

HIST 2610(Online Section 32) – Fall 2019
US History until 1865

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| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|--|---|--|---|
| Dr. Tomlin available via email(on campus by appnt.) | Dr. Tomlin Office Hours 8-11 a.m. | Dr. Tomlin available via email(on campus by appnt.) | Dr. Tomlin Office Hours 8-11 a.m. | Dr. Tomlin available via email(on campus by appnt.) |



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

COURSE DESCRIPTION.

The 250 years this course covers represents one of the most exciting and dramatic periods in the history of the Western world. The settling and interactions of peoples in North America paved the way for new and inspiring ideas about society and government. Revolutions-scientific, industrial, and ideological- emerged that would expand the political discourse and bring to the forefront the search for social justice by under-represented groups - women, workers, ethnic and religious minorities. This process redefined the relationship between the ruled and their rulers. Developments in the New World during this time-period inspired a series of exhilarating changes whose influence was felt well beyond the hemisphere itself, and which profoundly shaped the world in which we live today. Yet, the history of Early America also witnessed some of the darkest chapters in the history of mankind – the subjugation and exploitation of native peoples on multiple continents, the rise of imperialism, systematized enslavement, the racial and cultural injustices inherent in a melting pot of peoples with differing levels of power and access. So much happened in this time that it would be impossible to cover everything in one semester. Instead, our course will focus on the evolving relationship between the individual and the state – from the Enlightenment and Scientific Revolution to the Industrial Revolution and the rise of Capitalism; from the rise of American nationalism and empire to the recurring collapses of governments and societies through war, economic crisis, and the tensions of an ever more diverse nation. All of these topics and the underlying individuals, institutions, and ideas that affect them center on this changing dynamic between the individual and the state. It is the continual reimagining of that relationship that defines the changing nature of power in modern human history and the changing face of those who wielded it.

Learning Objectives for the Course. Throughout the semester, students will learn how to:

1. Acquire a factual knowledge of the material covered in lectures and discussions. This skill will be assessed through online quizzes and identifications on in-class exams;
2. Understand the nature of cause-and-effect relationships in human affairs as they have played out over time and continue to operate in the present – “history” does not happen in a vacuum, and the impact of past events and ideas can be felt way beyond the specific time period in which they happened.
3. Develop the ability to analyze (not merely summarize) historical sources, both written and visual. This skill will be assessed through three primary source-analyses and in-class discussion of additional readings and videos posted on canvas. This is why history is a required subject. Analyzing information, distilling it, and communicating it to others in a cogent way is the basis of every degree, every career, and every professional post you will ever seek or hold.
4. Develop the ability to write persuasively – in history jargon, this means “based on evidence” – and communicate effectively: good ideas are “good”, but you need to be able to express them in an organized, grammatically correct, and persuasive way to make them effective. This skill will also be assessed through the three primary source analyses. Why is this important? Refer to point #3 above.
5. Gain an appreciation for the role of diversity and difference in shaping the human experience, and especially the contest for power. This might require us to abandon our comfort-zone and assumptions, and make an effort to understand historical events and developments from different perspectives. This skill will be assessed through weekly participation in class and in our group discussions.

REQUIRED READINGS.

- **Hewitt/ Lawson**, Exploring American Histories: A Survey with Sources. 3rd edition, combined volume (with Launchpad Ebook access). ISBN: 978-1-4576-9462-2
- **Additional required** written and visual primary sources posted to Canvas weekly (schedule and list of readings provided weekly through Launchpad).

• **REQUIREMENTS AND GRADES:**

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|-------------------------------|------------------|------------------------------|-------------------|
| Signature Core Assessment | 10% | Weekly LearningCurve quizzes | 10% |
| Three Primary Source Analyses | 5%+10%+15% (30%) | Three Exams | 10%+15%+25% (50%) |

Participation means more than simply “showing up to class,” although attendance is a huge part of it. It also means being prepared to participate by:

- Have the readings/videos completed before class.
 - Take **Meaningful** and useful notes on lectures and readings. This material has been carefully selected and presented specifically for the course objectives and for you as an audience. None of it is provided by chance. This means all of it is vital information to understanding the material and the larger narrative of the course. You don't have to pretend it is the most compelling public speaking you've ever heard, and you don't have to agree with all of it. Ask questions. Challenge me if you disagree or interpret a given set of evidence differently. Engage with the material and with my assessment of it. The result is almost always a more vigorous learning environment. But most importantly, pay attention and take it seriously. Lectures contain the **evidence** all of us need to make a historical interpretation/argument.
 - Approach the readings and videos in an **active** manner. **Be curious** and **ask questions** of your sources. You are reading not only for the information or content, but also for the analysis, research methods, argument and perspective. Keeping in mind that different opinions and interpretations are at the heart of doing history. The goal of our discussions is not to create some artificial consensus (the “right” answer), rather to share our multiple perspectives in an informed, productive, and supportive manner.
2. **Signature Core Assessment(10%):** This assignment will gauge your ability by the end of the course to identify and understand not only key historical events but also the context and perspectives from which they occurred. Students will submit a brief analysis of **one** of three provided historical images with the object of 1) identifying the image and it's relationship to historical events, 2) establishing a hypothesis about the meaning/importance of the selected image, and 3) articulating the larger impact of the image/it's meaning to the American past **and** present.
 3. **Three Primary Source analyses (5%+10%+15%):** These assignments will teach you how to read and understand how historians analyze primary sources by analyzing three original documents assigned for the course. This means investigating the context for the document (who wrote it, for whom, when, for what reason) and its impact on larger events. **See the course schedule and Canvas for information about due dates, format, and detailed instructions on how to approach this assignment.**
 4. **LearningCurve quizzes to be taken at home through Launchpad (10%):** Grade for this assignment will be based on your 12 best scores. Each quiz will be open for a limited number of days Mark the dates on your calendar - no reminders will be issued in class. **In no circumstances will quizzes be re-opened after they expire.** If you encounter computer problems while taking the quiz, contact Macmillan at the Launchpad Helpdesk. <https://macmillan.force.com/macmillanlearning/s/> They will clear your attempt if you have completed 4 questions or less. Keep in mind, however, that we are not on our email 24/7.
 5. **Three Exams (10%-15%-25%):** All three exams will feature a mix of identifications, short-answer questions, and map exercises. There is no additional “study-guide” for the exams because all the IDs, questions, and maps on the exams will **come directly** from material that has been covered in lecture and reinforced in discussion. Being a successful student means – among other things – attending class regularly, taking good notes (do not merely copy the outline from PowerPoint), completing the assigned readings as scheduled, and coming to class prepared to effectively participate in discussion.

GRADING SCALE: The following is a breakdown of the grading system:

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|------------|------------|------------|----------------|
| A: 94-100% | B: 83-86% | C: 73-76% | D: 63-66% |
| A-: 90-93% | B-: 80-82% | C-: 70-72% | D-: 60-62% |
| B+: 87-89% | C+: 77-79% | D+: 67-69% | F: 59% or less |

In general:

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

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

You should always **come to me first** if you have questions and concerns.

COURSE POLICIES:

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

Canvas and email: Must be checked regularly for updates, announcements, and instructions. I can only send emails to and respond to emails from your official UNT address. **When emailing me, please provide your full name and course section number.** I will do our best to reply to all emails in a timely manner, provided that they adhere to certain simple rules of courtesy and professionalism. Emails I receive that have no salutation (such as “Hello Dr. Tomlin” or “Dear Prof. Tomlin”) will go unanswered.

Respect: Treat each person in the class with dignity, respect, and courtesy. Especially in discussion, remember that every class has a culture influenced by the fact that students come from widely diverse backgrounds and hold different

viewpoints, values, and interpretations of the world. This classroom encourages diverse viewpoints. It is especially important that you listen to students whose opinions differ from your own, arguing with the opinions while remaining respectful of the individuals who hold them. Neither I nor the University of North Texas will not tolerate any comments or actions that create a hostile or uncomfortable learning environment for any member of the class. If using the email function on canvas to contact your classmates, make sure that your language is appropriate for a classroom setting.

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

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

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

SCHEDULE

UNIT 1: Strangers and the New World(Aug. 26-Sept. 27)

WEEK 1: Aug. 26 – Aug. 30

Lectures: Introduction to the course, How to Use Launchpad

Readings: Syllabus, Hewitt/Lawson tutorials for Launchpad and Learning Curve Quizzes(online)

WEEK 2: Sept. 2-Sept. 6

Lectures: Early Settlement and Peoples of North America

Readings: Hewitt/Lawson, pp.1-36(Ch. 1)

WEEK 3: Sept. 9-Sept. 13

Lectures: Colonization and Empire in North America

Readings: Hewitt/Lawson, pp. 37-70(Ch. 2)

WEEK 4: Sept.16-Sept. 20

Lectures: Colonial America and the Atlantic World

Readings: Hewitt/Lawson, pp. 71-104(Ch. 3)

WEEK 5: Sept. 23-Sept. 27

Lectures: Social and Religious conflict in Early America

Readings: Hewitt/Lawson, pp. 105-140(Ch. 4)

***** PSA 1, Exam 1 due Online by 11:59pm on Sept. 27**

UNIT 2: Forming a More Perfect Union(Sept. 30-Nov. 1)

WEEK 6: Sept. 30-Oct. 4

Lectures: The Rise and Fall of Empire

Readings: Hewitt/Lawson, pp. 141-174(Ch. 5)

WEEK 7: Oct.7- Oct. 11

Lectures: The American Revolution

Readings: Hewitt/Lawson, pp. 175-208(Ch.6)

WEEK 8: Oct. 14-Oct. 18

Lectures: First Efforts toward an American Union

Readings: Hewitt/Lawson, pp. 209-244(Ch.7)

WEEK 9: Oct.21-Oct. 25

Lectures: The Early Republic

Readings: Hewitt/Lawson, pp. 245-280(Ch.8)

WEEK 10: Oct. 28-Nov. 1

Lectures: Preserving the Union

Readings: Hewitt/Lawson, pp. 281-316(Ch.9)

*****PSA 2, Exam 2 due Online by 11:59pm on Nov. 1**

UNIT 3: The Slow Death of the Old Union(Nov. 4-Dec. 4)

WEEK 11: Nov. 4-Nov. 8

Lectures: Emerging Factors in the American “North”

Readings: Hewitt/Lawson, pp. 317-352(Ch.10)

WEEK 12: Nov.11-Nov. 15

Lectures: Emerging Factors in the American “South”

Readings: Hewitt/Lawson, pp. 353-388(Ch.11)

WEEK 13: Nov. 18-Nov. 22

Lectures: American Empire and the Origins of Disunion

Readings: Hewitt/Lawson, pp.389-420(Ch.12)

WEEK 14: Nov. 25-27(Signature Assessment Due by 29th)

Lectures: The Collapse of the Old Union and Civil War

Readings: Hewitt/Lawson, pp.421-454(Ch.13)

WEEK 15: Dec. 2-Dec. 5

Lectures: The End of Slavery and the Beginning of a New Union

Readings: Hewitt/Lawson, pp.455-488(Ch.14)

*****PSA 3, Exam 3 due Online by 11:59 Dec. 5**

