

History 2610.003  
American History to 1865

# Spring 2020

MWF 11 – 11:50 am  
Art 223

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## Required Books:

TEXTBOOK: McGerr, *et al.*, *Of the People*, 4<sup>th</sup> ed., Vol. 1

## Purpose of Course:

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

## Course Requirements and Grading Policies:

There will be four (4) exams and an additional “signature assignment” for a grade. The exams will be graded on a 100-point scale. The grading for the additional assignment will be explained in class as well as on CANVAS.

The fourth exam (the “Final”) will not be comprehensive.

## The exam 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

## Tentative Calendar (Subject to Change)

Dates for exams and assignment:

**Exam 1 (23%)      Friday, 7 Feb.**  
**Exam 2 (23%)      Wednesday, 4 March.**  
**Exam 3 (23%)      Monday, 6 April**  
**Final (23%)        Monday, 4 May**  
**(10:30 am – 12:30 pm)**

**Signature Assignment (8%)      Friday, 17 April**

The instructor reserves the right to make determinations concerning the granting of extra credit.

Students will take three (3) exams and a final. There will be an up-to-15-point, extra-credit question on the final. The four exams and the signature assignment will be used to determine the student’s final grade according to the percentages given above on the right. The final numerical grade will be translated into a letter grade according to the table above on the left.

## Structure of Major Exams:

Major exams will consist of twenty (20) 2-point fill-in-the-blank sentences, three (3) 10-point short-answer questions, and one (1) 30-point essay question. 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 questions and terms from which those on the exam will be chosen. It is expected that each student will use the review sheet to prepare for the exam. Student essays 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. Exam essays will be graded with these criteria in mind.

## Signature Assignment

The Signature Assignment is found on the student’s CANVAS site for the course. An example of the assignment is attached to this syllabus. Students must complete the assignment by the due date given in the list above on the right in order to receive credit. Instructions concerning the taking and information concerning the grading of the assignment can be found on the student’s CANVAS site for the course.

**Punctuality and attendance:**

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.

**Office Hours:**

Mondays, 2-5 pm and Wednesdays 2-4 pm in Wooten Hall Rm 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 his or her 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 until it is too late to do something about a problem or to address a concern before meeting with the instructor.

**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. This means that I will not communicate information concerning a student's grades via email or telephone. The instructor and student must meet face-to-face.

**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:**

Special circumstances excepted, the instructor will not furnish class notes or copies of the presentations to students. If you miss a lecture, get the notes from one of your fellow students in the 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.

Students may not leave class while an exam is being administered. If you have special circumstances, you will need to meet with the instructor before the first exam so that arrangements can be made.

**Cell Phones:**

Cell phones should be turned off or on vibrate.

During tests, cell phones and all other electronic devices must be put away so that they are not visible to the student. No text messaging allowed. Sending or receiving text messages during an exam will be considered prima facie evidence of cheating and will be handled accordingly.

**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, when caught, be told to shut off their computer.

### **Make-up Policy for Major Exams**

A student missing the First, Second, or Third Exam must be made up within a week. This means, for instance, that if the exam is given on a Monday, then, if missed, it must be made up by the beginning of class on the following Monday. A make-up exam will be placed in the History Help Center for students who meet with the instructor and arrange to take the make-up. Make-up exams will not be automatically placed in the Help Center. 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, all students who do not make up a test within the one-week make-up period will receive a "0" ["zero"] for that exam. The make-up is one question chosen from the possible essay questions on the review. The student will write an essay in answer to that question for a total of 100 pts.

### **Disability Accommodation (ADA/ODA):**

The University of North Texas 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 you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

### **Academic Ethics (Cheating and Plagiarism):**

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 lecture and the textbook to prepare for exams. The most important source for information for the exams is the classroom lecture. The instructor will assign readings in the textbook that the student will use to prepare for specified questions on the exams. The student should use the following information, in conjunction with the index of the textbook, to coordinate the lectures with the information found in the textbook.

Bold numbers in bold brackets are the textbook chapters 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, 13 January – 5 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  
Maritime Aspects of European Expansion **[1, 2]**  
History of the European Age of Discovery  
The Colonial Period **[3, 4, 5]**  
Founding of the thirteen British colonies

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

Lecture Emphases: Britain Gains Control of North America **[6]**  
Great Britain vs France in North America  
The Rights of Englishmen **[n/a]**  
Background concerning the development of British legal and constitutional concepts  
The American Revolution **[7]**  
Political, military, and social aspects  
The Nation Under the Articles of Confederation **[7]**  
Description of the government under the Articles  
Framing the Constitution **[7]**  
History of the Constitutional Convention and description of various American constitutional concepts

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

Lecture Emphases: The Federalist Period **[8]**  
Founding of the government under the Federal Constitution  
Thomas Jefferson as President **[9]**  
Description of various Jeffersonian concepts of government  
The War of 1812 **[9]**  
Political, military, and social aspects  
The Post-War of 1812 Period **[9]**  
A description of one-party government in America  
The Jacksonian Era **[10, 11]**  
Description of various Jacksonian concepts of government

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

Lecture Emphases: 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 or all of the foregoing descriptions, instructions and/or information at his discretion.**

# Spring 2020 Signature Assignment for United States History 2610.001 and 2610.003

In an essay that is approximately 750 words in length, analyze the following historical image and place it within its proper historical context. Your essay should contain a thesis or argument that answers the question below and use evidence from the image to support that argument. You may use your textbook and/or lecture notes in your answer. In your analysis, answer the following question:

What does this image reveal about the time period in which it was produced?

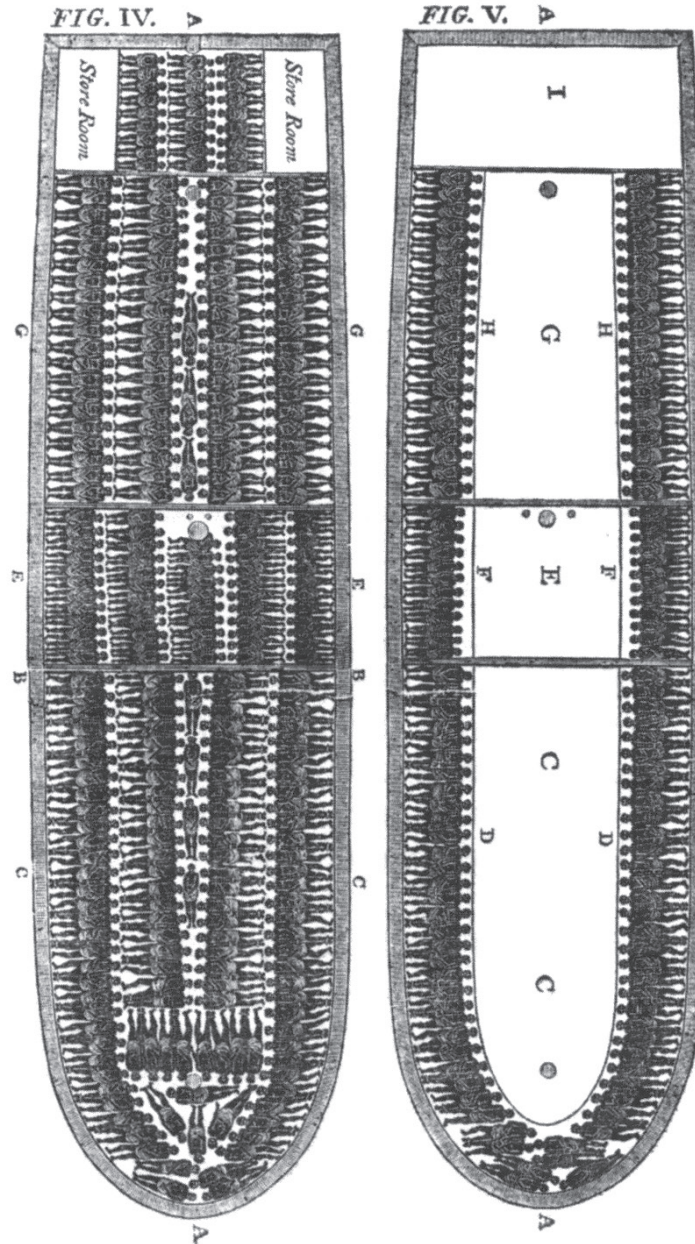
In order to answer this question, you may consider addressing the following:

- 1) Who produced the image?
- 2) When was the image produced?
- 3) Who was the intended audience?
- 4) What is the purpose of the image? What messages does it convey?
- 5) What is the historical context in which the source was produced and viewed?
- 6) What unspoken assumptions does the image contain?
- 7) What biases are detectable in the image?

Additionally, be sure to connect your analysis of the image to an ethical issue during the time it was produced or during the present day that illustrates your understanding of how this image relates to a sense of personal and social responsibility. For example, in what ways does this image reveal how individual actions and choices have affected our broader society and our nation? Devote approximately 250 of your 750 words to this exploration of personal and social responsibility revealed in the image.

# United States History 2610 Image

Diagram of a slave ship from the Atlantic slave trade.<sup>1</sup>



<sup>1</sup> Photo courtesy of the Lilly Library of Rare Books and Manuscripts, Indiana University.