

**History 2610.006,016,026: The United States to 1865**  
**Credit Hours: 3 hours**  
**Monday (006), Wednesday (016), or Friday (026) 2:00 PM-2:50 PM**  
**Fall 2020**  
**Business Building 118**

**Instructor:** Dr. Kerry Goldmann

**Email:** Kerry.Goldmann@unt.edu

**Office:** WH 241

**Office hours:** MW 11:30-1:30. \*Zoom preferred (email me to schedule an appointment)

**Teaching Assistant:**

Cristin English

**Email:**

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**Office:**

Zoom (link on Canvas)

**Office Hours:**

Tues/Thurs/Fri: 10-11

**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 groups based on race, ethnicity, gender, class, and religion. 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 diversity, ideas of race and gender, American culture, religion, civil and human rights, technological changes, economic change, immigration and migration, and the creation of federal government. Beyond a traditional historical approach, this course will investigate U.S. History through a cultural lens. How has cultural expression shaped American history and identity? What role has culture played in constructing American hierarchies versus dismantling them? What new histories are unveiled by examining cultural artifacts?

**Class Format:** This is will be a **hybrid** course, or mixture of in-person and online. Most instruction and assignments will be conducted online in your Canvas course, and I will meet with each section for 50 minutes once a week. Your specific section number will tell you if you should be in attendance on Monday (006), Wednesday (016), or Friday (026) each week. Because we will be employing various approaches to historical study this semester, your engagement with each component, included in your modules and in-class discussions, should aid you in gaining a deeper understanding of historical analysis as well as a more personal connection to history.

- **What will be online?**
    - Most lecture material (videos and PowerPoints)
    - Readings (textbook, articles, primary sources)
    - Links to videos and online historical experiences
    - Discussions
    - Exams
  - **What will be in-person?**
    - Each meeting will look a bit different in format but will consist of shorter lectures as well as discussions that will allow us to approach each of our units of US history together. These components will often focus on cultural aspects and underrepresented groups.
- NOTE:** The material we cover in these class sessions will be included in test material.

**Student Learning Outcomes:** Upon successful completion of this course, students will:

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.
7. An ability to question and rethink one's preconceived notions regarding American history.
8. An ability to conduct/evaluate historical research.

**Required Texts:**

1. Nancy Hewitt and Steven Lawson, *Exploring American Histories: A Survey with Sources*. 3rd edition, combined volume (with Launchpad Ebook access). ISBN: 978-1-4576-9462-2
  - NOTE: There will not be full chapter assignments from this textbook. Instead there will be shorter readings supplemented with primary sources, and most course material will be delivered in lecture videos.
  - Bookstores that will carry this textbook bundle: (The bundle cannot be purchased online)
    - Barnes and Noble, UNT Union
    - Voertman's Bookstore, 1314 W Hickory St, Denton, TX 76201
    - Campus Bookstore, 900 Avenue C #100, Denton, TX 76201
2. Additional required written and visual primary sources posted to Canvas weekly (schedule and list of readings provided below).
3. Each week's module will also contain a section on materials that I encourage you to check out. These sections could include links to virtual museum exhibits, music playlists, poetry, play scripts, or videos. These specific materials were chosen to aid you in reaching a deeper understanding of these historical contexts and offer perspectives and voices from the people who occupied this history.

**Supplies and Technology:** The UNT fall schedule requires this course to have fully remote instruction beginning November 28th. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. For in-person meetings, feel free to take notes as you prefer (computer or paper). Completing the online/remote components of this course will require internet access and a computer or tablet through which you can access Canvas. If you have any trouble procuring any of the technology listed, please do not hesitate to get in contact with me. I will make sure that every student has everything they need to perform well in this course.

**Canvas:** Weekly Canvas Modules published every Friday. You will have all lecture videos, assignment submissions, and additional readings in each of these modules. I'll provide a checklist for each week, so you will know everything you need to accomplish to be successful on a weekly basis.

**Launchpad:** You will find additional readings here listed in weekly folders. There will be NO assignments submitted through Launchpad—only Primary Sources and short readings.

**Masks REQUIRED:** Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class—covering their mouth and nose. Masks should also not be pulled down and worn on your chin. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an official accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

**Note about Class Recordings:** Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

**Communication:** I want to be as accessible to you as I can be. I will hold regular office hours for at least two hours per week on a first-come, first-served basis. I prefer Zoom meetings to adhere to social distancing as much as possible but will be happy to meet with you in person if need be. Either way, I encourage you to come to my office or meet with me over Zoom to discuss any aspect of this course or whatever else is on your mind. I have an open-door policy and want to be a resource and support for you in any way possible. If you can't visit during office hours, please call or email me. I will do my best to respond immediately.

**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). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Attendance:** Attendance for the in-person component of this class is encouraged but **not required**. If you are feeling even the least bit sick, I implore you to stay home. I will take attendance each day we meet, but please know this is only for purpose of aiding the university's contract tracing efforts. Whether you are able to make it to the in-person class or not, it is still your responsibility to keep up with all materials in each week's modules.

**\*COVID-19 impact on attendance:** While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class. If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

**Withdrawal Policy:** If you are unable to complete the course, you must withdraw by the **12<sup>th</sup> University class day for a refund**. A student wishing to withdraw from a course before the end of the semester must initiate the process by filling out the official withdrawal form, which can be found on the University's website or at the Registrar's office.

**Academic Integrity Standards and Consequences.** The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. Students should be aware that "acts of dishonesty" include

cheating, plagiarism, furnishing misleading information, and forgery. We will uphold the policies and regulations of the University.

The American Historical Association's "Statement on Professional Conduct" defines plagiarism in the following way:

"The word *plagiarism* derives from Latin roots: *plagiarius*, an abductor, and *plagiare*, to steal. **The expropriation of another author's work, and the presentation of it as one's own, constitutes plagiarism and is a serious violation of the ethics of scholarship.** It seriously undermines the credibility of the plagiarist, and can do irreparable harm to a historian's career. In addition to the harm that plagiarism does to the pursuit of truth, it can also be an offense against the literary rights of the original author and the property rights of the copyright owner... **The real penalty for plagiarism is the abhorrence of the community of scholars.** No matter what the context, the best professional practice for avoiding a charge of plagiarism is always to be explicit, thorough, and generous in acknowledging one's intellectual debts."

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

### **Course-Related Academic Adjustments with the Americans with Disabilities Act**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable 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 reasonable 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 reasonable 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, refer to the Office of Disability Access website at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323.

### **Method of Evaluation:**

**Primary Source Quiz:** We will emphasize instruction on how to read and critically engage with primary sources throughout this course. This quiz will offer an early assessment of your developing skills in analyzing primary sources. Further instructions will be presented closer to the due date—**Sunday, October 11<sup>th</sup>**.

**Signature Assignment:** Occurring later in the semester, this assignment is meant to test your progress in understanding primary sources and historically significant artifacts. It is also an assessment of the following skills: (1) Critical Thinking, (2) Communication, (3) Social Responsibility, and (4) Personal Responsibility. Further instructions will be presented closer to the due date—**Sunday, November 8<sup>th</sup>**.

**Exams:** 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.

**Make-up Exams:** Students who miss an exam must provide the instructor with a **valid, documented reason** for missing an exam in order to be allowed to take a make-up exam. If allowed, students have seven 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. **THERE ARE NO MAKEUPS FOR MISSED MAKEUP EXAMS**—if you schedule a make-up, stick to the date and time we arrange.

**Grading of Evaluation:**

**Grade Breakdown**

Primary Source Quiz	10%
Signature Assignment:	10%
Discussion Posts (4)	20%
Exam 1	20%
Exam 2	20%
Exam 3	20%

**Grading on all these assignments will be based on a standard ten-point scale:**

- A - 90-100
- B - 80-89
- C - 70-79
- D - 60-69
- F - below 60

### Class Schedule

**\*This table reflects what will be covered each week in (1) your online modules and (2) in class that week. The “Readings” and “Lectures” listed for each week should be completed before attending your in-person class. Readings are annotated as to where you will find them: Canvas or Launchpad. Weekly Canvas Modules will become available every Friday to provide time for each class section.**

	<b>Lectures/Readings (Canvas)</b>	<b>Lecture/Discussion (In-person class)</b>	<b>Assignments (Canvas)</b>
<b>Week 1</b> Aug 24-28	<u>Readings</u> : Course Syllabus and all Canvas support materials listed in the first module.	Introduction to the Course/Q&A	<b>Start Lecture and Readings for next week</b>
<b>Week 2</b> Aug 31-Sep 4	<u>Lecture</u> : The Americas, Early Imperialism, and British Colonization <u>Readings</u> : “Native America: Accounts” (Canvas); Week 2 Readings (Launchpad)	Cultural Bias and Fear of the “Other” in Colonization	<b><u>Discussion Post #1 DUE Sunday, Sep 6 by 11:59 PM</u></b>
<b>Week 3</b> Sep 7-11	<u>Lecture</u> : Virginia, Massachusetts, and the Old Colonial System <u>Readings</u> : “Accusations of Witchcraft” (Canvas) Week 3 Readings (Launchpad)	The Culture of Puritan Sexuality/Gender Norms and Art Imitating History	
<b>Week 4</b> Sep 14-18	<u>Lecture</u> : The Origins of Slavery and the Atlantic Slave Trade <u>Readings</u> : Week 4 Readings (Launchpad); Explore <a href="https://slavevoyages.org/">https://slavevoyages.org/</a> (link on Canvas)	Culture as Resistance	<b><u>Discussion Post #2 DUE Sunday, Sep 20 by 11:59 PM</u></b>
<b>Week 5</b> Sep 21-25	<u>Lecture</u> : The American Revolution, 1763-1783 <u>Readings</u> : Week 5 Readings (Launchpad)	Outliers of the Revolution and <b>Exam 1 Review</b>	<b><u>Exam 1 DUE on Canvas Sunday, September 27 by 11:59 PM</u></b>
<b>Week 6</b> Sep 28-Oct 2	<u>Lecture</u> : Confederation and Constitution, 1781-1789 <u>Readings</u> : “Jefferson v. Hamilton” (Canvas); Week 6 Readings (Launchpad)	We the People: Women, Natives, and African Americans in the Constitution	
<b>Week 7</b> Oct 5-9	<u>Lecture</u> : Securing the Republic, 1789-1800 <u>Readings</u> : Week 7 Readings (Launchpad)	Primary Source Instruction	<b><u>Primary Source Quiz DUE on Canvas Sunday, Oct 11 by 11:59 PM</u></b>
<b>Week 8</b> Oct 12-16	<u>Lecture</u> : Securing the Republic, 1800-1815 <u>Readings</u> : “Hamilton to Burr” (Canvas); Week 8 Readings (Launchpad)	Alexander Hamilton and Historical Memory	<b><u>Discussion Post #3 DUE Sunday, Oct 18 by 11:59 PM</u></b>

<b>Week 9</b> Oct 19-23	<u>Lecture:</u> Nationalism and Sectionalism, 1815-1824 <u>Readings:</u> No Readings	A New American Identity and <b>Exam 2 Review</b>	<b>Exam 2 DUE on Canvas Sunday, Oct 25 by 11:59 PM</b>
<b>Week 10</b> Oct 26-30	<u>Lecture:</u> The Jacksonian Era, 1824-1840 <u>Readings:</u> Week 10 Readings (Launchpad)	Social Reforms and Movements	
<b>Week 11</b> Nov 2-6	<u>Lecture:</u> Territorial Expansion and War, 1841-1848 <u>Readings:</u> Week 11 Readings (Launchpad)	Diversity and Food History of Texas	<b>Signature Assignment DUE on Canvas Sunday, Nov 8 by 11:59 PM</b>
<b>Week 12</b> Nov 9-13	<u>Lecture:</u> Gradual Emancipation, Antislavery, and Abolition <u>Readings:</u> Week 12 Readings (Launchpad)	Emancipation: Movement of the People	
<b>Week 13</b> Nov 16-20	<u>Lecture:</u> Disunion Over Slavery, 1850-1860 <u>Readings:</u> Week 13 Readings (Launchpad)	The Historical Memory of Slavery and the Civil War	<b>Discussion Post #4 DUE Sunday, Nov 22 by 11:59 PM</b>
<b>Week 14</b> Nov 23-27	<u>Lecture:</u> The Civil War, 1861-1865 <u>Readings:</u> Paul Laurence Dunbar's "The Colored Soldiers" (Canvas); Week 14 Readings (Launchpad)	NO MEETING	
<b>Week 15</b> Nov 30-Dec 4	<u>Lecture:</u> Final Exam REVIEW	NO MEETING	
<b>Week 16</b> Dec 7-11	NO MATERIALS	NO MEETING	<b>FINAL EXAM DUE on Canvas Monday, Dec. 7 1:30PM-3:30PM</b>

**\*\*NOTE: This syllabus/schedule is subject to change at the instructor's discretion\*\***