

HIST 2610: US History to 1865

Words like "freedom," "justice," "democracy" are not common concepts; on the contrary, they are rare. People are not born knowing what these are. It takes enormous and, above all, individual effort to arrive at the respect for other people that these words imply. -James Baldwin

Course Overview

Class Meetings

Tuesdays and Thursdays

Section 571: 10:30 – 11:50, FLDR 214

Section 575: 2:30 – 3:50, FLDR 206

Instructor Information



Dr. Danielle Dumaine (she/her)

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Student Drop-In Hours: Fridays, 11-noon, 1-2, or by appointment

Course Description, Objectives, Materials, and Assignments

Course Description

What does it mean to be a citizen of the United States? Where do the territorial boundaries of the U.S. begin and end? How does history shape our lives today? This course will examine these questions and more. Over the course of the semester, we will be surveying United States history through the lenses of economic, cultural, social, and political history. In this process, we will examine the roles of race, gender, sexuality, class, region, and national origin in shaping individual and national experiences. We will interrogate the histories of capitalism, slavery, colonialism, and other systems of power. In the process, you will all begin to read, write, and speak as historians.

Course Objectives

Students in this class will learn how 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 understanding present circumstances.
5. Identify the significance of why we study history.

Required Materials

1. [The American Yawp](#) (free online textbook, also available in print)
2. [Containing Multitudes: A Documentary Reader of the American Past](#) (free through library catalog)
3. [Forest Diplomacy: Cultures in Conflict on the Pennsylvania Frontier, 1757](#) (the library has one copy on reserve)

Assignments

If the needs of the class should change, I reserve the right to make alterations to this list of assignments.

Journal Entries

Each week you will complete a short (300 word) journal entry reflecting on what you learned over the past seven days in class/from your textbook/from the readings. You might share an overview of all/many of the topics covered or do a deep dive into a particular event, person, question, theme, change, document etc. that you noticed. Journal entries will be graded based on their thoughtfulness, creativity, and rigor. The lowest three journal grades will be dropped.

posted to Canvas before the exams. They will be worth 200 points each.

Forest Diplomacy

You will participate in one “Reacting to the Past” game, “Forest Diplomacy.” As part of the gameplay, you will be assigned a historical figure, and your goal will be to sway the outcome of the game towards your figure’s goals. You will be graded on your participation in gameplay and on short writing assignments during and/or after the game (depending on your role).

The Liberator/North Star Project

In small groups, you will produce a special edition of an abolitionist newspaper to be shared with the class. Your group will be responsible for the layout, art direction, and articles in the paper (Dr. Dumaine will be responsible for printing). Each edition must include: one original artwork, one archival artwork, one “editorial debate,” one “policy analysis,” one letter from a reader, one biography/feature of an abolitionist, and three “breaking news” stories. Your edition can cover events across a time period of five years maximum (you could challenge yourselves by picking one month, or one year). Papers will be printed and shared the last day of classes. You will hand in a short (2-page) reflection paper on the process over finals week.

In-Class Engagement

Engagement is a vital part of your success in this course. Students should come to each class prepared to participate fully. This means that you should have completed all required reading prior to the class meeting for which it was assigned. Engagement will include a combination of group work, discussions, in-class writing, projects, and reflection. Your engagement grade is tied to your attendance. If you miss a significant number of class meetings it will begin to affect your grade. You should email me in advance of any planned absence and as soon as possible after any unplanned absence.

Exams

You will take two exams in this class, one in week 8 and one during finals week. Both will test your mastery of the course content and of the historian’s skillset. Instructions and details will be

Grading Policies and Expectations

Grading Scale

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% or below

Date	Assignment	Type	Points	Percentage
Variable	Project Grade	GP, at-home and in-class, mixed	30 points	2.5%
Weekly	Journal Entries	ID, at-home, written	10 points each/120 points total	10%
Daily	In-Class Engagement	ID and GP, in-class, mixed	250 points	21%
2/10-2/19	Forest Diplomacy	ID, in-class and at-home, mixed	150 points	12.5%
3/5	Midterm Exam	ID, in-class, written	200 points	17%
5/4	The Liberator/North Star	GP, in-class and at-home, mixed	250 points	21%
TBD	Final Exam	ID, in-class, written	200 points	17%

Generative AI Use Is Prohibited

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI tools (Claude, ChatGPT, and Gemini, etc.) is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using AI to complete any part of an assignment or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy.

Academic Integrity Violations

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. I will uphold the policies and regulations of the University. A finding of academic dishonesty in this course will result in a grade of 0 for the work in question. Students have the right to appeal a finding of academic dishonesty.

Late Work/Missing Work

Each student begins the semester with three time-bank days. These can be used for an automatic extension **for any reason** on any assignment, provided that you notify me in writing before the deadline. Additionally, extensions may be granted on a case-by-case basis if you experience an illness or emergency and cannot reach out to me before the due date.

Non-Participation in Group Assignments

If a class member is not sufficiently engaged and contributing to the work of the group, the other members have the right to notify that group member via email. The email should be respectful, brief, and offer clear examples of non-participation. You must cc me on the email. The non-participating team member has seven days to improve. After those seven days, the group must update me, in writing, on the status. A non-participating student may be removed from the group if the problem is not resolved and will have to complete the project on their own.

Schedule of Class Meetings

Texts labeled with a title and date are in the *American Yawp*. Texts labeled with a document number (example: Document 5.1) are in *Containing Multitudes*. All other readings are on Canvas in the module for that week. I reserve the right to make necessary and reasonable changes to this schedule.

Date	Readings	Assignments and Activities
Week 1: Indigenous America		
January 13		
January 15		
Week 2: The European Invasion Begins		
January 20	<i>American Yawp</i> , Chapter 1	
January 22	Journal of Christopher Columbus (1492), An Aztec Account of the Spanish Attack (n.d.), Bartolomé de la Cases Describes the Exploitation of Indigenous People (1542)	Discussion, Journal entry (always due on Fridays)
Week 3: The Invasion Intensifies		
January 27	<i>American Yawp</i> , Chapter 2	
January 29	Document 2.3: William Wood Describes the English Perspective of Native People in New England (1634), John Winthrop Dreams Of A City On A Hill (1630), and “A Gaspesian Man Defends His Way Of Life” (1691)	Discussion, Journal entry
Week 4: British North America		
February 3	<i>American Yawp</i> , Chapter 3	
February 5 (double-block of HIST)	Document 3.3 Colonial Virginia Laws (1691), Recruiting Settlers to Carolina (1666), Letter from Carolina (1682), Olaudah Equiano Describes the Middle Passage, Francis Daniel Pastorius Describes his Ocean Voyage (1684)	Discussion, Journal entry
Week 5: British North America/Forest Diplomacy		

February 10	<i>American Yawp</i> , Chapter 4	Game Setup
February 12	Any readings required for the game.	Gameplay
Week 6: British North America/Forest Diplomacy		
February 17		Gameplay
February 19		Gameplay
Week 7: The American Revolution		
February 24		Gameplay
February 26	<i>American Yawp</i> , Chapter 5, Document 5.1 The Stamp Act Congress (1765), Document 5.2 The Boycott Agreement of Women in Boston (1770), Document 5.3 Enslaved People in Massachusetts Seek Freedom (1773), Thomas Paine Calls for American Independence (1776)	Discussion, Game Reflection due to NTN Canvas on Friday
Week 8: Midterm Exam		
March 3		
March 5		EXAM #1
Week 9: UNT SPRING BREAK		
Week 10: Defining the New Nation (FISD Spring Break – Asynchronous Work)		
	<i>American Yawp</i> , Chapters 6 and 7	Reading reflection assignment
Week 11: The Market Revolution		
March 24	<i>American Yawp</i> , Chapter 8	
March 26	Document 8.2 Lucy Larcom Describes Working in a New England Textile Mill; Document 8.3 William Schauler Argues Against Legislation to Address Poor Working Conditions (1845), Harriet H. Robinson Remembers a Mill Worker's Strike (1836)	
Week 12: Democracy in America		
March 31	<i>American Yawp</i> , Chapter 9	
April 2	Document 9.1 Nathan Sanford Argues for Expanding Male Voting Rights (1821); Document 9.2 Sarah Josepha Hale Argues that Women "Vote" by Influencing Men (1852); Rhode Islanders Protest Property Restrictions on Voting (1834); Black Philadelphians Defend Their Voting Rights (1838)	
Week 13: Religion and Reform		
April 7	<i>American Yawp</i> , Chapter 10	
April 9	Angelina Grimké, Appeal to Christian Women of the South (1836), David Walker's Appeal to the Colored Citizens of the World (1829), William Lloyd Garrison Introduces The Liberator (1831)	Discussion, Journal entry
Week 14: The Expanding Cotton Kingdom		
April 14	<i>American Yawp</i> , Chapters 11, 12	
April 16	Harriet Jacobs on Rape and Slavery (1860), Solomon Northup Describes a Slave Market (1841), Mary Polk Branch Remembers Plantation Life (1912),	Discussion, Journal entry

	Proslavery Cartoon (1850), Document 11.5 A Southerner Claims the Bible Justifies Slavery (1850)	
Week 15: Sectional Crisis		
April 21	<i>American Yawp</i> , Chapter 13	
April 23		Working Day for newspapers, Journal entry
Week 16: The Civil War		
April 28	<i>American Yawp</i> , Chapter 14	
April 30		Newspaper Draft Due (ready for Gallery Day)

The Liberator/North Star Final Draft and Reflection Papers Due May 4th at 11:59 pm; Final Exam on TBD*

*I will let you know the final exam date when the university releases the finals schedule.

Additional Course Policies and Expectations

Land Acknowledgment

Acknowledging the land is an Indigenous protocol, and it is important to note that the University of North Texas in Frisco is located on the unceded territory of the Wichita, Kickapoo and affiliated Tribes. Today, these people have national boundaries in Oklahoma, Kansas, Mexico, and Texas, after the Indian Removal Act of 1830 led to the forced removal of southern tribes west of the Mississippi River. It is important to study the long processes that have brought us all to reside on this land, and to seek to better understand our places within these histories.

Attendance

Research has shown that students who attend class are more likely to be successful. The knowledge and skills you will gain in this course highly depend on your participation in class learning activities. Because of that, I expect you to attend all class sessions unless you are ill or have a valid reason for missing. I plan to track class attendance to help me understand how and when students are engaging in the course. If you are ill or have another valid reason for missing class, please contact me in advance of the absence.

Communication

Student drop-in hours offer you an opportunity to ask for clarification or find support with understanding class material. I want to be as accessible to you as I can be. I encourage you to visit me to discuss any aspect of this course or whatever else is on your mind. If you cannot visit during drop-in hours, please email me and I will find a time that works for you.

Inclusion and Community

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together. If you ever have a concern about the inclusivity of this learning space, please come and talk to me.

Course Conduct

I am committed to creating a positive learning environment where diverse perspectives are recognized and valued as a source of strength. I request that you work with us to create a classroom culture based on open communication, mutual respect, and inclusion. As a class we will approach all discussions with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never OK, and will not be tolerated. I strive to ensure an open and welcoming classroom for all students. If I ever miss the mark, please don't hesitate to come and talk to us. We are all learning together.

School-Life Conflict

Many students face obstacles to their education as a result of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the semester that are impacting your ability to succeed in this course, or in your undergraduate career more broadly, please reach out to me immediately so that we can work together to form a plan for your academic success. If you are unable to attend my student drop-in hours, please email to set up a time that works for you or to arrange a meeting by Zoom.

Emergency Notifications and 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 like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

ADA Accommodation Statement

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions will be as inclusive as possible. Mutual respect, civility, and the ability to listen to and observe others carefully are crucial to universal learning. Any student with particular needs should contact the Office of Disability Access (ODA) at the beginning of the semester. If necessary, the ODA will provide you with a reasonable accommodation letter that you can submit to me. Then I can work out the details of any accommodations needed for this 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. 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.

Additional UNT Policies Available on Canvas

Quick Links

History Help Center: You can schedule a Zoom tutoring appointment Monday through Friday, 8 am to 5 pm	historyhelpcenter@unt.edu
Counseling and Mental Health:	https://studentaffairs.unt.edu/counseling-and-testing-services

Center for Students with Disabilities: The ODA has in-person office hours are from 8:00 a.m. - 5:00 p.m., from Monday through Thursday. On Fridays, the ODA is open remotely from 8:00 a.m. - 5:00 p.m.	<u>https://disability.unt.edu/</u>
To report sexual harassment, sexual violence, relationship violence and/or stalking:	<u>https://deanofstudents.unt.edu/report</u>