

# 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 571: 9:00 – 10:20  
Hall Park, 132

Section 575: 2:30 – 3:50  
Hall Park, 132

---

## Office Hours:

Fridays 10-11 am and 2-3 pm  
and by appointment (held on Zoom)

---

## Contact:

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

---

**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 the historical construction of gender? Together, we will examine these questions and more.**

---

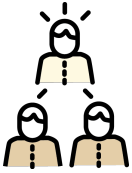
Over the course of the semester, we will be surveying United States history through the lenses of economic, cultural, social, and political history. In this process, we will examine the roles of race, gender, sexuality, class, region, and national origin in shaping individual and national experiences.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

*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 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.*

## ANNOTATED BIBLIOGRAPHY

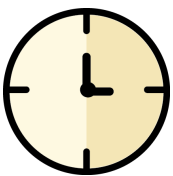


### ANNOTATED BIBLIOGRAPHY

In your groups, you will develop an annotated bibliography for your research paper. Each group must find at least two peer reviewed, academic sources PER GROUP MEMBER and cite them using Chicago Manual of Style citations. Each bibliography entry must include a 100 to 150-word description of the source. At least one source must cover US History **before 1865**. Aim for a good distribution of sources between different academic disciplines. More specific instructions and a grading rubric will be available on Canvas.

*The Annotated Bibliography is due on February 25<sup>th</sup> at 11:59 pm.*

## CHAPTER QUIZZES



### CHAPTER QUIZZES

Each week you are assigned 1-2 chapter(s) 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 before class.*

## 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.

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 2610 students complete a common signature assignment. This assignment asks students to write a 750 word image analysis essay. We will discuss the assignment and the grading rubric in class. The assignment is also available to view on Canvas.

*The Signature Assignment is due Friday, February 18<sup>th</sup> at 11:59 pm.*

# G R A D I N G

**Discussion Leader: 15%**

**Annotated Bibliography: 15%**

**LC Quizzes: 15%**

**Participation: 20%**

**Signature Assignment: 15%**

**Group Contracts: 5%**

**NTN! Research Paper: 15%**

# 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 Gender

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

Monday: No Class Meeting

Wednesday: In class: selections from Jane Sharp, *The Midwives Book* (1671)

## WEEK 2

Gender cont. *and* The Indigenous Americas

J a n u a r y 2 4 - 2 8

Monday: Chapter 1: Mapping Global Frontiers to 1590

Wednesday: "Childbirth Practices among North American Indigenous Women, Ann Marie Plane (1992); Baron Lahontan Describes Love and Marriage Among the Hurons (1703)

**TEAM CONTRACTS DUE FRIDAY, JANUARY 28TH AT 11:59 PM**

## WEEK 3

Early European Colonization

J a n u a r y 3 1 - F e b r u a r y 4

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

Wednesday: LIBRARY DAY BRING LAPTOP

**WEEK 4****The Colonies and the World: Slavery and Trade****F e b r u a r y 7 - 1 1**

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

Wednesday: "According to the Condition of the Mother"; Eliza Lucas Letters; William Blackstone Defines Coverture

**WEEK 5****Colonial Changes: Class, Consumers, and Cultures****F e b r u a r y 1 4 - 1 8**

Monday: Chapter 4: Religious Strife and Political Upheavals

Wednesday: BRIEF FOR AMICI CURIAE AMERICAN HISTORICAL ASSOCIATION AND ORGANIZATION OF AMERICAN HISTORIANS IN SUPPORT OF RESPONDENTS, Thomas E. Dobbs v. Jackson Women's Health, 2021 (reading begins on page 14)

**SIGNATURE ASSIGNMENT DUE 2/18 AT 11:59 PM**

**WEEK 6****Growing Pains in British North America****F e b r u a r y 2 1 - 2 5**

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

Wednesday: Alibamo Mingo, Choctaw Leader, Reflects on the British and the French; Boycott Agreement of Women in Boston; Peter Bestes and Massachusetts Slaves Petition...; Stamp Act Congress

**ANNOTATED BIBLIOGRAPHY DUE 2/25 AT 11:59 PM**

**WEEK 7****Guns and Ships! The American Revolution****F e b r u a r y 2 8 - M a r c h 4**

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

Wednesday: **SAT Day No Class**

**WEEK 8****A New Nation (remote week)****M a r c h 7 - 1 1**

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

Choose one of the “A Social Revolution?” readings on Canvas and post your response (details on Canvas)

**WEEK 9****Spring Break**

**WEEK 10****The Early Republic** **M a r c h 2 1 - 2 5**

Monday: Chapter 9: Defending and Redefining the Nation, 1809-1832

Wednesday: Rhode Islanders protest property restrictions on voting, 1834; Black Philadelphians defend their voting rights, 1838; "The County Election"

**WEEK 11****The Industrial Revolution and Manifest Destiny** **M a r c h 2 8 - A p r i l 1**

Monday: Chapter 10: Social and Cultural Ferment in the North, 1820-1850

Wednesday: Among the Mill Girls: A Reminiscence; Benjamin Henry Latrobe on Polluted Water in Philadelphia; Cherokee Petition Protesting Removal, 1836; John O'Sullivan Declares America's Manifest Destiny, 1845

**WEEK 12****The Expanding Cotton Kingdom** **A p r i l 4 - 8**

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 13****Sectional Crisis and the Breakdown of Compromise****A p r i l 1 1 - 1 5**

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; Stories from the Underground Railroad, 1855-56

**WEEK 14****The Civil War****A p r i l 1 8 - 2 2**

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 15****Emancipation and Reconstruction****A p r i l 2 5 - 2 9**

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

Wednesday: In Class Activity

**WEEK 15****Wrapping Up****M a y 2 - 5**

Monday: Wrapping Up!

# 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.

+++++

**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.

+++++

## **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](#).

+++++

## **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>.

+++++

**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)

+++++

**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.

+++++

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	<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 9 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="4"/>	<b>Posts per Week:</b> <input type="text" value="0"/>	<b># Per Semester:</b> <input type="text" value="2"/>
<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="range" value="4"/>
<b>Pages Per Week:</b> <input type="text" value="30"/>	<b>Genre:</b> <input type="text" value="Argument"/>	<b>Avg. Length (Words):</b> <input type="text" value="250"/>	<input 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>Difficulty:</b> <input type="text" value="Some New Concepts"/>	<b>Estimated Writing Rate:</b> 2.5 hours per page	<input type="checkbox"/> manually adjust	<b>CLASS MEETINGS</b>
<b>Purpose:</b> <input type="text" value="Engage"/>	<input type="checkbox"/> manually adjust	<b>EXAMS</b>	<b>Live Meetings Per Week:</b> <input type="text" value="2"/>
<b>Estimated Reading Rate:</b> 12 pages per hour	<b>VIDEOS / PODCASTS</b>	<b>Exams Per Semester:</b> <input type="text" value="14"/>	<b>Meeting Length (Hours):</b> <input type="text" value="1.5"/>
<input type="checkbox"/> manually adjust	<b>Hours Per Week:</b> <input type="text" value="0"/>	<b>Study Hours Per Exam:</b> <input type="text" value="1"/>	<b>WORKLOAD ESTIMATES</b>
		<input checked="" type="checkbox"/> Take-Home Exams	<b>Total: 8.57 hrs/wk</b>
		<b>Exam Time Limit (in Minutes)</b> <input type="text" value="60"/>	<b>Independent: 5.03 hrs/wk</b>
			<b>Contact: 3.53 hrs/wk</b>

[How I got this number.](#)