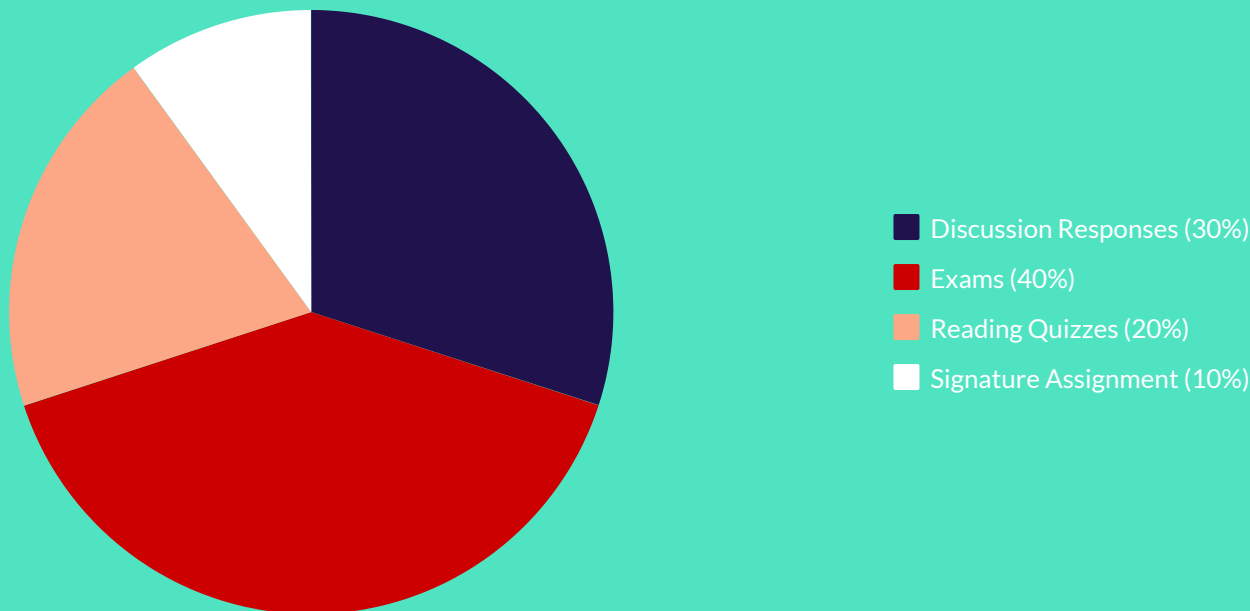
Understand the nature of cause and effect in human history



Establish connections between human behavior in the past and present



Gain an appreciation for the role of diversity and difference in history



Required Texts

- The American Yawp (accessible for free online at americanyawp.com)
- Containing Multitudes: A Documentary Reader, Vol. 1
ISBN: 978-1610757805

GRADING

Discussion Responses	30%
Exams (x3)	40%
Reading Quizzes	20%
Signature Assignment	10%
100%	

1. **Signature Core Assessment (10%):** This assignment will gauge your ability by the end of the course to identify and understand not only key historical events but also the context and perspectives from which they occurred. Students will submit a brief analysis of **one** of primary sources from *Containing Multitudes* 1) identifying the source and it's relationship to historical events, 2) establishing a hypothesis about the meaning/importance of the selected source, and 3) articulating the larger impact of the source/it's meaning to the American past **and** present.
2. **Discussion Responses (30%):** The discussion responses are reflective posts on the content covered in each chapter that consider the content alongside your own experiences/interpretations of history. Each response you submit for each Discussion Post should all follow the same format and style. These should be 250-350 words, and are meant to be written in a "blog style," as opposed to more formal writing.
3. **Reading Quizzes :** These are short summative quizzes that cover material from each chapter/module. They are easy and open-book. Their objective is to keep students abreast of key components of readings and to gauge participation.
4. **Three Exams (40%):** All three exams will feature a mix of identifications and short-answer questions. There is no additional "study-guide" for the exams because all the IDs, questions, and maps on the exams will **come directly** from material that has been covered in readings, lectures, and chapter exercises.

GRADING SCALE: A: 94-100% B: 83-86% C: 73-76% D: 63-66%

A-: 90-93% B-: 80-82% C-: 70-72% D-: 60-62%

B+: 87-89% C+: 77-79% D+: 67-69% F: 59% or less

In general:

- “**A**” grades on any assignment denote achievements that are **outstanding** relative to the level necessary to meet course requirements (= excellent work)
- “**B**” grades on any assignment denote achievements that are significantly **above** the level necessary to meet **course requirements** (=very good work, but not excellent)
- “**C**” grades on any assignment denote achievements that **meet** the **course requirements** in every respect (=good work)
- “**D**” grades on any assignment denote achievements that are worthy of credit even though it fails to meet fully the course requirements (=mediocre work)
- “**F**” grades on any assignment represents failure and signifies that the work was either completed but at a level of achievement that is not worthy of credit or was not completed

STUDENT SUPPORT SERVICES: When you are not sure about an assignment, **ask**. If you have problems finding a book, or a video, or accessing Canvas, **let me know**. If something we say in class is not clear, **tell me**. If you would like to discuss more some of the issues I cover in class, I will be happy to **meet**. If you have any concern about your performance and grades, **be pro-active** and come see me **ASAP** – assignments and exams cannot be undone after they have been graded; you cannot make-up for a poor participation throughout the semester in the last two weeks of class, nor we can make numbers appear out of thin air when you realize (usually around Thanksgiving!) that you “really, really need a (A/B/C) in this class” because of your scholarship, GPA, etc. And don't forget: If you enjoy the class, let me know that too! Always **come to me first** if you have questions and concerns.

Course Policies

Syllabus: Read this syllabus thoroughly before the first day of class and keep it with you throughout the semester. Always check the syllabus (and canvas) first for information about assignments – emails asking for information that is on the syllabus (or on canvas) will receive low priority status in our answering schedule. Do come and see me *immediately* if something on the syllabus is not clear to you. **If I do not hear from you, I will assume that you have read and understood everything.**

Canvas and email: Must be checked regularly for updates, announcements, and instructions. I can only send emails to and respond to emails from your official UNT address. **When emailing me, please provide your full name and course section number.** I will do my best to reply to all emails in a timely manner, **but I do not check emails outside of business hours.** All messages should adhere to certain simple rules of courtesy and professionalism. Emails should be professional in nature.

Respect: Treat each person in the class with dignity, respect, and courtesy. Especially in discussion, remember that every class has a culture influenced by the fact that students come from widely diverse backgrounds and hold different viewpoints, values, and interpretations of the world. This classroom encourages diverse viewpoints. It is especially important that you listen to students whose opinions differ from your own, arguing with the opinions while remaining respectful of the individuals who hold them. Neither I nor the University of North Texas will not tolerate any comments or actions that create a hostile or uncomfortable learning environment for any member of the class. If using the email function on canvas to contact your classmates, make sure that your language is appropriate for a classroom setting.

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. I maintain a zero-tolerance policy for academic dishonesty or plagiarism and punish **all** instances accordingly.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.