

# HIST 2610: UNITED STATES HISTORY TO 1865

Dr. Danielle Dumaine

[Assignments](#) | [Grading](#) | [Texts](#) | [Class Schedule](#) | [Course Policies](#) | [Resources](#) | [Expected Workload](#)

## Class Meetings:

Mondays and Wednesdays  
Section 575: 9:00 – 10:20  
*Hall Park, 161 and/or Zoom*

Section 577: 1:00 – 2:20  
*Hall Park, 161 and/or Zoom*

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## Office Hours:

Wednesday 6-7 pm  
and by appointment (held on Zoom)

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## Contact:

Dr. Danielle Dumaine  
she/her/hers  
[danielle.dumaine@unt.edu](mailto:danielle.dumaine@unt.edu)  
(860) 884-1618

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**What does it mean to be a citizen of the United States? Where do the boundaries of the US begin and end? What is the relationship between US history and climate change? We will examine these questions and more.**

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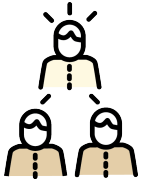
Over the course of the semester, we will be surveying United States history through the lenses of economic, cultural, social, and political history. In this process, we will examine the roles of race, gender, sexuality, class, region, and national origin in shaping individual and national experiences. 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.

*Students in this class will learn how to:*

- *Read and analyze primary sources (the raw materials of history)*
- *Converse knowingly about major themes and events in U.S. history to 1865*
- *Situate contemporary events and debates in their historical context*
- *Identify arguments about the past and evaluate their merits*
- *Write and speak clearly and effectively*

# A S S I G N M E N T S

## DISCUSSION LEADER



### DISCUSSION LEADER

Each student will serve as a discussion leader once over the course of the semester. Discussion leaders will work in groups of two or three. **It is the responsibility of the discussion leaders to provide Dr. Dumaine with 3-4 discussion questions related to the assigned reading for Wednesday's class by 11:59 pm on Monday.** Questions should be emailed. On Wednesday, discussion leaders will be responsible for introducing the readings to the class, posing their questions, and assisting in the leading of class discussions.

Discussion leaders will be graded on the quality of their promptness, the quality of their questions, and their active leadership in class.

*Students will sign up for discussion leader dates on the first day of class.*

## HISTORICAL OVERVIEW



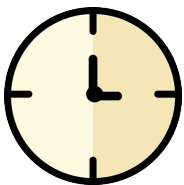
### HISTORICAL OVERVIEW

Students will research and write a short paper (2-3 pages) which provides an historical overview of their topic for their longer research paper. This might include: the history of the topic, historical solutions to the problem, and any necessary historical context for understanding the topic/problem and/or the solution. In some cases, you may have to broaden this to include similar historical topics, a discussion of common themes, etc. This paper will be the foundation for your longer research paper and presentation.

This paper must include at least three sources, documented with Chicago-style citations. The sources can be either primary or secondary (at least one must be a secondary source). More specific instructions and a grading rubric will be available on Canvas.

*The Historical Overview is due on March 17<sup>th</sup> at 11:59 pm.*

## CHAPTER QUIZZES



### CHAPTER QUIZZES

Each week you are assigned 1 chapters of textbook reading and a chapter quiz. This should be completed before class on Monday. For every quiz that is completed (that you reach at least 450 points on) you will receive full credit for that assignment. One quiz grade will be dropped.

Because our focus in class is on **project-based learning**, it is important that you keep up with your textbook reading and quizzes. That way, you will know the **content** necessary to complete the project successfully.

*Chapter Quizzes are due on Mondays.*

## PARTICIPATION



### PARTICIPATION

Participation is a vital part of your success in this course. Students should come to each class prepared to participate fully in discussion and projects. This means that you should have completed all required reading prior to the class meeting for which it was assigned. Students are expected to participate during both in-person and online classes. Most weeks, we will meet in-person on Monday and on Zoom on Wednesday.

There is no mandatory attendance for this course this semester. Please see our official attendance policy and covid-19 attendance statements in the “policies” section for more detail. Generally, your participation grade is tied to your attendance. If you miss a significant number of class meetings (more than three) 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.

## SIGNATURE ASSIGNMENT



### 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 a 750 word image analysis essay. This essay will be built into one of your exams and the grade on the assignment will be part of that exam grade. We will discuss the assignment and the grading rubric in class. The assignment is also available to view on Canvas.

*The Signature Assignment will have a rolling deadline. For Group A, it will be due by the end of Week 8, for Group B, it will be due by the end of week 15.*

# G R A D I N G

**Discussion Leader: 15%**

**Historical Overview: 15%**

**Chapter Quizzes: 15%**

**Participation: 20%**

**Signature Assignment: 15%**

**Capstone: 20% (paper and presentation)**

# T E X T S

We will use Nancy A. Hewitt and Steven F. Lawson's *Exploring American Histories: A Survey with Sources* for this class. Students must purchase Launchpad access (which includes the ebook). **It is crucial that you purchase the version of the textbook that was made for UNT.** The UNT signature assignment and UNT primary source readers are fully integrated into this version. It is available here:

- Our Canvas course
- The UNT Barnes and Noble bookstore (in the Union)
- Voertman's bookstore (1314 West Hickory St)
- Campus Bookstore (900 Avenue C)

Additional readings will be located on Canvas. You should refer to the syllabus before *\*every class\** to see the complete list of assigned reading. The readings for each week can be found in the that week's module on Canvas under "Materials"

## Week 1: Materials

You have four primary sources to read this week.

The following readings can be found in the course reader:

1. Cortes Describes Tenochtitlan
2. Las Casas Describes European Atrocities

Click the links to access the other readings:

[Journal of Columbus](#) ↗

[Native American Creation Stories](#) ↗

Example of readings in Canvas

# R E A D I N G   S C H E D U L E

## WEEK 1

### Historians and Climate Change

**J a n u a r y 1 1 - 1 5**

Monday: No Reading

Wednesday: Sam White, "Historians and Climate Change" (2012); Carolyn Merchant, "Interpreting Environmental History" (2012)

## WEEK 2

### The Indigenous Americas

**J a n u a r y 1 8 - 2 2**

Monday: No Class  
and Chapter 1: Mapping Global Frontiers to 1590

Wednesday: "Chapter 1: Follow the Corn," in Roxanne Dunbar-Ortiz, *An Indigenous People's History of the United States*; Native American Creation Stories

## WEEK 3

### Early European Colonization

**J a n u a r y 2 5 - 2 9**

Monday: Chapter 2: Colonization and Conflicts, 1580-1680

Wednesday: "A Spanish Explorer Views the Pueblos, 1580"; "A Spaniard Testifies on the Effects of Pueblo Colonization, 1601"; "Spanish Explorers View Pueblo Irrigation, 1582," Cortés Describes Tenochtitlan

**WEEK 4**

## The New England Forest

**F e b r u a r y 1 - 5**

Monday: Chapter 3: Colonial America Amid Global Change, 1680-1754

Wednesday: [all one PDF on Canvas] William Bradford Faces a “Hideous and Desolate Wilderness”; John Winthrop Sets Forth the Grounds for Settling in New England; Edward Johnson Describes the Transformation of the Wilderness”; A Timber Merchant’s Estate; and A Governor Enforces the King’s Forest Policy

**WEEK 5**

## Tobacco and Rice in the Southern Colonies

**F e b r u a r y 8 - 12**

Monday: Library Research Day  
*and* Chapter 4: Religious Strife and Political Upheavals

Wednesday: A Traveler Describes Tobacco Cultivation; “According to the Condition of the Mother”; “An Act for Suppressing Outlying Slaves”; Eliza Lucas Letters

**WEEK 6**

## Growing Pains in British North America

**F e b r u a r y 15 - 19**

Monday: Chapter 5: War and Empire, 1754-1774

Wednesday: DEBATE! (readings will be assigned in class)

**WEEK 7****Guns and Ships! The American Revolution****February 2 - - 26**

Monday: Chapter 6: The American Revolution, 1775-1783

Wednesday: Boston King Chooses Freedom and the Loyalists During the War for Independence; Sarah Osborn Recollects her Experiences in the Revolutionary War; Joseph Plumb Martin at the Battle of Yorktown

**WEEK 8****A New Nation Looks West****March 1 - 5**

Monday: No Class

*and* Chapter 7: Forging a New Nation, 1783-1800 and Chapter 8: The Early Republic, 1790-1820

Wednesday: Thomas Jefferson Extols the Agrarian Ideal; J.W. Burton, Report of Standing Committee on Indian Affairs, Mary Dewees Moves West to Kentucky; Tecumseh Calls for Native American Resistance

**WEEK 9****Spring Break****March 8 - 12**

**WEEK 10****Farms and Cities in the New Nation****M a r c h 1 5 - 1 9**

Monday: Chapter 9: Defending and Redefining the Nation, 1809-1832 and Chapter 10: Social and Cultural Ferment in the North, 1820-1850

Wednesday: Map 6.1 “Major Rivers, Roads, and Canals, 1825-1860; Among the Mill Girls: A Reminiscence; Samuel Slater’s Proposal on Cotton Spinning; Benjamin Henry Latrobe on Polluted Water in Philadelphia

**WEEK 11****The Expanding Cotton Kingdom****M a r c h 2 2 - 2 6**

Monday: Chapter 11: Slavery Expands South and West, 1830-1850

Wednesday: Frederick Douglass, “What to the Slave is the Fourth of July?”; Harriet Jacobs on Rape and Slavery, 1860; George Fitzhugh Argues that Slavery is Better than Liberty and Equality; Mary Polk Branch Remembers Plantation Life

**WEEK 12****Sectional Crisis and the Breakdown of Compromise****M a r c h 2 9 - A p r i l 2**

Monday: Chapter 12: Imperial Ambitions and Sectional Crises, 1842-1861

Wednesday: South Carolina Declaration of Secession; Harriet Beecher Stowe, Uncle Tom’s Cabin (excerpt); Sectional Crisis Map



**WEEK 13****The Civil War****A p r i l 5 - 9**

Monday: Chapter 13: The Civil War

Wednesday: Sowing and Reaping; Alexander Stephens on Slavery and the Confederate Constitution; Ambrose Bierce recalls his experience at the Battle of Shiloh; Testimony from the Victims of the NYC Draft Riots

**WEEK 14****Emancipation and Reconstruction****A p r i l 12 - 16**

Monday: Chapter 14: Emancipation and Reconstruction, 1863-1877

Wednesday: Freedman discuss post-emancipation life with General Sherman; Emancipated Slaves Search for Missing Family Members; Frederick Douglass on Remembering the Civil War

**WEEK 15****Final Presentations****A p r i l 19 - 23**

# C O U R S E P O L I C I E S

**ATTENDANCE POLICY:** Students should attend as many classes as possible. Repeated absences will effect your participation grade in this course. Attendance will be taken daily. Students who are unable to attend class in-person always have the option of attending via Zoom.

## *COVID-19 impact on attendance*

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

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**REMOTE INSTRUCTION:** The UNT fall schedule requires this course to have fully remote instruction beginning November 28th. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. [Learn more about how to be successful in a remote learning environment](#)

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**RECORDING OF LECTURE:** Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

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**FACE COVERING (FOR IN-PERSON INSTRUCTION):**

- Face coverings are required in all UNT facilities. This course has been approved for an exception to the face covering requirement to facilitate student learning. Portions of the class to be delivered without face coverings. Times when face coverings can be removed will be indicated during each class period. If you are unable to wear a face covering or do not feel you can safely attend class without your face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated by your instructor.
- Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

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**ADA ACCOMMODATION:** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu).

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**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.

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**EMERGENCY NOTIFICATION & 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.

**SEXUAL DISCRIMINATION AND ASSAULT:** UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <http://deanofstudents.unt.edu/resources>.

**ACCEPTABLE STUDENT BEHAVIOR:** Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

## R E S O U R C E S


History Help Center: You can schedule a Zoom tutoring appointment Monday through Friday, 8 am to 5 pm	<a href="mailto:HISTORYHELPCENTER@UNT.EDU">HISTORYHELPCENTER@UNT.EDU</a>
Counseling and Mental Health:	<a href="https://studentaffairs.unt.edu/counseling-and-testing-services">https://studentaffairs.unt.edu/counseling-and-testing-services</a>
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.	<a href="https://disability.unt.edu/">https://disability.unt.edu/</a>
To report sexual harassment, sexual violence, relationship violence and/or stalking:	<a href="https://deanofstudents.unt.edu/report">https://deanofstudents.unt.edu/report</a>

# EXPECTED WORKLOAD

This calculation is only an estimate, you may work faster or slower, and some weeks will require more work than others. Generally, college students are expected to spend 2 hours per credit hour working outside of class. That would amount to 6 hours of work outside of class for this course.

## Enhanced Course Workload Estimator

Research & Design: [Betsy Barre](#) | [Allen Brown](#) | [Justin Esarey](#)  
[Click Here for Estimation Details](#)

COURSE INFO	WRITING ASSIGNMENTS	DISCUSSION POSTS	OTHER ASSIGNMENTS
<b>Class Duration (Weeks):</b> <input type="text" value="15"/>	<b>Pages Per Semester:</b> <input type="text" value="5"/>	<b>Posts per Week:</b> <input type="text" value="0"/>	<b># Per Semester:</b> <input type="text" value="14"/>
<b>READING ASSIGNMENTS</b>	<b>Page Density:</b> <input type="text" value="250 Words"/>	<b>Format:</b> <input type="text" value="Text"/>	<b>Hours Per Assignment:</b> <input type="text" value="3"/> 
<b>Pages Per Week:</b> <input type="text" value="35"/>	<b>Genre:</b> <input type="text" value="Research"/>	<b>Avg. Length (Words):</b> <input type="text" value="250"/>	<input checked="" type="checkbox"/> Independent
<b>Page Density:</b> <input type="text" value="450 Words"/>	<b>Drafting:</b> <input type="text" value="Extensive Drafting"/>	<b>Estimated Hours:</b> 0 hours / week	<b>CLASS MEETINGS</b>
<b>Difficulty:</b> <input type="text" value="Some New Concepts"/>	<input type="checkbox"/> manually adjust	<input type="checkbox"/> manually adjust	<b>Live Meetings Per Week:</b> <input type="text" value="2"/>
<b>Purpose:</b> <input type="text" value="Understand"/>	<b>VIDEOS / PODCASTS</b>	<b>EXAMS</b>	<b>Meeting Length (Hours):</b> <input type="text" value="1"/>
<b>Estimated Reading Rate:</b> 24 pages per hour	<b>Hours Per Week:</b> <input type="text" value="0"/>	<b>Exams Per Semester:</b> <input type="text" value="0"/>	<b>WORKLOAD ESTIMATES</b>
<input type="checkbox"/> manually adjust		<b>Study Hours Per Exam:</b> <input type="text" value="0"/>	<b>Total: 7.92 hrs/wk</b>
		<input type="checkbox"/> Take-Home Exams	<b>Independent: 5.92 hrs/wk</b>
			<b>Contact: 2 hrs/wk</b>

\* Class meeting time is rounded down, add an additional 40 min./week.

[How I got this number.](#)