

HIST 2610.433 and 2610.450 (Dual Credit): The United States until 1865



Spring 2026

Class Location: The World Wide Web

Instructor:

Dr. Manny A. Grajales

Office Location (UNT Main Campus):

Wooten Hall, 241

Zoom Office Hours:

Thursday, 2pm to 3:30pm and by appointment

* I also hold on campus office hours for students taking classes on Denton Campus: Tuesday, 2pm to 3:30pm, Wednesday, 3pm to 4pm in my office.

Instructor University Email:

Manuel.Grajales@unt.edu

Graduate Teaching Assistants:

Megan Guynes

MeganGuynes@my.unt.edu

David Murphy

DavidMurphy@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.
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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.

Also, no citations or blatantly incorrect citing will mean a **15 points deduction off the assignment.*

Discussion Posts: (5 discussions, 25% total) Throughout the semester, you will complete five 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. Instructions on format and style will be available on Canvas.

Chapter Quizzes: (5 quizzes, 25% total) Five 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 a 700-to-800-word essay that answers the prompt question given, 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. You will cap off this US history survey course with a project that allows you to find your own connections to history 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. More details will be available 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:

Exam 1	10%
Exam 2	10%
Final Exam	10%
5 Quizzes	25%
5 Discussion Posts	25%
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.

- Quizzes, exams, and writing assignments must be completed on the scheduled due date, unless the student provides a valid, documented excuse 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. Assignments are due when stated on Canvas.
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, all assignments (except the final) 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 to 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:

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 for office hours, making an appointment for office hours, or email are the best ways to communicate with me.

When emailing me or the TAs, ensure the following:

- 1) Properly address your professor (Professor Grajales, for example)
- 2) Use UNT emails only- other emails often go into spam/junk
- 3) Identify the course you are in by listing the course number in the subject line of the email
- 4) Identify yourself by giving me your entire name and your specific question or request
- 5) Ensure your email is professional in approach and language, especially if asking about grades, assignments, or something else
- 6) Ensure you address your professors appropriately (Hello, Professor Grajales, for example)
- 7) Ensure you respond that you have received the information you needed
- 8) If you need some help with writing emails to professors, UNT provides this handy Online Communication Tips page

A few notes, guidelines, and suggestions:

- Any discussion of grades must be done in person/Zoom during my office hours (or by appointment), as FERPA protocol dictates grades cannot be discussed over email.
- I will answer within 24 to 48 hours.
- Questions that can be found on the syllabus will receive lower response priority.
- Will there be extra credit? That depends on if there are events on campus that qualify. I will say this...actually showing up to class (minus if you are sick or personal matter) will actually help your grade...just an easter egg for later in the semester.
- 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.**
- **Don't wait until Week 13 when options are limited. If you're struggling, reach out! I want you to succeed!**
- **NOTE on grading protocol for Written assignments:** After I return written assignments to you, there is a **mandatory 24-hour reflection** period before requesting a meeting. This allows you to read through 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 (Week of Jan 12)

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 Jan 18th (11:59 pm)

Week 2 (Week of Jan 19)

Chapter 1: Indigenous America

Due: Chapter 1 Quiz, by Sunday, January 25th (11:59 pm)

Week 3 (Week of Jan 26)

Chapter 2: Colliding Cultures

Due: Chapter 2 Discussion, by Sunday, February 1st (11:59 pm)

Week 4 (Week of Feb 2)

Chapter 3: British North America

Due: Chapter 3 Quiz, by Sunday, February 8th (11:59 pm)

Week 5 (Week of Feb 9)

Chapter 4: Colonial Society

Due: Exam 1: Must be submitted by Sunday February 15th (11:59pm)

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

Week 6 (Week of Feb 16)

Chapter 5: The American Revolution

Assignment Due: Chapter 5 discussion post due Sunday, February 22nd (11:59 pm)

Week 7 (Week of Feb 23)

Chapter 6: A New Nation

Assignment Due: Chapter 6 quiz, by Sunday, March 1st (11:59 pm)

Week 8 (Week of March 2)

Chapter 7: The Early Republic

Assignment Due: Chapter 7 discussion post due March 8th (11:59 pm)

SPRING BREAK MARCH 8 to MARCH 15 No classes!

Week 9 (Week of March 16)

Chapter 8: The Market Revolution

Assignment Due: Chapter 8 quiz post by Sunday, March 22nd (11:59pm)

Week 10 (Week of March 23)

Chapter 9: Democracy in America

Assignment Due: Exam 2: Must be submitted by Sunday, March 29th (11:59pm)

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

Week 11 (Week of March 30)

Chapter 10: Religion and Reform

Assignment due: Primary Source Analysis by Sunday, April 5th (11:59 pm)

Week 12 (Week of April 6)

Chapter 11: The Cotton Revolution

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

Week 13 (Week of April 13)

Chapter 12: Manifest Destiny

Assignment due: Chapter 12 discussion post due April 19th (11:59pm)

Week 14 (Week of April 20)

Chapter 13: Sectional Crisis and Chapter 14

Assignment due: Historical Impact Reflection, due Sunday, April 26th (11:59 pm)

Week 15 (Week of April 27)

Chapter 14: The Civil War

Finish up and prepare for Finals

UNT Finals Week: May 4th to May 8th

Optional Final Exam: Opens May 1nd at 8am. Must be submitted by May 6th 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.