

University of North Texas
Department of History

History 2610: American History to 1865

Dr. Chet

Office hours: by appointment (guychet@unt.edu).

The steady demographic and economic growth of England's North American colonies was facilitated by the commercial activity and naval security that characterized the "First British Empire". The rejection of the mother country by its colonists was, and still is, a remarkable and curious aberration for some, while for others it was the culmination of a long-term natural progression. This course will trace the growing social, cultural, economic, and political tensions between Great Britain and its American colonies. The class will examine to what degree these developments can explain the acrimony of the early 1770s and Americans' willingness to wage war against the British Empire for political independence. Furthermore, the class will examine how the dynamics and unresolved tensions of the revolutionary era led to the "second American Revolution" – the Civil War.

There are no prerequisites for this course.

COURSE OBJECTIVES:

1. Developing analytical skills – understanding that historical narratives are arguments, which can and should be evaluated based on evidence.
2. Gaining familiarity with the general history of early America.
3. Understanding competing analyses of the causes and consequences of the American Revolution, and their role in the coming of the US Civil War.
4. Developing an independent understanding of the nature and purpose of the American Revolution, and the Revolution's legacy's role in the coming of the Civil War.
5. Developing writing skills – learning how to compose an argumentative essay, in which one formulates an analytical argument, lists relevant evidence, and then explains how the evidence supports the argument.

COMMUNICATION: Learning content will be delivered in class, and through the textbooks and reading materials posted on Blackboard. Students must use their UNT accounts to log into the course from the UNT Blackboard Learn page. To correspond with me, please use email (guy.chet@unt.edu), rather than Blackboard. It is too easy for me to miss Blackboard messages; please use email.

GRADING: During the course of the semester, students are expected to contribute to class discussion, complete pop-quizzes on the readings, and submit two midterm exams and a final exam submit reading responses, and complete 3 exams (if a student cannot attend an exam, s/he should contact me *in advance* in order to arrange a make up exam). Assignments are graded on a scale of 0 to 100, with the final course grade assigned according to the following scale: A (90-

100), B (80-89), C (70-79), D (60-69), F (0-59). In grading the exams, I pay close attention to both substance and form (grammar, spelling, and clarity). In evaluating substance, I examine whether the author has demonstrated a critical, historical understanding of the material by presenting and substantiating a thesis (a historical argument). In order to compute the final course grade, I will add the relative values of each student's number grades for the 2 midterms (30% each) and the final exam (40%).

LATE SUBMISSION OF WRITTEN WORK: Assignments must be completed by the due date for full credit. Late submissions will incur a 5-point late-penalty for the first hour, and 5 additional points for every hour thereafter.

TIME COMMITMENT: Students should anticipate at least 10 hours per week for studying materials and completing class assignments. Falling behind schedule in this course will be detrimental to a student's final grade, since the concepts covered are cumulative – not becoming proficient with information in a particular week will lead prevent a student from comprehending material delivered in subsequent weeks.

ACADEMIC INTEGRITY AND PLAGIARISM: As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. Students are held accountable for understanding UNT's policy on academic integrity. Any violations of this policy may result in a 0 or F on the particular assignment or an F in the course.

STUDENT SUCCESS AT UNT: Students who have trouble keeping up with assignments should inform the professor as early as possible. "Succeed at UNT" provides students support services and resources for success. Moreover, the History Department's Help Center (WH #220, 940-565-4772) and the History Department Library (WH #267, 940-369-7681) are staffed by graduate students who can assist students with tutoring and essay writing advice.

STUDENTS WITH DISABILITIES: Students with special circumstances covered by the Americans with Disabilities Act should register with the Office of Disability Accommodation, and also inform the instructor of the class. Reasonable adjustments will be made to accommodate the special needs of students with disabilities where such adjustments are necessary to provide equality of educational access.

REQUIRED TEXTS:

James A. Henretta *et al.*, *America: A Concise History*, vol. 1: To 1877 (6th ed., 2015; ISBN-10: 1-4576-4865-2; ISBN-13: 978-1-4576-4865-6) **Take advantage of the support website for the textbook. In it you'll find outlines, essays, self-evaluation quizzes, points of interest and further research etc.**

Jack Greene, "The Glorious Revolution and the British Empire 1688-1783" [handout]

SCHEDULE:

Week 1: The English Civil Wars to the Glorious Revolution

Henretta, "The New Global World."

- Week 2: Reconsidering the Atlantic Cultural & Political Divide
Henretta, “The Invasion and Settlements of North America.”
- Week 3: The British Army in America
Henretta, “Creating a British Empire in America”, “Growth and Crisis in Colonial Society”.
Jack Green, “The Glorious Revolution and the British Empire” [handout]
- Week 4: Political Autonomy and Political Dependence; Acrimony and Resistance
Henretta, “Toward Independence”.
- Week 5: The American War.
Henretta, “Making War and Republican Governments”

FIRST MIDTERM

- Week 6: Dynamics of Post-Colonial Strife and Disintegration
- Week 7: The Federalist Era
Henretta, “Politics and Society in the New Republic, 1787–1820”
- Week 8: The Revolution of 1800
Henretta, “Creating a Republican Culture”
- Week 9: The Challenge of Slavery to the American Republic:
Henretta, “Economic Transformation, 1820–1860.”
- Week 10: The Monroe Doctrine
SECOND MIDTERM EXAM (due _____ at guy.chet@unt.edu)

- Week 11: Nationalism and Sectionalism; Abolitionism
Henretta, “A Democratic Revolution.”
- Week 12: Sectional Acrimony
Henretta, “Religion and Reform.”
- Weeks 13: Resistance, & Disintegration
Henretta, “The South Expands: Slavery and Society,” and “Expansion, War and Sectional Crisis”
- Week 14: The Civil War
Henretta, “Two Societies at War.”
- Week 15: The Fourteenth Amendment – the Second American Revolution
Henretta, “Reconstruction”

FINAL EXAM (due _____ at guy.chet@unt.edu)