**HIST 2610: United States History to 1865**

**Fall 2024**

**University of North Texas**

**Instructor:** Nicholas Kramer

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**Office Location:** Wooten Hall 210

**Office Hours:**  Tuesdays and Thursdays 11-12 pm or by appointment on Tuesday or Thursday.

Please note that those are the hours I am required to be in my office. However, I understand that  
you all have lives and may not be able to make the posted hours. If you have any questions,  
please email me, and if you want to meet virtually, we will make those arrangements.

**Course Description**:  
History 1301 covers the European background, discovery and exploration, colonization, the war  
for independence, the Constitution, early national period, Jeffersonian and Jacksonian America,  
expansion, the sectional struggle, the Civil War, and Reconstruction. The course is a survey of  
political, social, military, intellectual, economic, and religious factors which have shaped our  
collective past.

**Course Materials:**We use the free, online, open-source textbook, The American Yawp. All the quizzes/exams are  
taken online, so no extra course materials are required. <https://www.americanyawp.com/>

**Learning Objectives**:  
Course Goals (Learning Objectives)  
Upon successful completion of this course, students will:  
Create an argument through the use of historical evidence by using appropriate reading,  
listening, writing, and critical analysis skills.  
The learner will comprehend text materials and other documents  
The learner will demonstrate an understanding of lectures, presentations, and film  
The learner will prepare written work as assigned  
Analyze and interpret primary and secondary sources.  
The learner will comprehend primary and secondary sources as part of a larger understanding of  
the discipline of history and how historians work  
The learner will demonstrate an understanding of various interpretations of specified historical  
events  
Analyze the effects of historical, social, political, economic, cultural, and global forces on this  
period of United States history.  
The learner will identify the causes of the American colonial independence movement of the  
1770s  
The learner will trace the development of the United States government from the Articles of  
Confederation to the Constitution  
The learner will describe the growth and evolution of the United States government from the

adoption of the Constitution through the Civil War and Reconstruction  
The learner will describe the development of political parties in the United States  
The learner will trace the territorial growth of the United States through 1876  
The learner will contrast the agrarian economy of the United States prior to 1800 with the  
emerging industrialized economy of the first half of the nineteenth century  
Demonstrate an understanding of the social growth and development of the United States during  
this period.  
The learner will describe the trans-Atlantic slave trade and American slavery from colonial times  
to the outbreak of the Civil War  
The learner will identify various immigrant groups in colonial America and the early United  
States and their contributions to American culture  
The learner will summarize the societal and cultural impact of eighteenth and nineteenth century  
social movements such as the First and Second Great Awakenings, American independence,  
industrialization, the women’s rights movement, and the abolition movement  
Demonstrate an understanding of how history is related to other disciplines.  
The learner will comprehend the relationship of history to economics  
The learner will comprehend the relationship of history to sociology  
The learner will comprehend the relationship of history to psychology  
The learner will comprehend the relationship of history to literature  
The learner will comprehend the relationship of history to philosophy  
The learner will comprehend the relationship of history to the arts  
The learner will comprehend the relationship of history to other relevant disciplines  
Demonstrate an understanding of the United States’ place in a global society, both historically  
and as a prelude for understanding both the present and the future.  
The learner will explain the motivations for European colonization of the New World  
The learner will explain how colonization affected the Native American populations of the  
continent  
The learner will describe the political and diplomatic development of the early republic and the  
significance of these developments on succeeding events  
The learner will explain the concept of Manifest Destiny as it has shaped the geography of the  
United States and the American character  
The learner will identify the causes and results of major United States conflicts during this period  
of history  
The learner will explain the nature of relationships between the United States and other nations  
during this period of history  
The learner will trace the events from 1850 to 1861 that led the United States into the Civil War  
The learner will describe Presidential and Congressional reconstruction and the impact on the  
South in particular and the nation as a whole.

**Academic Dishonesty:**

Plagiarism and the Use of Artificial Intelligence  
In the internet age, plagiarism has become a more serious problem than ever. The American  
Historical Society has an entire section of its website dedicated to the problem of  
plagiarism: Plagiarism: Curricular Materials for History Instructors. On the website, you will  
find the following definition of plagiarism:  
**The AHA’s Statement on Standards of Professional Conduct. defines plagiarism as the  
appropriation of “the exact wording of another author without attribution,” and the borrowing of “distinctive and significant research findings or interpretations” without proper citation. Most cases of plagiarism represent a failure to properly paraphrase, quote, and cite sources.**  
Forms of Plagiarism  
The most obvious form of inappropriate borrowing involves the verbatim pirating of paragraphs,  
pages, or entire papers or chapters without quotation or attribution. The large amount of copying  
involved in such cases makes the occurrence of plagiarism undeniable. Most plagiarism is more subtle. Writers plagiarize, for example, when they fail to use quotation marks around borrowed material and to cite the source, use an inadequate paraphrase that makes only superficial changes to a text, or neglect to cite the source of a paraphrase. The result is often a patchwork of original and plagiarized texts that echoes the original sources in recognizable ways.  
For more information on plagiarism, including a concrete example, please see: Plagiarism:  
Curricular Materials for History Instructors..  
The Writing Center at UNC Chapel Hill also has a useful handout on Plagiarism..  
Here at UNT, University of North Texas Policy 0.6003 Student Academic Integrity defines  
plagiarism as follows:  
“Plagiarism” means use of another’s thoughts or words without proper attribution in any  
academic exercise, regardless of the student’s intent, including but not limited to: a. the knowing  
or negligent use by paraphrase or direct quotation of the published or unpublished work of  
another person without full and clear acknowledgement or citation, or b. the knowing or  
negligent unacknowledged use of materials prepared by another person or by an agency engaged  
in selling term papers or other academic materials.

You may read the entire policy here: Student Academic Integrity Policy 0.6003.  
Further information on plagiarism can be found here: Office of the Provost-Student Success:  
Academic Integrity.

Incidences of plagiarism will be handled strictly according to the procedure laid out in the policy.  
That procedure (quoting from the policy itself) is as follows:

**Instructor Actions**. An instructor who suspects that a student has engaged in an act of academic  
misconduct must make a good faith effort to contact the student in writing as soon as possible  
after detecting the suspected academic dishonesty. The instructor’s initial communication should  
be sent to the student’s University-assigned email address, and should convey the details of the

suspected academic misconduct in sufficient detail to allow the student to prepare a written  
response, and direct the student to schedule an in-person conference with the instructor to discuss  
the suspected misconduct.  
1. If the student does not respond to the instructor’s written communication within five (5)  
days of the instructor sending the email, the instructor may assess academic penalties in-  
line with the suspected academic dishonesty.  
2. If the student responds to the instructor’s written notice of suspected academic  
misconduct an in-person conference with the instructor should be scheduled. As part of  
the conference, the instructor will review all the evidence or information relevant to the  
suspected act of academic dishonesty and provide the student a full opportunity to  
respond.  
3. If, after the conference, the instructor determines that the student has not engaged in an  
act of academic dishonesty, no sanctions will be imposed and the instructor will notify  
the student immediately.  
4. If the instructor determines upon preponderance of the evidence that the student has  
engaged in an act of academic dishonesty, the instructor will notify the student of this  
determination in writing, as soon as possible, if not immediately upon the conclusion of  
the conference.  
5. The instructor will submit the online Academic Integrity Single Violation Report with the  
factual summary, and any relevant documents, to support the findings and the imposed  
academic penalty. This will be filed in the Academic Integrity Database.  
Any commission of plagiarism will be reported to the Office of Academic Integrity.  
What is the penalty for plagiarism? As described in the policy:  
"The following academic penalties may be assessed upon determination that academic  
misconduct has occurred: Admonition, Educational Assignment, Partial or No Credit for an  
Assignment or Assessment, Lower Final Course Grade, Course Failure, Probation, Suspension,  
Expulsion, and Revocation of Degree."  
Of these penalties, those that an instructor may impose are: Admonition, Educational  
Assignment, Partial or No Credit for an Assignment or Assessment, Lower Final Course Grade,  
or Course Failure.

**Do not plagiarize work because it is a serious offense and may lead to your expulsion from  
school. You are not allowed to use ChatGpt or any other AI software. If you plagiarize an  
assignment or use AI software, you will receive a zero, and any further offenses will receive**

**harsher punishment**

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

**Assignments:**

**Please note that you have UNLIMITED attempts at quizzes and Primary Source assignments.**

Quizzes: There will be FIVE (5) quizzes based on lecture notes and online reading from the  
textbook. The quizzes will consist of FIVE (5) key terms, each worth TEN points for a total of  
FIFTY (50 points). Students will answer in paragraph form (150-200 words), explaining the  
background and significance of the term and its impact on American history.

Primary Source Analysis: Students will be required to complete FOUR (4) primary source  
assignments that relate to this course. All the materials for these assignments are in the Primary  
Source Assignments module on Canvas. In the module, the materials are organized based on  
assignments 1 through 4 with the corresponding document choices and assignment submission  
links. Choose a document for each assignment and write an analysis. In the analysis, include the  
author, the date of the text, what the text is about, why it was written and why the text is  
important to the era of United States history. You must write a minimum of 300 words. Once  
you have completed your response paper you will submit it through the corresponding  
submission link. The documents that you will choose from are primary sources, which means  
they are sources from a period that we have addressed in class. For example, you might choose  
to read an excerpt from James Madison’s Federalist Paper No. 10 to write about.

Exams: There will be Three (3) exams, each worth 100 points. The exams will consist of two essay prompts from which the student will select one to answer and write a MINIMUM of 500 words. Exams will be submitted on Canvas. THE FINAL EXAM WILL NOT BE CUMULATIVE

**Late Work Policy:**  I will accept any and all late work up until 5 December at 11:59 PM. If you need an extension on assignments, please email me, and I will grant you an extension.

**Grades:**

Quizzes: 50x5 250 points  
Primary Source Assignments: 50x4 200 points

Exam 1: 100 points  
Midterm: 100 points  
Final: 100 points

Signature Assignment: 100 Bonus Points due 5 December at 11:59 PM

Total available points: 750 points

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

**Class Schedule**:  
Week 1: Intro to the course and collision of cultures  
Week 2: England’s colonies  
Week 3: Creating Anglo-America  
Week 4: Road to the Revolution and Quiz 1 due  
Week 5: War of Independence – Exam 1 due September 17 at 9:30 am (class time)  
Week 6: Critical Period and Primary Source 1 due  
Week 7: Early Republic and Quiz 2 due  
Week 8: Securing the Republic  
Midterm Exam will be due October 13 at 11:59pm  
Week 9: Jackson Era  
Week 10: Slavery Primary Source 2 due and quiz 3  
Week 11: A Gathering Storm Quiz 4 due  
Week 12: Gathering Storm and the Civil War Primary source 3  
Week 13: Civil War  
Week 14: Reconstruction Quiz 5 and Primary Source 4  
Final Exam will open December 5 and will be due December 12 at 11:59pm