

-HIST 2610.434 and 2610.450 (Dual Credit): The United States until 1865



Fall 2025

Class Location: The World Wide Web

Instructor:

Dr. Manny A. Grajales

Office Location (UNT Main Campus):

Wooten Hall, 241

Zoom Office Hours:

Monday, 5:15pm to 6:45pm and by appointment

* I also hold office hours for students taking my in-person classes: Wednesday and Friday, 1:15pm-3:15pm

Instructor University Email:

Manuel.Grajales@unt.edu

Graduate Teaching Assistants:

Angela Walters:

AngelaWalters2@my.unt.edu

Natalie Bennett:

NatalieBennett@my.unt.edu

Course Materials:

My intention is for materials to be cost-efficient for students. Required and recommended readings will be available online or through e-campus.

Required:

- *The American Yawp*, Edited by Joseph Locke and Ben Wright: Stanford University Press. The book is available in each module on Canvas. Additionally, here is the link to the book: <http://www.americanyawp.com/>
Reminder: You do not need to buy The American Yawp. It is a free, online textbook.
- *Containing Multitudes: A Documentary Reader of the American Past Volume 1: To 1877*, Edited by Wesley G. Phelps and Jennifer Jensen Wallach. Arkansas: University of Arkansas Press, 2022.

Why History?

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. The study of history allows us to see parallels, analogies, and recurrent patterns, detect long-term trends and forces, and understand what is 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.

Course Description

This course is designed to explore major issues in US History until 1865, tracing from the past to understand the political, social, economic, and cultural development of the United States and how that shapes us today. In this class, we focus on learning what happened and analyzing why things happened. Several basic questions will arise throughout the course: How do race, class, and region shape ideas of citizenship and identity? What events/figures contributed to the development of the United States' national self-image? In the process, students will learn to think critically about the past, and to evaluate and synthesize information from a variety of historical sources and incorporate it into a coherent argument.

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

1. Define key historical terms, individuals, ideas, events, and the significance of each in American history.
2. Draw direct connections between historical events and the consequential impact.
3. Critically analyze historical primary sources.
4. Apply the foundational knowledge of history to understand present circumstances.
5. Identify the significance of why we study history.

Course Requirements/Grading

***Note on Citing for Discussion posts, Exams, other written assignments:**

I want you all to do outside research using UNT Libraries and other avenues. If you incorporate a source from outside of course materials, make sure to create bibliography at the end of your assignment listing those outside sources. However, if it is painfully obvious you used AI sources, it will be graded harshly based on the information offered or a **Zero** if confirmed.

Discussion Posts: (4 discussions, 20% total) Throughout the semester, you will complete four discussion posts. Each discussion post will answer a Background prompt and questions to answer in a blog-style post. The discussion responses you submit for each Discussion Post should all follow the same format and style. These should be 250-350 words and are meant to be written in a "blog style," as opposed to more formal writing. You must show your work (Citations) to demonstrate how you formed your idea or opinion. The intention behind this is to map the *process* of learning and analyzing history--**therefore it should have a tone of personal**

reflection in addition to analysis. Reflect on the content you have learned in this unit. Then, consider your position/experience and how you relate to this material (yes--you can use first-person). Though there is an overall informal tone to these posts, your answers should employ critical thinking (as opposed to regurgitating material) and effectively apply reading and media sources from the unit's module within your overall analysis.

Chapter Quizzes: (5 quizzes, 30% total) Six quizzes will be assigned at different points of the semester in Canvas that focus on the materials you read for that specific chapter (for example, you will have a quiz assigned for Week 4 on Chapter 3. You will answer five questions that focus on the materials you read in American YAWP. Questions will not be about names and dates. Instead, questions will focus on concepts. The quizzes will be set with opportunities to retake if you are not satisfied with your first attempt.

Primary Source Analysis: (10%) At the end of week 11, you will submit an essay that is between 700-800 words in length that answers the question asked using one or more primary sources from the relevant portion of the reader or the source(s) provided by your instructor. Your essay should contain a thesis or argument that answers the question and should use evidence from the source to support that argument. You may use your textbook, the additional reader, and resources in the module to complete this assignment. Further directions about this assignment will be provided in the Canvas course shell.

Historical Impact Reflection (10%)

We are all products of our own histories. Throughout this course, you have watched other historians explore history in their own unique ways, and you could observe the visible passion and personal connection each historian had to their subject. When we realize that we can see history everywhere in the world around us, it suddenly becomes relevant, and we can develop a personal connection to historical studies. You will cap off this US history survey course with a project that allows you to find your own connections through reflecting on both personal historical impact and how that ties in with broader histories. Reflect on how historical study has impacted you this semester by writing a short, 500-to-700-word reflection paper responding to each of the prompt questions provided on Canvas.

Exams: (3 exams, 10% each, 30% total) Students will have three exams throughout the semester, as indicated in the syllabus. Each exam will cover assigned readings, lectures, class discussions, etc. Exams will consist of a short answer identification section and an essay. The written component affords students opportunities to discuss and analyze the historical context and significance of the themes discussed in class. Exams will be available on Canvas. The exam is available during the start of the exam week (for example, Exam 1, opening Monday of Week 5). You will have the entire week to finish. More instructions will be available in the exam module.

- **NOTE:** The final exam will focus on content from Unit 3 (Chapters 10-14). It will NOT be cumulative.
- In the past, I have made the Final Exam optional, and I intend to continue this
- Taking the final exam would replace your lowest exam grade
- If you have an A entering Finals week, you are exempt from taking the final.

Grading

Grades for the semester will be determined according to the following breakdown. There will not be extra credit opportunities in class. Grades will be tabulated in Canvas for you:

Exam 1	10%
Exam 2	10%
Final Exam	10%
5 Quizzes	30%
4 Discussion Posts	20%
Primary Source Analysis	10%
Historical Impact Reflection	10%

The grading scale used for this course is as follows:

90% or above	A
80-89%	B
70-79%	C
60-69%	D
59 or less	F

Course Expectations

The following are the basic expectations for success in this course.

- Come to class prepared. You must keep up with the assignments to perform well in this course. Do not hesitate to ask questions during lecture or after class.
- Quizzes, exams, and writing assignments must be completed on the scheduled due date, unless the student provides a valid, documented excuse. Absence on exam days will only be excused with appropriate documentation (e.g., doctor's note, letter from coach/Academic Advisor).
- All assignments can be discussed with the instructor by email or in person during office hours.
- **To pass this class, all assignments must be completed! No Exceptions!**

Completing Assignments and Late Work: Although this is an asynchronous online class with no attendance policy, it is critical for you to complete your assignments to pass the class. This class is self-paced: You can go week by week or get a few weeks done if you are trying to get ahead. A few things I would suggest if you consider working ahead:

1. I would suggest not trying to get everything done in the modules by week 3 (as an example) and instead go by each unit. That way you will be able to get grades back and understand the materials and the structure/format of the assignment. Trying to work on stuff for Unit 13 during Week 4 when you have not received feedback on a discussion post will save you from scrambling to redo the Unit 3 assignment.
2. The due dates will be in your Canvas calendar and in the syllabus. Keep that in mind when you are managing your assignment priorities for other classes and professional/personal engagements.
3. I understand life happens: Work, family, other assignments, the realization that an assignment might have needed more time, etc. If you reach a point where you are

freaking out about a deadline and the options that pop into your head include a sleepless night to finish (which might not be your best work), not submitting anything, or plagiarizing (example: copying from a website word for word, using an old assignment, using ChatGPT, etc.), I'd rather you turn the assignment in late than get a zero.

Having said that, assignments have a 12-hour grace period after the set due date to still be submitted and counted as on-time.

4. If you require an extension to submit the assignment late, email me and we can discuss the timeline and any late penalty that will be attached (if applicable). *I am the only one that can grant extensions.* If you reach out to the TAs, they will just forward the email to me. I ask you let me know about the need for an extension well in advance of the due date. However, I do understand that emergencies happen suddenly, and I will take that into account.

Communication with Instructor/Graduate Teaching Assistants: Students are encouraged to contact me or the TAs with any issues you might have. Beyond the classroom, the best way to contact us is through email. Any discussion of grades must be done in person during office hours, as FERPA protocol dictates grades cannot be discussed over email. The TAs and I will answer within 24 to 48 hours. Questions that can be found on the syllabus will receive lower response priority.

When emailing myself or the TAs, make sure to place something in the subject line about the issue you are contacting us about and a basic greeting (Ex: Hello Professor).

However, if you have questions about the assignments, need help with an idea, or anything else, feel free to reach out to us with your questions. Aside from my digital office hours, I am usually on campus for my face-to-face classes and can meet with you are on campus.

Please come to talk to me about any concerns, confusion, or issues that arise during the semester. If you are struggling with the class, need to talk out an idea about your paper, or need to talk about something, the times listed or making an appointment are the best way to communicate with us. If I hear nothing from you, I assume everything is fine. **Letting me know concerns early allows us to find a solution to the problem instead of waiting until Week 13 when options are limited. If you are struggling, reach out! I want you to succeed!**

NOTE on grading protocol for Written assignments: After we return written assignments to you, there is a mandatory 24-hour reflection period before requesting a meeting. This allows you to read and understand the comments made.

Course Schedule

Syllabus Change Policy

This syllabus is subject to change at the professor's discretion. However, any changes made will be communicated fully, with ample time to adjust.

Unit 1: Indigenous America to The American Revolution *(Read American YAWP Ch. 1 to Ch. 4 for Unit 1)*

Week 1 (August 18-22)

Course introductions. Look at Course Introduction Module

Get acclimated to Canvas and start reading Chapter 1

Due: Respond to "Establishing Community—Introduce Yourself" Discussion thread by Sunday night August 24th (11:59 pm)

Week 2 (August 25-29)

Chapter 1: Indigenous America

Due: Chapter 1 Discussion, by Sunday, August 31st (11:59 pm)

Week 3 (Sept 1-5)

Chapter 2: Colliding Cultures

Due: Chapter 2 Quiz, by Sunday, Sept 7th (11:59 pm)

Week 4 (Sept 8-12)

Chapter 3: British North America

Due: Chapter 3 Quiz, by Sunday, Sept 14th (11:59 pm)

Week 5 (Sept 15-19)

Chapter 4: Colonial Society

Due: Exam 1: Must be submitted by Sunday Sept 21st (11:59pm)

Unit 2: A New Nation to Democracy in America *(Read American YAWP 5-9)*

Week 6 (Sept 22-26)

Chapter 5: The American Revolution

Assignment Due: Chapter 5 discussion post due Sunday, Sept 28th (11:59 pm)

Week 7 (Sept 29-Oct 3)

Chapter 6: A New Nation

Assignment Due: Chapter 6 quiz, by Sunday, Oct 5th (11:59 pm)

Week 8 (Oct 6-10)

Chapter 7: The Early Republic

Assignment Due: Chapter 7 quiz due Sunday, Oct 12th (11:59 pm)

Week 9 (Oct 13-17)

Chapter 8: The Market Revolution

Assignment Due: Chapter 8 discussion post by Sunday, Oct 19th (11:59pm)

Week 10 (Oct 20-24)

Chapter 9: Democracy in America

Assignment Due: Exam 2: Must be submitted by Sunday, Oct 26th (11:59pm)

Unit 3: Religion and Reform to The Civil War
(Read American YAWP Ch. 10 to Ch. 14)

Week 11 (Oct 27-31)

Chapter 10: Religion and Reform

No Assignments due: Work on Primary Source Analysis, due week 12

Week 12 (Nov 3-7)

Chapter 11: The Cotton Revolution

Assignment due: Primary Source Analysis by Sunday, Nov 9th (11:59 pm)

Week 13 (Nov 10-14)

Chapter 12: Manifest Destiny

Assignment due: Chapter 12 quiz due Nov 16th (11:59pm)

Week 14 (Nov 17-21)

Chapter 13: Sectional Crisis

Assignment due: Historical Impact Reflection, due Sunday, Nov 23rd (11:59 pm)

Thanksgiving Break: NO CLASS! November 24th to 30th

Week 15 (Dec 1-4)

Chapter 14: The Civil War

Finish up and prepare for Finals

UNT Finals Week: December 6th to December 12th

Final Exam: Opens December 4th, 8am. Must be submitted by December 10th by 11:59pm.

Campus Resources

Course Technology & Skills

Minimum Technology Requirements

Provide a list of the minimum technology requirements for students, such as:

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

Computer Skills & Digital Literacy

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

- 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 \(Links to an external site.\)](http://www.unt.edu/helpdesk/index.htm) (<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!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

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

ADA Accommodation Statement: 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](http://www.unt.edu/oda) website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.