

HIST 2620: US History Since 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, FLRD 206

Section 571: 9:00 –10:20

Section 575: 1:00 – 2:20

Instructor Information



Dr. Danielle Dumaine (she/her)

danielle.dumaine@unt.edu

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. Through the duration of this class, you will all begin to read, write, and speak as historians.

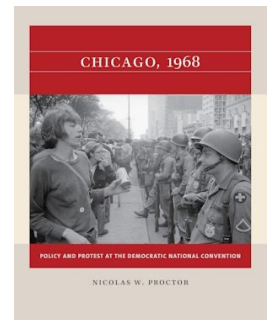
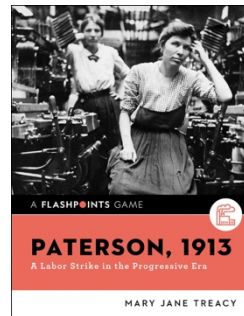
Course Objectives

Students in this class will learn how to:

- Analyze primary sources (the raw materials of history)
- Converse knowingly about major themes and events in U.S. history since 1865
- Situate contemporary events and debates in their historical context
- Write and speak clearly and effectively
- Work as part of a team to complete projects

Required Materials

1. *The American Yawp*, available [here](#) and on Canvas
2. *Containing Multitudes: A Documentary Reader of the American Past* (2022) available [here](#). .
3. *Chicago, 1968: Policy and Protest at the Democratic National Convention* and *Paterston: 1913*, both are available as a e-books and print books on Amazon and other online retailers (year two students may also have copies of the Chicago book to sell/give)



Assignments

Journal Entries, 120 points

Each week you will complete a short (300-500 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.

In-Class Engagement, 250 points

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. Participation 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.

Midterm Exam, 200 points

Your midterm exam doubles as your Signature Assignment. The Department of History at UNT requires that all HIST 2620 students complete a common signature assignment. This assignment asks students to write an essay using primary sources.

Reacting to the Past Games, 300 points

You will participate in two “Reacting to the Past” games, “Patterson, 1913” and “Chicago, 1968: Policy and Protest at the Democratic National Convention.” 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).

Historical Literacy Annotated Bibliography

For your final assignment, you must choose one significant person, event, or idea from the course and create an annotated bibliography of texts that explore your chosen topic while demonstrating historical literacy.

Grading Scale

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

Schedule of Class Meetings

Texts labeled (AY) are in the *American Yawp*. Texts labeled (CM) are in *Containing Multitudes*.

Date	Readings	Assignments Due
Week 1: Reconstruction and Class Intro		
August 19		
August 21	<i>American Yawp</i> , Chapter 15	Journal entry (always due on Fridays)
Week 2: Capital and Labor		
August 26	<i>American Yawp</i> , Chapter 16	
August 28	William Graham Sumner on Social Darwinism (AY), The “Omaha Platform” of the People’s Party (AY), Lucy Parsons on Women and Revolutionary Socialism (AY), Eugene V. Debs Describes How He Became a Socialist (CM)	Journal entry
Week 3: The West and American Empire		
September 2	<i>American Yawp</i> , Chapter 17; Frederick Jackson Turner, “Significance of the Frontier in American History” (AY); Zitkala-Sa on Education (PDF on Canvas)	
September 4	<i>American Yawp</i> , Chapter 19,	Journal entry, team charter
Week 4: The Gilded Age and Progressive Era		
September 9	<i>American Yawp</i> , Chapters 18 and 20	
September 11	Any readings required for your Paterson role	Journal entry, Paterson letter
Week 5: The Gilded Age and Progressive Era		
September 16	Any readings required for your Paterson role	In-game assignments
September 18	Any readings required for your Paterson role	Journal entry, in-game assignments
Week 6: World War I		
September 23		Paterson debrief
September 25	<i>American Yawp</i> , Chapter 21; The Sedition Act of 1918 (AY); Emma Goldman on Patriotism (AY)	Journal entry
Week 7: The New Era and Great Depression		
September 30	<i>American Yawp</i> , Chapter 22, <i>The World According to Star Wars</i> , Episode IV	
October 2	<i>American Yawp</i> , Chapter 23	Journal entry
Week 8: World War II		
October 7	<i>American Yawp</i> , Chapter 24	
October 9		Journal entry
Week 9: The Cold War and Postwar Affluence		
October 14	<i>American Yawp</i> , Chapter 25	

October 16	<i>American Yawp</i> , Chapter 26	Midterm exam due Sunday
Week 10: The Sixties		
October 21	<i>American Yawp</i> , Chapter 27	
October 23	Any readings required for your Chicago role	Journal entry, in-game assignments
Week 11: The Sixties		
October 28	Any readings required for your Chicago role	In-game assignments
October 30	Any readings required for your Chicago role	Journal entry, in-game assignments
Week 12: The Sixties		
November 4	Any readings required for your Chicago role	In-game assignments
November 6		Journal entry
Week 13: The Unraveling		
November 11	<i>American Yawp</i> , Chapter 28	
November 13	<i>The World According to Star Wars</i> , Episode X and epilogue	Journal entry
Week 14: The Rise of Modern Conservatism		
November 18	<i>American Yawp</i> , Chapter 29	
November 20	Jerry Falwell on the Homosexual Revolution (AY), Pat Buchanan on the Culture War (AY), Phyllis Schlafly on Women's Responsibility for Sexual Harassment (AY), Statements from the Parents Music Resource Center (AY)	
Week 15: Thanksgiving Break		
Week 16: The Recent Past		
December 2	<i>American Yawp</i> , Chapter 30	
December 4		

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 un-ceded 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.

Diversity and Inclusion

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. Consistent with UNT's policy on diversity and inclusion, we view this commitment as encompassing the intersecting identities that make us unique individuals, including, but not limited to, ethnic/racial identity, nationality, sexual identity, gender identity and expression, age, religious/spiritual beliefs, socioeconomic status, body shape/size, physical ability status, and varying points of view. Together we will strive to build a classroom environment that recognizes and acknowledges the impact of stereotypes, prejudice, discrimination, oppression, power, and privilege and work to create a learning atmosphere that embraces and celebrates diversity. 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.

Caregiver Responsibilities

I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss a class, please contact me. There may be some instances of flexibility I can offer to support your learning.

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.

Academic Integrity

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. **The use of generative AI is strictly prohibited in this course.**

Late Work

Each student begins the semester with three time-bank days. These can be used for an automatic extension 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.

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.	https://disability.unt.edu/
To report sexual harassment, sexual violence, relationship violence and/or stalking:	https://deanofstudents.unt.edu/report