



2620: UNITED STATES HISTORY SINCE 1865

Dr. Danielle Dumaine

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Class Meetings:

Mondays and Wednesdays
Section 525: 10:30 –11:50
Hall Park, 161 and/or Zoom

Section 526: 2:30 – 3:50
Hall Park, 161 and/or Zoom

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Office Hours:

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

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Contact:

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she/her/hers
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(860) 884-1618

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

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.

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*

A S S I G N M E N T S

EXAM PAPERS



EXAM PAPERS

This course has three exams. Two will take place during the semester, and one will be due at the start of final exams. In these exams, you will be asked to analyze one or more primary sources using evidence and knowledge from your readings, lecture, and your textbook. Each exam should take between 2-5 hours to complete and be 2-5 pages in length. More detailed instructions will be handed out separately.

EXAM 1

Distributed: September 21

Due: September 28 at 5 PM on Canvas

EXAM 2

Distributed: October 19

Due: October 26 at 5 PM on Canvas

EXAM 3

Distributed: November 23

Due: December 5 at 5 PM on Canvas.

PROJECT PORTFOLIO

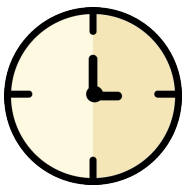


PROJECT PORTFOLIO

You will complete a number of projects throughout the semester. These will consist of individual, group, team, and whole-class work. At the end of the semester, you will hand in a project portfolio. This document is an opportunity for you to showcase the work that you have accomplished over the course of the semester, reflect on your growth, and think critically about the success of your projects.

Instructions for the project portfolio will be passed out separately. Project portfolios will be due on **December 8 at 5 pm**. Project portfolios will be submitted through Canvas. One portion of the portfolio will consist of “project sheets.” These are worksheets that you will complete on your own after each project is completed. These will not be collected by me during the semester. It is your responsible to complete and keep track of your project sheets.

CHAPTER QUIZZES

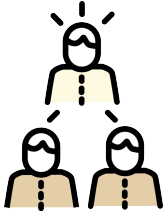


CHAPTER QUIZZES

Each week you are assigned 1-2 chapters of textbook reading and a chapter quiz. This should be completed before class on Wednesday. For every quiz that is completed (that you reach at least 450 points on) you will receive full credit for that assignment. Two quiz grades 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 projects successfully.

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.

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.

EXTRA CREDIT



EXTRA CREDIT

There will be several opportunities for extra credit throughout the semester. One option that is always available to students is to find a news article (print media is best) with clear historical roots in the material we are studying to share with the class. You should be prepared to explain to the class how the course material is significant for understanding, or adding nuance to, the current event. For some examples of a professional version of this approach, see the *Washington Post's* “Made by History” column. Students may do this up to twice a semester for a maximum of 6 extra credit points (you can chose which assignments the points will be added to).

G R A D I N G

Exams (x3): 30%

Project Portfolio: 20%

Quizzes (x14): 20%

Participation: 20%

Signature Assignment: 10%

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

C L A S S S C H E D U L E

WEEK 1

Reconstruction

Aug.
24

- Mississippi Black Codes, 1865,

Aug.
26

- General Reynolds describes lawlessness in Texas, 1868
- “The business of America is Accommodation”
- Chapter 14

WEEK 2

The Many American Wests

Aug.
31

- Zitakála-Ša, “The Semblance of a Civilization”
- Frederick Jackson Turner, “The Significance of the Frontier in American History
- Helen Hunt Jackson on a Century of Dishonor

Sept.
2

- Chapter 15

WEEK 3

Labor and Capital in the Gilded Age

Sept.
7

- Labor Day, No Class

Sept.
9

- Debate readings (assigned in class Sept. 2)
- Chapters 16 and 17

WEEK 4

The Progressive Era

**Sept.
14**

- Ida B. Wells, "Lynch Law in America"
 - Jane Addams, "The Subjective Necessity for Social Settlements"
-

**Sept.
16**

- Chapters 18 and 19

WEEK 5

American Empire

**Sept.
21**

- Rudyard Kipling, "The White Man's Burden"
 - Mark Twain, "The War Prayer"
 - James D. Phelan, "Why the Chinese Should be Excluded"
-

**Sept.
23**

- Chapter 20

WEEK 6

World War I and the New Era

**Sept.
28**

- The Sedition Acts of 1918
 - W.E.B. Du Bois, "Returning Soldiers"
 - Alain Locke, "The New Negro"
 - Hiram Evans on the Klan's Fight for Americanism
-

**Sept.
30**

- Read assigned Supreme Court Case documents
- Chapter 21

WEEK 7

The Great Depression and the New Deal

Oct.
5

- "Bonus Army Routed"
- Hoover, "Principles and Ideals..."

Oct.
7

- FDR, "First Fireside Chat"
- Lester Hunter, "I'd Rather Not Be on Relief"
- Martha Gellhorn to Harry Hopkins
- Chapter 22

WEEK 8

World War II

Oct.
12

- A. Philip Randolph to NAACP Secretary...
- Charles Wesley, "The Negro has Always Wanted Four Freedoms"
- Rosie the Riveter Memoirs

Oct.
14

- Primary Source Project (read all docs, skip quizzes), Chapter 23
- Thinking Through Sources (read all docs, skip quizzes), Chapter 23
- Chapter 23

WEEK 9

Affluence and Fear in the Early Cold War

Oct.
19

- Joseph McCarthy on Communism
- Paul Robeson's Appearance...
- Allen Ginsberg, "America"
- Harry Henderson, "The Mass Produced
- Edith M. Stern, "Women Are Household Slaves"
- Suburbs"

Oct.
21

- Assigned op-ed reading (guest speaker)
- Chapter 24

WEEK 10**The Long 1960s: Civil Rights**

- Oct. 26**
- Primary Source Project “Freedom Summer”, Chapter 26 (all documents, can skip quizzes)
 - Gordon Parks, “Segregation in the South” (photographs)

- Oct. 28**
- Chapter 25

WEEK 11**The Long 1960s: Liberation**

- Nov. 2**
- New York Radical Women, No More Miss America!
 - SDS, “Port Huron Statement”
 - Black Panther 10-Point Program
 - “The Alcatraz Proclamation”
 - John Kerry, Veterans for Peace Statement

- Nov. 4**
- Chapter 26

WEEK 12**From the Cold War to the Culture Wars**

- Nov. 9**
- Phyllis Schlafly, “The Fraud of the Equal Rights Amendment”
 - First Inaugural Address of Ronald Reagan
 - Statements from the Parents Music Resource Center
 - Pat Buchanan on the Cultural War
 - Jerry Falwell on the Homosexual Revolution

- Nov. 11**
- Screening, “How to Survive a Plague”
 - Chapter 27

WEEK 13

Neoliberalism, Globalization, and the War on Terror

- Bill Clinton on Free Trade and Financial Deregulation
- George W. Bush on the Post-9/11 World
- Edward Snowden interview

- Chapter 28

WEEK 14

The Recent Past

- Obergefell v. Hodges
- Chelsea Manning Petitions for Pardon
- Pedro Lopez on his Mother's Deportation
- Emily Doe, Victim Impact Statement

- Chapter 29

WEEK 15

Wrap-Up Week

Nov.
30

- *No new material (pre-finals day)*



**FINAL EXAM DUE BY DEC. 2
PROJECT PORTFOLIO DUE BY DEC. 8**



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) 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 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.

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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

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	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

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
Class Duration (Weeks): <input type="text" value="15"/>	Pages Per Semester: <input type="text" value="15"/>	Posts per Week: <input type="text" value="0"/>	# Per Semester: <input type="text" value="8"/>
READING ASSIGNMENTS	Page Density: <input type="text" value="250 Words"/>	Format: <input type="text" value="Text"/>	Hours Per Assignment: <input type="text" value="2"/> <input type="text" value="50"/> 0 5 10 20 30 40 50
Pages Per Week: <input type="text" value="35"/>	Genre: <input type="text" value="Argument"/>	Avg. Length (Words): <input type="text" value="250"/>	<input type="checkbox"/> Independent
Page Density: <input type="text" value="450 Words"/>	Drafting: <input type="text" value="Extensive Drafting"/>	Estimated Hours: 0 hours / week <input type="checkbox"/> manually adjust	CLASS MEETINGS
Difficulty: <input type="text" value="Many New Concepts"/>	Estimated Writing Rate: 2.5 hours per page <input type="checkbox"/> manually adjust	EXAMS	Live Meetings Per Week: <input type="text" value="2"/>
Purpose: <input type="text" value="Understand"/>	VIDEOS / PODCASTS	Exams Per Semester: <input type="text" value="14"/>	Meeting Length (Hours): <input type="text" value="1"/>
Estimated Reading Rate: 17 pages per hour <input type="checkbox"/> manually adjust	Hours Per Week: <input type="text" value="0"/>	Study Hours Per Exam: <input type="text" value="1"/> <input type="checkbox"/> Take-Home Exams	WORKLOAD ESTIMATES
			Total: 8.56 hrs/wk Independent: 6.56 hrs/wk Contact: 2 hrs/wk

*other assignments is an estimate, based on project preparation. Class meeting time is rounded down, add an additional 40 min./week.

[How I got this number.](#)