

History 2610.402: The United States to 1865

General Syllabus

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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.

Land Acknowledgment

Acknowledging the land is an Indigenous protocol, and it is important to note that the University of North Texas is located on the unceded territory of the Wichita and Caddo Affiliated Tribes. It is important to study the long processes that have brought us all to reside on this land, and to seek to better understand our places within these histories.

Why History?

History is the sum total of human experience in all its complexity. It is also the only guide we have to the decisions that will shape our future. The study of history allows us to see parallels, analogies, and recurrent patterns, detect long-term trends and forces, and understand what is really different about the present. History shows us how past decisions shape and limit future options and how every facet of life is socially and culturally constructed. Equally important, history exposes us to the full richness of human experience and introduces us to fascinating individuals and events and to long-term processes that gradually transform our lives.

Course Information

Course Description

This course covers Early America as one of the most exciting and dramatic periods in the history of the Western world. These first two centuries brought political, social, and ideological revolutions. Yet, Early American history also hosted some of the darkest chapters in world history– the rise of imperialism, the exploitation of native peoples, systematized enslavement, and the subjugation of various groups. In some ways, the course will be a broad survey of the social, political, economic, cultural, and intellectual history of the United States from British Colonization to the Civil War. We will also investigate more specific themes such as: American settlement and pluralism, the evolution of identity, American culture, religion, civil and human rights, technological changes, economic change, immigration and migration, and the creation of federal government.

Course Structure

This course follows a "flipped classroom" structure, meaning you will learn new course content remotely and asynchronously on Canvas, and then you will attend a one-a-week in-person class ready to apply what you've learned to activities and discussions with your instructor and classmates. Your remote class content will be delivered through weekly lecture videos and primary source readings. Attendance in your weekly class meeting is required in this course, and your presence and preparedness to participate in the weekly activity will count towards your grade.

Course Prerequisites or Other Restrictions

No prerequisites for the course.

Course Learning Objectives

By the end of this course, students will be able to:

1. Demonstrate an understanding of the major themes of United States History to/since 1865.
2. Utilize the techniques and skills of historical methodology.
3. Evaluate and assess contextually relevant evidence from qualitative and quantitative sources.
4. Identify meaningful connections between various perspectives and interpretations.
5. Develop informed and persuasive arguments based on significant information.

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)[Links to an external site.](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.

Materials

Required Texts

1. *Containing Multitudes: A Documentary Reader of US History Volume I: To 1877*. Edited by Wesley G. Phelps and Jennifer Jensen Wallach. This is a collection of primary sources that contains weekly required readings to be incorporated in various assignments (The list of readings is provided in each module). Purchase through [Amazon](#)[Links to an external site.](#)[Links to an external site.](#), or access through [UNT Library](#)[Links to an external site.](#).

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.

Course Technology & Skills

Minimum Technology Requirements

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite

Computer Skills & Digital Literacy

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs

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)[Links to an external site.](#)
(<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

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement GuidelinesLinks to an external site.](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

Course Assignments and Policies

Course Assignments

Assignment	Percentage of Final Grade
<i>Attendance and Participation</i>	15%
<i>Signature Assignment</i>	10%
<i>Historical Impact Reflection</i>	10%
<i>Quizzes</i> • 13 Lecture Quizzes	10%

<i>Discussions</i> • 11 Discussion Responses	15%
<i>Exams</i> • 3 Exams (including final exam)	40%
<i>Total Percentage Possible</i>	100%

Grading

A student's overall letter grade for this course will be based on a standard ten-point percentage scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 50-59

To receive an A in this course, it is imperative for you to submit assignments on time, engage with all components in each module, prepare well for exams and quizzes, and bring deeply engaged, critical thought to your discussion responses and historical reflection project.

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. I will alert you to when SPOT evaluations will be opening.

Assignment Policy

Most assignments will be submitted through our online course platform, except for assignments completed in our in-person class time. You can find all assignment due dates in the syllabus. You can also find the due dates and instructions when clicking on each assignment for details in Canvas. Any written assignments should be submitted as either .DOC or .PDF.

Technical Difficulties

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Examination Policy

There will be 3 exams in this class, including the final exam. You will be responsible for lecture, textbook, and primary source material for each exam. A review sheet with several essay possibilities will be handed out one week before each exam. The format of major tests and the final examination will be discussed in detail in review sessions before each is given.

Instructor Responsibilities and Feedback

- For my part in this course, I am here to facilitate a deeper level in understanding American history and to help you spark a personal relevance to history in general. To accomplish this, I work to provide clear instructions on assignments but also stress the significance of why we have these assignments. I also make myself available for any student questions or concerns throughout the course. I regularly review and update my course content as historical study is a living organism that is constantly changing. Additionally, I try to identify resources and encourage students to further study the subject of this course after it ends.
- I reply to student emails as soon as I can, mostly within a 24-hour period.
- Students can expect grades and feedback on assignments no later than 1 week after it is due.

Makeup Exams

In order to make up a quiz or exam, you must provide **valid documentation** for why you could not complete it on the assigned day. If allowed, students have 3 calendar days to make up the exam or they get a zero for that test score. The makeup exams may be different in structure and content than the regularly scheduled exams.

Late Work

If an assignment is turned in after the due date, it will lose points each day. To not lose any late points on assignments or exams, students must provide the instructor with a documented [university-excused absenceLinks to an external site.](#) within 48 hours of the due

date. As long as you communicate with me, I am willing to work with you depending on the circumstances.

Attendance Policy

Though this course is partially online, it's important to iterate that your success in this course will directly correlate with your engagement, which includes attendance and participation in our scheduled in-person class time. Challenge yourself to engage in all course components to get the education you deserve.

Class Participation Policy

A vital element of every class will be discussion and participation. Healthy discussion is only possible if everyone keeps up with the reading assignments. It is also expected that you give your undivided attention and support to your classmates during discussions. You can learn a great deal from listening to others. Conversations that take place in this class, or topics that we discuss may be uncomfortable to some. My hope is that you will approach this course with a sense of intellectual wonder and adventure. In this way, perhaps this course will expand what you know and understand about U.S. history. Please keep in mind that academic investigation need not be either tiresome or dull. This requires, however, that you take as much responsibility for your own education as I do in creating an environment where learning can occur for everyone. The class will be as enlightening and exciting as you help make it. I approach this work as a mutual exchange of ideas, theories, hypotheses, and propositions about historical investigation. I am not here to merely to feed you information just as you are not here to accept all that I say without thinking critically.

Syllabus Change Policy

This syllabus is subject to change at the professor's discretion. However, any changes I make will not be substantial, and I will communicate fully with you and give you ample time to prepare.

Course Schedule

The lecture quizzes and the exams have open and close dates. A week/unit opens at 12 midnight on the first date listed and it closes at 11:59 pm on the second date listed. I will publish each additional week/unit module approximately one week ahead of when the associated quiz and exam (if there is one for that module) opens. You should do things in the order in which they are laid out in CANVAS. Regardless of exactly which day of the preceding week I open the next week/unit, I will send out emails and put up an announcement prior to publishing a new module.

Course Schedule

Week/Module	Unit	In-Class Activity	Assignments
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1 17 – 23 August	Unit 1: American Origins	This week's recitation will be given over to introducing students to the course. I will introduce myself and the T.A.s and will explain how the course works and what will be expected of students.	1. Unit 1 Lecture Quiz 2. Unit 1 Discussion Response
2 24 – 30 August	Unit 2: Making an Atlantic World	In this activity, students will learn about the differences between primary and secondary sources as well as techniques for reading primary sources. Read "Bartolomé de las Casas describes the exploitation of Indigenous people, 1542" in the <i>American Yawp</i> or <i>Containing Multitudes</i> (it is in both). Consider the following as you read the document: • Type of primary source (letter, speech, painting, etc.) • Who? (author and audience) including possible perspective/bias • When? • Where? (place of original publication, where they encountered it, place the text refers to could all be relevant depending on your purpose) • Argument • Stakes • Tone • Significance of the source Be able to tell where you found the answer in the text.	1. Unit 2 Lecture Quiz 2. Unit 2 Discussion Response
3 31 August – 6 September	Unit 3: Colliding Cultures	In this week's activity, the objective is for students to be able to explain one way that Europeans learned about North America. They will practice using images as primary sources. They will demonstrate their ability to draw connections between past and modern examples of "promoting" places. Some general questions to consider: 1. What did Europeans imagine the Americas to look like? 2. How do we develop our understanding of a place we've never been?	1. Unit 3 Lecture Quiz 2. Unit 3 Discussion Response

		3. How does the imagined landscape of a place effect political/economic/military decisions? We will be looking at an example of a promotional "ad" meant to attract colonists to New England. Questions to be considered when analyzing the presented image: 1. What are we looking at? 2. What is this image depicting? 3. Why do you think this image was created? 4. Who do you think the audience was for this image? Where might they have encountered this image? 5. What does this image reveal about English colonization? 6. Follow-up: how well does this image match the reality of life in New England? 7. Compare this image to either modern tourism ads.	
4 7 – 13 September	Unit 4: British North America	I am going to focus this Unit recitation on the political turmoil in 17th century Britain. I will talk about its origins in the Tudor and early Stuart periods and how it played out in the 17th century.	1. Unit 4 Lecture Quiz 2. Unit 4 Discussion Response
5 14 – 20 September	Unit 5: Colonial Society	Consider the following when reading and discussing the materials presented in this unit: 1. What histories are revealed when we examine commodities closely? 2. What can we learn about colonial society by engaging with material culture from the period? Students will be able to: • Recall the historical context they learned in lecture; • Apply the historical context they learned in lecture to their analysis; • Analyze primary sources; • Conduct secondary source research.	1. Unit 5 Lecture Quiz 2. Unit 5 Discussion Response
6	Unit 6: The American Revolution	This week's recitation will be a vigorous description of what combat was like in the 18th century.	1. Unit 6 Lecture Quiz

21 – 27 September			2. Exam 1 (Units 1-6)
7 28 September – 4 October	Unit 7: A New Nation	In this recitation, we will discuss the differences between the Articles of Confederation and the Federal Constitution. Included will be examples of the shortcomings of the Articles, information about the structure of the Federal Constitution, and a comparison of Constitutional and Parliamentary government.	1. Unit 7 Lecture Quiz 2. Unit 7 Discussion Response
8 5 – 11 October	Unit 8: The Early Republic	In this recitation we will discuss fighting on land and sea during the War of 1812.	1. Unit 8 Lecture Quiz 2. Unit 8 Discussion Response
9 12 – 18 October	Unit 9: Getting Forward	Students will understand some of the debates and controversies of the nineteenth century and how those debates were represented in visual media. When discussing the political cartoons presented in class, consider the following questions: 1. What purpose do political cartoons serve? 2. How do historians use political cartoons?	1. Unit 9 Lecture Quiz 2. Unit 9 Discussion Response
10 19 – 25 October	Unit 10: American Democracy	Students will understand what historical context is, how to identify the context of a source, why it matters, and how historians use context. They will also learn about their chosen source/author. The essential question to consider in this activity is: What were the intellectual/cultural/economic/social/political underpinnings of the Second Great Awakening?	1. Unit 10 Lecture Quiz 2. Exam 2 (Units 7-10)

11 26 October – 1 November	Unit 11: Growth and Conflict	Slavery was the subject of intense political, moral, religious, and economic debate in the United States, and Americans advanced a wide range of arguments both defending and opposing the institution. Ideas about race, freedom, equality, citizenship, and human rights were contested rather than universally agreed upon in nineteenth-century America. In this recitation, we are going to discuss the institution of slavery in the United States prior to the American Civil War. During the discussion, consider the following questions: 1. How was slavery defended and challenged in nineteenth-century America? 2. How should historians evaluate evidence from sources they find morally objectionable? 3. What can primary sources reveal—and what can't they reveal—about the past? 4. How do ideas shape historical change?	1. Unit 11 Lecture Quiz 2. Unit 11 Discussion Response
12 2 – 8 November	Unit 12: National Crisis	Students will be able to: 1. Explain how both the connectedness and differences in the economies of the North, South, and West shaped the political goals of people living in each region. 2. Describe the ways in which political and moral arguments were used to either condemn or justify the continued existence and possible expansion of slavery in different forums. Consider the following questions as we discuss the descent of the U.S. into civil war: 1. How did economic and social structures shape political ideologies in the 1840s and 1850s? What were the key political concerns of those living in the North, South, and West?	1. Unit 12 Lecture Quiz 2. Unit 12 Discussion Response

		2. In what ways did expansion exacerbate concerns over a potential political power imbalance as well as accelerate a breakdown in national unity? 3. How were political or moral arguments invoked in the debates over the future of slavery in the country? 4. To what extent was the Civil War inevitable by the end of the 1850s?	
13 9 – 15 November	Unit 13: The Civil War	In this recitation I am going to talk about the death and destruction wrought by Union and Confederate forces during the Civil War.	1. Unit 13 Lecture Quiz 2. Unit 13 Discussion Response
14			1. Signature Assignment DUE BY 11:59 PM ON FRIDAY, 20 NOVEMBER 2026.
15			
16 5 – 9 December	Finals Week		1. Historical Impact Reflection 2. Final Exam (Units 11-13)

UNT Policies

Academic Integrity Policy

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. If you are found to have plagiarized, cheated on an exam, or assisted someone else in cheating, you will receive a zero on the assignment.

(See: <http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism> [Links to an external site.](#)). More information on academic integrity can be found in the Undergraduate Catalog.

AI Policy

Academic Integrity - Academic misconduct is present in an academic work wherever AI assistance has been used when unauthorized, or when authorized, has not been disclosed as required.

Expect changes - The developments around generative AI are in flux and the rules that are expressed in this syllabus may need to change on short notice. This may affect the contents of assignments, as well as their evaluation.

General Writing - In principle you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This includes, for example, drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet our standards of attribution and validation.

Open Book Exam/Quiz - The use of AI tools is permitted, provided you follow our standards for attribution, validation, and transparency.

Encourage Use of AI with Three Principles Generative AI - Artificial Intelligence that can produce contents is now widely available to produce text, images, and other media. We encourage the use of such AI resources to inform yourself about the field, to understand the contributions that AI can make, and to help your learning. However, keep the following three principles in mind: (1) An AI cannot pass this course; (2) AI contributions must be attributed and edited for accuracy; (3) The use of AI resources must be open and documented.

1. **To pass this course:** AI generated submissions cannot achieve a passing grade. This is necessary to ensure you are competent to surpass generative AI in the future – whether in academia, research, the workplace, or other domains of society. If this cannot be achieved, if you are not able to maintain control of the rules, you are entering an unwinnable competition. To provide a baseline that is specific for the course, we will produce, analyze, and provide AI-generated sample solutions. Your task will be to surpass them.
2. **Attribution:** You are taking full responsibility for AI-generated materials as if you had produced them yourself: ideas must be attributed, and facts must be true.
3. **Documentation:** A portion of your term grade will evaluate your documentation of AI use throughout the course. By keeping track of your AI use and sharing your experiences, we all gain understanding, identify potential issues in this rapidly changing field, and discover better ways to use the resources for our objectives.

ADA Policy

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 https://disability.unt.edu/Links to an external site.](https://disability.unt.edu/Links to an external site.) ().

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

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.

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 Canvas 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.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student ConductLinks to an external site.](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: [my.unt.eduLinks to an external site.](https://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle ConnectLinks to an external site.](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

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. 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 websiteLinks to an external site.](http://spot.unt.edu/) (http://spot.unt.edu/) or email spot@unt.edu.

Sexual Assault Prevention

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.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/)[Links to an external site.](#) (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he

should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002)[Links to an external site.](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Academic Support & Student Services

Student Support Services

Mental Health

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

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)[Links to an external site.](#)
- [UNT ID Card](#)[Links to an external site.](#)
- [UNT Email Address](#)[Links to an external site.](#)
- [Legal Name](#)[Links to an external site.](#)

**UNT eUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and

in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#)[Links to an external site.](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)[Links to an external site.](#)
- [How do I use pronouns?](#)[Links to an external site.](#)
- [How do I share my pronouns?](#)[Links to an external site.](#)
- [How do I ask for another person's pronouns?](#)[Links to an external site.](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)[Links to an external site.](#)

Additional Student Support Services

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

Academic Support Services

- [Academic Resource Center](#)[Links to an external site.](#) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](#)[Links to an external site.](#) (<https://success.unt.edu/asc>)
- [UNT Libraries](#)[Links to an external site.](#) (<https://library.unt.edu/>)
- [Writing Lab](#) <http://writingcenter.unt.edu/>