

Dr. Donald K. Mitchener
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Required Books:

1. Joseph L. Locke and Ben Wright, ed's, *The American Yawp: A Massively Collaborative Open U.S. History Textbook*, vol. 1: to 1877. **Access is provided for free through the course CANVAS site.**

Click on Modules in the list on the left side of screen. Each chapter of the book has its own module, e.g.:

The screenshot shows the Canvas LMS interface for the course 'History 2610.002: American History to 1865'. The left sidebar contains navigation links: Home, Announcements, Syllabus, Modules, Assignments, Grades, People, Microsoft OneDrive, Studio, Discussions, Quizzes, Rubrics, Pages, BigBlueButton, Files, Outcomes, Collaborations, New Analytics, Microsoft Teams meetings, Togetherall, Navigate for Students, Navigate for Faculty, and Talon-to-Talon. The main content area displays a list of modules for 'Textbook Chapter 1: Indigenous America', 'Textbook Chapter 2: Colliding Cultures', 'Textbook Chapter 3: British North America', and 'Textbook Chapter 4: Colonial Society'. Each chapter module contains two sub-items: 'Unit 1: Reading Materials-2' and 'Unit 1: Your Exploration-2'.

2. Wesley G. Phelps and Jennifer Jensen Wallach, ed's. *Containing Multitudes: A Documentary Reader of US History*, Volume I: to 1865. Fayetteville, AR: The University of Arkansas Press, 2022. **[Free access to this book is found though the UNT Library. Go to <https://library.unt.edu> and search for Containing Multitudes. Make sure that you choose Vol. 1 to 1865.]**

Purpose of this Course:

To provide the student with an understanding of the political, economic, and social development of the United States from pre-Columbian times down to the end of the Civil War (1865). It is hoped that each student also will learn to apply this knowledge in the making of contemporary political, economic, and social decisions.

Course Objectives:

By the end of this course, the student will demonstrate:

1. Knowledge of a basic narrative of American history; political, economic, social, and cultural, including knowledge of unity and diversity in American society.
2. Knowledge of common institutions in American society and how they have affected different groups.
3. Understanding of America's evolving relationship with the rest of the world.
4. Knowledge of the major events, ideas, trends, and problems in American history to 1877.
5. An ability to explain how the past has shaped the present.
6. An ability to think critically by analyzing and evaluating historical events and ideas in American history.

Course Requirements and Grading Policies:

Students will take three (3) exams and a Final. There will also be opportunities for extra credit. The extra-credit opportunities are described below. The resulting numerical grade will be translated into a letter grade according to the table below on the left.

The grades will be assigned as follows:

A = 90 - 100 points
B = 80 - 89 points
C = 70 - 79 points
D = 60 - 69 points
F = 59 and below

Exams and Signature Assignment

1st Exam (23.75%)

2nd Exam (23.75%)

3rd Exam (23.75%)

Signature Assignment (5%)

Final (23.75%)

Friday, 6 February

Wednesday, 4 March

Monday, 6 April

Friday, 17 April

Wednesday, 6 May

7:30-9:30 am (BLB 180)

Structure of Three Major Exams and the Final:

Major exams and the Final are divided into two parts. Part 1 will consist of eight (8) questions based on essays and sources found in the reader, *Containing Multitudes: A Documentary Reader of US History* or other sources specified by the instructor. Part 2 will consist of two (2) short-answer essay questions. The student will have to answer all 8 questions in Part 1 of the exam as well as both of the short-answer essay questions in Part 2. Each one of the 8 questions in Part 1 of the exam will be worth up to 5 points. Each of the two short-answer essay questions will be worth up to 30 points. The total points for all questions is 100.

The student will have 50 minutes each for exams 1, 2, and 3. The student will have 2 hours for the final.

Students will be given a review sheet before each major exam that contains the extra credit terms to be described or defined for that exam period as well as various questions from which those on the two parts of the exam will be chosen. It is expected that each student will use the review sheet to take advantage of the extra credit opportunity offered for that exam period as well as to prepare for the exam. Student answers are expected to be responsive to the questions asked, coherently constructed, and grammatically sound. The most important objective when answering essay questions should be the demonstration of what the student knows about the subject being addressed. Provide as many details as possible.

Students are allowed to bring an 8.5" x 11" sheet of paper with them to the exam on which they have written notes to help them on the exam. Students can write on both sides of the sheet of paper.

Students must turn in the sheet of notes with their exam.

Extra Credit:

Students can receive extra credit in the following ways:

Define and/or describe each of **the 25 terms listed in the first part of the exam review**.

DO NOT ANSWER THE QUESTIONS IN PARTS 2 and 3 of the REVIEW. ONLY PROVIDE DEFINITIONS/

DESCRIPTIONS FOR the 25 TERMS in PART 1.

Students will receive 2 points for each term defined/described. This will provide students with up to 200 extra credit points for the semester if they do this for all 100 terms (25 per review, 4 reviews).

Students must turn in a copy of these terms when they turn in their exam.

The exam dates are, once again, as follows:

Exam #1 – Friday, 6 February

Exam #2 – Wednesday, 4 March

Exam #3 – Monday, 6 April

Exam #4 (Final) – Wednesday, 6 May

Remember: you will need to bring the copy of your definitions and/or descriptions of these 25 terms with you when you come to class to take the exam covered by a particular review so that you can turn them in with your exam.

There will be an additional extra-credit opportunity on the Final Exam (Exam #4) itself. It will consist of one of the possible essay questions from the review for the Final Exam (Exam #4). The instructor will choose the one question that the student must answer. The answer provided by the student will be worth up to 25 extra credit points.

Signature Assignment:

The Signature Assignment is found on the student's CANVAS site for the course. The Signature Assignment is worth 5% of the student's grade for the semester. Students should complete the assignment by 11:59 pm on Friday, 17 April 2026. Instructions concerning the taking and information concerning the grading of the assignment can be found in the Signature Assignment module on the student's CANVAS site for the course.

Punctuality and Attendance I:

Students are expected to be on time for all class meetings and examinations. Attendance will be taken at each class meeting. Attendance will be used, at the instructor's discretion, to determine whether or not the student receives the instructor's "benefit of the doubt" when grades are assigned at the end of the semester. It is important that you communicate with the professor and the instructional team prior to being absent, so that you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. Your safety and well-being are important to me.

Office Hours:

Mondays and Wednesdays 12 noon – 2 pm

Office Hours are held in the instructor's office in Wooten Hall Room 228

Contacting Your Instructor:

It is best to contact your instructor via email. I am not in my office outside of office hours very often, but I check my email regularly. I will get back with you as soon as possible. Also, communication via email ensures that there is a written record of the information passed between student and instructor.

Office hours are provided so that students can meet with the instructor when there is an issue that needs to be addressed. If the student is concerned about their grade in the course, please see the instructor as soon as possible so that the issue can be addressed while there is still time. Please, do not wait to meet with the instructor until after it is too late to do something about a problem or to address a concern.

Information Concerning Grades:

FERPA rules require that information concerning grades be communicated to the person who has a legal right to see and know that information. I will only communicate grade information if you use your official UNT email account. Grade inquiries using gmail, aol, or any other non-UNT email address will not be answered.

Handout and Test Return Policy:

Those students missing class when instructional items and graded tests are distributed can pick up missed materials and graded tests during office hours.

Class Notes:

Basic notes are on CANVAS. Students should use these notes as a basis for their note-taking in class.

Student Behavior:

Students are expected to act like responsible adults in class. This means no talking or engaging in any other disruptive activity once class has begun. Students may speak when called upon by the instructor or, within reason, when reacting to something done or said by the instructor. Students who fail to comply with this standard of behavior will receive two warnings. If a third warning proves necessary, then the offending student/students will be told to leave the classroom.

Cell Phones:

Cell phones should be set to vibrate.

Use of Computers in Class:

Students may use computers to take notes in class. However....

While the instructor understands the popularity and convenience of laptops for this purpose, he also knows that far too often students use their computers to play games and surf the Internet. The misuse of a computer during class in this manner not only harms the student engaged in the activity, but it also is a distraction to others around the student who might actually be in class for the purpose of taking notes in preparation for the tests. To protect the studios, students who misuse their computers in this way will be told to shut off their computer. The instructor reserves the right to disallow usage of a computer to students who abuse the use of their computer while in class.

Make-up Policy for Major Exams:

A student missing the First, Second, or Third Exam must make up the exam within one week of the date on which the full exam was originally administered in class. Make-up exams will be placed in the History Help Center (Wooten Hall, Room 220). It is the student's responsibility to make sure that a missed exam is made up within the specified one-week period. Unless other arrangements are made with the instructor, students who do not make up an exam within the one-week make-up period will receive a "0" ["zero"] for that exam. If the student cannot make up the exam within the one-week period, the student must meet with the instructor before the one-week period has ended in order to make other arrangements. Wanting to simply put off taking the make-up is not a legitimate reason for needing an extension. The instructor will decide whether or not to grant an extension. Students who do not meet with the instructor during the one-week make-up period in order to make arrangements for an extension will not be allowed to make up the exam.

The make-up exam will consist of ONE of the possible essay questions listed on the review for the exam that was missed. The instructor will choose the essay question to be answered on the make-up exam. The student must answer the question chosen by the instructor. The student does not get to choose. The instructor, not the TAs, will grade the make-up exam. The one question on the make-up exam will be worth up to 100 points. The student must provide a longer and more detailed answer to the one question on the make-up exam as compared with an answer to the same question that would be acceptable if that question were included as one of the two essay questions on the full exam.

Students who missed turning in the extra credit because they did not take the exam will get credit for the extra credit for a given exam period if they turn in the 25-term extra credit assignment along with the make-up exam.

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.

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. Students will be held accountable for acts of cheating, dishonesty, or plagiarism as defined in the student handbook. This includes, by the way, the use of cell phones to text answers to one another during an exam. Any student found to be engaging in any form of dishonest conduct during the taking of an exam will be expelled from that particular class period and will receive a "0" ["zero"] for that exam.

History Help Center:

Located in Wooten Hall, Room 220, the History Help Center provides assistance to students enrolled in history courses at UNT.

Lectures

The student will use the lectures, the textbook [Joseph L. Locke and Ben Wright, ed's, *The American Yawp: A Massively Collaborative Open U.S. History Textbook*, vol. 1: to 1877], and the Departmental Reader [Wesley G. Phelps and Jennifer Jensen Wallach, ed's. *Containing Multitudes: A Documentary Reader of US History*, Volume I: to 1877. Fayetteville, AR: The University of Arkansas Press, 2022] to prepare for exams. **The most important source for information for the exams is the classroom lecture.** The student should use the following information, in conjunction with the table of contents and index of the textbook, to coordinate the lectures with the information found in the textbook. Questions concerning material in the Departmental Reader will be provided on the Exam Review for each exam. Included in the question will be information that will specify which document the student should use to answer that particular question.

Bold numbers in bold brackets are the textbook units that correlate, as closely as possible, with that lecture (n/a, "not applicable," means that the lecture covers material **not** in the textbook).

Exam Period #1 (10 class meetings, 12 January – 4 February)

Lecture Emphases: Early Native American Overview **[1]**

Background concerning peoples indigenous to the Americas

English and British Rulers **[n/a]**

Background concerning English and British rulers, 1485-1776

Roots of the English Reformation **[n/a]**

Background concerning Anglicanism and Puritanism

European Expansion - The Maritime and Commercial Revolution **[1, 2]**

History of the European Age of Exploration and Expansion

The British Colonial Period **[2, 3, 4]**

Founding of the thirteen British colonies

Exam Period #2 (10 class meetings, 9 February – 2 March)

Lecture Emphases: Britain Gains Control of North America **[4]**

Great Britain vs France in North America

The Rights of Englishmen **[n/a]**

Background concerning the development of British legal and constitutional concepts

Growing Differences with Britain **[5]**

Description of the reasons for the deterioration of relations between Great Britain and her North American Atlantic maritime colonies

The American Revolution **[5]**

Political, military, and social aspects

The Nation Under the Articles of Confederation **[5]**

Description of the government under the Articles

Exam Period #3 (10 class meetings, 6 March – 3 April) {**Spring Break is class week of 9-13 March**}

Lecture Emphases: Framing the Constitution [6]
 History of the Constitutional Convention and description of various American constitutional concepts
 The Federalist Period [6]
 Founding of the government under the Federal Constitution
 Thomas Jefferson as President [7]
 Description of various Jeffersonian concepts of government
 The War of 1812 [7]
 Political, military, and social aspects
 The Post-War of 1812 Period [8,9]
 A description of one-party government in America

Exam Period #4 (9 class meetings, 8 – 27 April)
 {**Wednesday, 29 April is pre-Finals day;**
 Friday, 1 May is Reading Day}

No class on Friday, 1 May

Lecture Emphases: The Jacksonian Era [9]
 Description of various Jacksonian concepts of government
 The United States Expands to the Pacific [12]
 The annexation of Texas, the acquisition of Oregon, the War with Mexico, the settlement of California, the settlement of Utah, and the Gadsden Purchase
 Sectionalism and Slavery Lead to Disunion [10, 11, 13]
 A thematic lecture looking at the Missouri Compromise, abolitionism, the Compromise of 1850 and the Fugitive Slave Act, the Kansas-Nebraska Act, the formation of the Republican Party, Dred Scott, the Lincoln-Douglas debates, and ending with the secession of the southern states.
 The Civil War [14]
 Various political, military, and social aspects

The Instructor reserves the right to make changes to any and all of the foregoing descriptions, instructions, and/or information at his discretion.

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Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Teaching Philosophy:

My job as an instructor is to provide the student with opportunities to learn and to provide guidance as to how best to take advantage of those opportunities. Learning should be an adventure, and I hope to be able to communicate my love of learning and of history to my students. That being said, it is the responsibility of the student to stay engaged with the material that has been laid out for study. We can, together, make this an interesting and productive semester.

Communication Expectations: Any personal concerns or comments should be communicated to the instructor either in class or via email. The instructor will answer emails as quickly as possible, usually the same day as received. If the student sends an email late in the day, the instructor will answer the email the next day. Feedback on assignments and grades will be posted within one week of the due date of the assignment or the date on which the exam was given. CLEAR has a webpage for students that provides [Online Communication Tips](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>). Please refer to this set of tips before beginning online communication or sending emails in this course.

Punctuality and attendance II:

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy \(PDF\)](https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf) (https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf). If you cannot attend a class due to an emergency, please let me know.

Technical Requirements & Skills:

Minimum Technology Requirements

- Computer
- Reliable internet access
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

Computer Skills & Digital Literacy

- Using Canvas
- Using email with attachments

Communicating via Email:

- Check the syllabus before asking a question about the course and let the instructor know you checked the syllabus before asking. Instructors put a lot of time into making syllabi as comprehensive as possible for students.
- Use a descriptive subject line to get the instructor's attention. Instructors receive a lot of emails and a descriptive subject line helps them identify student inquiries more efficiently.
- Include the course and section number in your email.
- Be concise and to the point.

General Communication Guidelines:

- Remember that college communication is still professional communication. Use correct spelling and grammar and always double-check your response before hitting send or reply. Do not use slang and limit the use of emoticons.
- Use standard, readable fonts, sizes, and colors and avoid writing in all caps.
- Use your instructor's title of "Dr." or "Professor," or if you don't know use "Mr." or "Ms." Do not use "Mrs." to address female instructors unless told otherwise by said instructor.
- Be mindful of tone in online communication as it lacks the nonverbal cues of face-to-face communication that provide clarity and context to conversations.
- Respect the personal identities of others based on gender, sexuality, race, ethnicity, class, and/or culture.
- Respect the privacy of yourself, your instructor, and your peers. Keep in mind what you reveal and do not reveal, particularly if this information involves personal health and/or classroom performance, such as grades.
- Give people the benefit of the doubt. Though there may be a computer between you, there are people on the other side of the screen.
- Do not make assumptions about others' technological skills. Technological skills vary across a variety of factors, including experience, age, culture, etc.

Getting Help:Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Student Support Services

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)

- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Other student support services offered by UNT include

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)
- [MathLab](https://math.unt.edu/mathlab) (<https://math.unt.edu/mathlab>)

Retention of Student Records:

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Emergency Notification & Procedures:

UNT uses a system called Eagle Alert to quickly notify students of critical information in the event of an emergency. In the event of a university closure, please refer to CANVAS for contingency plans for covering course materials.

Student Evaluation Administration Dates:

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at spot.unt.edu or email spot@unt.edu. The SPOT Evaluations for Fall 2026 will be open **14 – 30 April**.

Survivor Advocacy:

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence

Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

The Instructor reserves the right to make changes to any and all of the foregoing descriptions, instructions, and/or information at his discretion.