



2620: UNITED STATES HISTORY SINCE 1865

Dr. Danielle Dumaine

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

Class Meetings:

Mondays and Wednesdays
Section 571: 9:00 –10:20
Hall Park A, Room 133

Section 575: 2:30 – 3:50
Hall Park A, Room 133

Office Hours:

Fridays, 9-10 am and 2-3 pm
and by appointment (held on Zoom)

Contact:

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she/her/hers

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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

SYLLABUS QUIZ

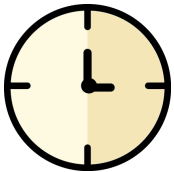


SYLLABUS QUIZ

After the first class meeting, you should go on our Canvas course and take the brief syllabus quiz. This quiz asks you about class policies, expectations, assignments, and major due dates.

Due: August 25, 11:59 pm
Percentage of Grade: 5%

LEARNING CURVE QUIZZES



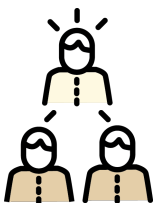
LEARNING CURVE QUIZZES

Each week you are assigned 1-2 chapters of textbook reading and a Learning Curve (chapter) quiz. This should be completed before class on Wednesday. For every quiz that is completed you will receive full credit for that assignment. Two quiz grades will be dropped. In order to receive credit, you will have to reach the target points on each quiz (usually 450 or 600 points).

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.

Due: Weekly
Percentage of Grade: 20%

PARTICIPATION



PARTICIPATION

Participation 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 participation 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. Please see our official attendance policy and Covid-19 attendance statements in the “policies” section for more details on how attendance will be handled during the ongoing pandemic.

Percentage of Grade: 20%

SIGNATURE ASSIGNMENT



SIGNATURE ASSIGNMENT

The Department of History at UNT requires that all HIST 2610 students complete a common signature assignment. This assignment asks students to write a 750 word image analysis essay. I will provide further guidance on the assignment as it approaches. The assignment is also available to view on Canvas. The signature assignment is worth 50 points. We will do a practice essay in class on September 22.

Due: November 1st at 11:59 pm
Percentage of Grade: 20%

FINAL PROJECT



PRIMARY SOURCE PROJECT

In the second half of the semester you will choose one major topic from the course (you may focus on the theme from a week or a significant event/theme) and create a “reader” on that topic suitable for use in a high school classroom. To do this, you will assemble three primary sources, write a brief introduction to topic, and create 3-5 discussion questions. Further instructions will be posted to Canvas.

Initial Proposal Due: October 22 at 11:59 pm
Final Project Due: December 8 at 11:59 pm
Percentage of Grade: 25%

G R A D I N G

Quizzes (x14): 20%

Primary Source Project: 25%

Signature Assignment: 20%

Final Presentations: 10%

Participation: 20%

Syllabus Quiz: 5%

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.
23

- Mississippi Black Codes, 1865

Aug.
25

- General Reynolds describes lawlessness in Texas, 1868
- Charlotte Forten Teaches Freed Children in South Carolina, 1864
- Chapter 14

WEEK 2

The Many American Wests

Aug.
30

- Frederick Jackson Turner, "The Significance of the Frontier in American History"
- Black Migrants to Kansas

Sept.
1

- Laura C. Kellogg on Indian Education (1913)
- Zitakála-Ša, "The Semblance of a Civilization"
- Chapter 15

WEEK 3

Labor and Capital in the Gilded Age

Sept.
6

- Labor Day, No Class

Sept.
8

- Chapters 16 and 17

WEEK 4

The Progressive Era

**Sept.
13**

- Jane Addams, “The Subjective Necessity for Social Settlements”
 - Indiana Sterilization Law
-

**Sept.
15**

- Chapters 18 and 19

WEEK 5

American Empire

**Sept.
20**

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

**Sept.
22**

- Chapter 20

WEEK 6

World War I and the New Era

**Sept.
27**

- The Sedition Acts of 1918
 - W.E.B. Du Bois, “Returning Soldiers”
 - Emma Goldman on Patriotism (July 9, 1917)
-

**Sept.
29**

- Scopes Trial Documents (Thinking Through Sources 21, just read documents, skip the quizzes)
- Chapter 21

WEEK 7

The Great Depression and the New Deal

Oct.
4

- "Bonus Army Routed"
- Hoover on the New Deal

Oct.
6

- 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.
11

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

Oct.
13

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

WEEK 9

Affluence and Fear in the Early Cold War

Oct.
18

Primary Source Project
Proposal Due 10/22

Oct.
20

- Joseph McCarthy on Communism
- Paul Robeson's Appearance...
- Betty Friedan, *The Feminine Mystique* (selections)
- Chapter 24

WEEK 10

The Long 1960s: Civil Rights

Oct.
25

Oct.
27

- The “Southern Manifesto”
- “In Southern Towns, Segregation Academies are Still Going Strong”
- Selections from *Voices of Freedom*
- Chapter 25

WEEK 11

The Long 1960s: Liberation

Nov.
1

Signature Assignment
Due 11/1

Nov.
3

- Chapter 26
- Primary Source Readings TBD

WEEK 12

From the Cold War to the Culture Wars

Nov.
8

- Pat Buchanan on the Cultural War
- Jerry Falwell on the Homosexual Revolution
- Vito Russo, “Why I Fight”

Nov.
10

- Bill Clinton on Free Trade and Financial Deregulation
- George W. Bush on the Post-9/11 World
- No Child Left Behind (explore the website)
- Chapter 27
- Chapter 28

WEEK 13**History in the Present****Nov.
15****Nov.
17**

- Texas House Bill 3979
- 1619 Project (selections TBD)
- Chapter 29

WEEK 14**Thanksgiving Break – No Class****Nov.
22****Nov.
24****WEEK 15****Wrap-Up Week****Nov.
29**

- Working day

**Dec.
1**

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

**PRIMARY SOURCE PROJECT DUE BY
DEC. 8**

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

ATTENDANCE POLICY:

COVID-19 impact on attendance

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

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 Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Face Coverings

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

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RECORDING OF LECTURE: In the event that we have a synchronous (live) session in this course it 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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ADA ACCOMMODATION:

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (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](#).

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ACADEMIC INTEGRITY

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

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>.

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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

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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.

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FOR A FULL LIST OF COURSE POLICIES PLEASE SEE THE “UNT POLICIES” MODULE ON CANVAS.

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

Class Duration (Weeks):

READING ASSIGNMENTS

Pages Per Week:

Page Density:

Difficulty:

Purpose:

Estimated Reading Rate:

24 pages per hour

manually adjust

WRITING ASSIGNMENTS

Pages Per Semester:

Page Density:

Genre:

Drafting:

Estimated Writing Rate:

4 hours per page

manually adjust

VIDEOS / PODCASTS

Hours Per Week:

DISCUSSION POSTS

Posts per Week:

Format:

Avg. Length (Words):

Estimated Hours:

0 hours / week

manually adjust

EXAMS

Exams Per Semester:

Study Hours Per Exam:

Take-Home Exams

OTHER ASSIGNMENTS

Per Semester:

Hours Per Assignment:



Independent

CLASS MEETINGS

Live Meetings Per Week:

Meeting Length (Hours):

WORKLOAD ESTIMATES

Total: 6.4 hrs/wk

Independent: 4.4 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.](#)