

**Course Syllabus  
History 2610D-90  
U.S. History to 1865  
MW 1- 2:20 PM  
Fall 2013**

**Instructor:** Mark Stanley, Ph.D.  
**Office:** Founder's Hall (Bldg. 2), 219  
**E-Mail:** [Mark.Stanley@unt.edu](mailto:Mark.Stanley@unt.edu) (Preferred)  
**Phone:** (972) 338-1551  
**Office Hours:** MW 2:30 -3:30 PM, TTh 1:30-3:00 PM (or by appointment)

**Texts:** Faragher et. al. *Out of Many* . Vol. I.  
Shi, ed. *For the Record: A Documentary History of America*. Vol. I.

**Course Goals:** This class surveys the history of the United States from pre-European contact through the Civil War. The class also examines the social, political, and economic developments that gave rise to the American Republic. Major themes of the course include the collisions and contributions of European, Indian, and African cultures across colonial North America, the creation of the United States, and the relationship between slavery and freedom. Primary source reading will facilitate interactive learning and enable students to experience history from the perspectives of its participants.

**Student Learning Objectives:**

- 1.) Demonstrate an understanding of the key social, political, and economic developments in American History from pre European contact to 1865.
- 2.) Be able to write an analytical essay with a thesis statement drawing on historical evidence from this course.
- 3.) Be able to analyze written and visual historical documents.
- 4.) Be able to define and explain the significance of key people, places, and events chosen by the instructor.
- 5.) Be able to apply these skills in daily life as an active citizen in society.

**General Education Core Curriculum Learning Objectives/Outcomes:**

- 1.) Explore English, the arts and humanities, math, the social and behavioral sciences.
- 2.) Be able to locate, evaluate and organize information including the use of information technologies.
- 3.) Think critically and creatively, learning to apply different systems of analysis.
- 4.) Cultivate intellectual curiosity and self-responsibility, building a foundation for life-long learning.
- 5.) Engage with a variety of others in thoughtful and well crafted communication.
- 6.) Deepen students' understanding of the variety of human experience and gain the capacity to see situations from others' viewpoints.
- 7.) Demonstrate self-responsibility for learning, for physical, mental, and emotional health and for the participation as local and global citizens.

**Tests:** There will be three tests including the final. Each test will comprise a multiple choice section worth 40 points, an Identification/Significance section worth 20 points, and an essay section worth 40 points. Material for tests are drawn from both texts, as well as the lecture. *Green Book and Scantrons required.*

**Paper:** Students should use four primary sources from *For the Record* to write an essay about a particular period of American history. Use examples from the primary source documents to illustrate your points. Students will get specific instructions of how to do this. The primary purpose of this paper is to familiarize students with recognizing, analyzing, and utilizing primary sources.

**Article Review:** Students will use an approved search engine to find and critique a scholarly article on topic discussed in class. *Specific instruction available on Blackboard.*

<b>Grade Matrix:</b>	<b>Test 1</b>	<b>25%</b>
	<b>Test 2</b>	<b>25%</b>
	<b>Primary Source Paper</b>	<b>10%</b>
	<b>Scholarly Article Review</b>	<b>10%</b>
	<b>Attendance/Participation</b>	<b>5%</b>
	<b>Final Exam</b>	<b>25%</b>
	<b>Course Grade</b>	<b>100%</b>

**Make-up Test:** *Students are expected to take tests on time. Any student missing an exam should contact the instructor immediately via e-mail. The instructor reserves the right to change the format of any make-up exam to an all written format.*

**Be Quiet:** Please put cell phones on vibrate. Smart phones should not be visible in class, especially during exams. If you know you may be late, need to leave early, or have to take a call, let me know. Keep personal conversations to a minimum.

**Tentative Class Schedule:**

<b><u>Lecture Start/Due Day</u></b>	<b><u>Lecture</u></b>	<b><u>Readings</u></b>
Aug. 28	Introduction	
<b>Sep. 2 (Mon.)</b>	<b>Labor Day</b>	<b>No School</b>
Sep. 4	"Nationalism, Imperialism and Mercantilism"	Faragher, 1
Sep. 11	"England and Her Colonies"	Faragher, 2-3
Sep. 23	"Conflict and Empire"	Faragher, 4-5
<b>Oct. 2</b>	<b>TEST ONE</b>	
Oct. 7	"A New Nation: The American Revolution"	Faragher, 6
<b>Oct. 14</b>	<b>Scholarly Article Critique Due</b>	
Oct. 16	"The Early Republic, 1783-1815"	Faragher, 7-8
Oct. 28	"A Growing Nation: Politics and Economics, 1815-1824"	Faragher, 9-10
<b>Nov. 4</b>	<b>TEST TWO</b>	
Nov. 6	"Jacksonian Democracy, 1824-1840"	Faragher, 11-12
Nov. 13	"Manifest Destiny and the Move West"	Faragher, 14
<b>Nov. 13</b>	<b>Primary Source Paper Due</b>	
Nov. 18	"Society, Abolition, and Reform"	Faragher, 13
Nov. 20	"The 1850s and the Failure of Compromise"	Faragher, 15
Nov. 27	"The Civil War"	Faragher, Ch. 16
<b>Nov. 28-9</b>	<b>Thanksgiving</b>	
<b>Dec. 11 (Wed.)</b>	<b>FINAL</b>	<b>1:00 PM</b>

A reading schedule is provided here to allow students to read ahead. It is suggested that students have the textbook readings (Faragher) completed prior to the lectures to aid understanding the material.

## **University Policies and Procedures**

### **Students with Disabilities (ADA Compliance):**

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.*

### **Student Evaluation of Teaching Effectiveness Policy:**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

### **Assignment Policy:**

*All work should be turned in on time. I late work is accepted, it may result a ten-point deduction per day late.*

### **Exam Policy:**

*Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).*

### **Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at [http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic Integrity.pdf](http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic%20Integrity.pdf) for complete provisions of this code.*

*In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:*

**On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.**

### **Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

### **Attendance and Participation Policy:**

**Students should attend every class. (Miss class at your own risk.)** Also, the University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

**Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.*

**Final Notes:**

- **The instructor reserves the right to make any changes necessary to the class schedule for the good of the class.**
- **The instructor will not hold students responsible for mistakes or oversights on his part.**
- **Assignments not turned-in on time will be subject to a one letter grade deduction.**
- **Assignments not picked-up after grading may be subject to a five-point deduction.**
- **Students will receive test review sheets prior to test.**
- ***It is not my intention to make this course difficult or dull. If I can be of help to you, please let me know. I wish you all the best in the course.***