

# 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: 10:30 – 11:50  
Hall Park A, 128

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## Office Hours:

Tuesdays, 1-2 pm  
and by appointment (held on Zoom)

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## Contact:

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

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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 the historical construction of gender? Together, 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

## PSA ESSAY



### PRIMARY SOURCE ANALYSIS ESSAYS

You will write two primary source analysis essays in preparation for your Signature Assignment. These are short essays in which you chose a primary source that was assigned either in class or for homework and compose an essay that:

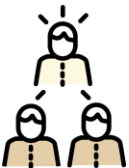
- a) describes the source's author, audience, format, and argument;
- b) contextualizes the source using lecture, other primary sources, and/or your textbook reading; and
- c) discusses the significance of the source and its topic/argument to the historical moment in which it was produced.

For both essays you have the option to instead write your own fictional primary source using assigned sources, class, and the textbook for support. Further instructions are available on Canvas.

*PSA #1 due: Friday, Sept. 30 at 11:59 pm*

*PSA #2 due: Friday, October 21 at 11:59 pm*

## PAST IN THE PRESENT



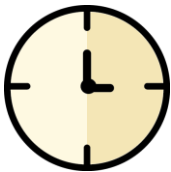
### PAST IN THE PRESENT ASSIGNMENT

For this assignment you must identify one pressing issue or debate that interests you and identify at least one instance of history being used to either support, explain, or discredit some aspect of the issue or debate. Finally, you must assess the validity of the historical argument being made. This might be an instance of historical *parallel* (how X immigration policy is similar to Y past immigration policy) or historical *precedent* (how X issue was seen in the past).

This should be turned in on Canvas as a three-page, double-spaced paper.

*Due: Saturday, December 10 at 11:59 pm*

## CHAPTER QUIZZES



### CHAPTER QUIZZES

Each week you are assigned 1-2 chapters of textbook reading and a chapter quiz. Most quizzes are due before class on Monday. 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.

*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 in discussion and projects. 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.

## 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 an essay using primary sources. 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: December 5 at 11:59 pm*  
*Percentage of Grade: 15%*

# G R A D I N G

**Past in the Present: 15%**

**Participation: 20%**

**Chapter Quizzes: 20%**

**Primary Source Analysis #1: 10%**

**Signature Assignment: 20%**

**Primary Source Analysis #2: 15%**

# T E X T S

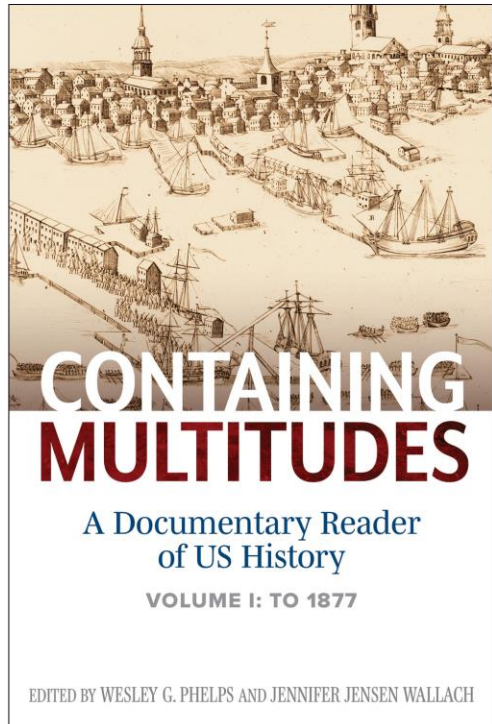
We will use *The American Yawp* as our main textbook. This is a free, open-source text [available here](#). You may also purchase a print copy at the UNT bookstore or from an online retailer.

We will also be using the departmental reader, *Containing Multitudes: A Documentary Reader of the American Past* (2022). This is available for purchase the UNT bookstore as an e-book.



## THE AMERICAN YAWP

A Massively Collaborative Open U.S. History Textbook



# SCHEDULE

## WEEK 1

### The Indigenous Americas

**Aug.  
29**      **Readings:** none  
**Assignments Due:** none

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**Aug.  
31**      **Readings:** *American Yawp*, Chapter 1  
**Assignments Due:** Module 1 Quiz

## WEEK 2

### The European Invasion

**Sept.  
5**      *Labor Day – No Class*

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**Sept.  
7**      **Readings:** *American Yawp*, Chapter 2  
**Assignments Due:** Module 2 Quiz

## WEEK 3

### British North America

**Sept.  
12**      **Readings:** *American Yawp*, Chapter 3  
**Assignments Due:** Module 3 Quiz

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**Sept.  
14**      **Readings:** Documents 3.1, 3.2, 3.3; Olaudah Equiano Describes the Middle Passage, 1789 (AY)  
**Assignments Due:** none

## WEEK 4

### Growing Pains in British North America

**Sept.  
19**      **Readings:** *American Yawp*, Chapter 4  
**Assignments Due:** Module 4 Quiz

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**Sept.  
21**      **Readings:** Alibamo Mingo, Choctaw leader, Reflects on the British and French, 1765 (AY); Return of Prisoners... (Canvas); Eliza Lucas Letters (AY); Boston Trader Sarah Knight (Canvas)  
**Assignments Due:** none

## WEEK 5

### Guns and Ships: The American Revolution

**Sept.  
26**      **Readings:** *American Yawp*, Chapter 5  
**Assignments Due:** Module 5 Quiz

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**Sept.  
28**      **Readings:** Documents 5.1, 5.2, 5.3; Boston King Recalls Fighting for the British (AY)  
**Assignments Due:** PSA #1 due on Friday

## WEEK 6

### A New Nation

**Oct.  
3**      **Readings:** *American Yawp*, Chapter 6  
**Assignments Due:** Module 6 Quiz

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**Oct.  
5**      **Readings:** Document 6.2, A Confederation of Native Peoples Seek Peace With the United States, 1786 (AY), Mary Smith Cranch Comments on Politics, 1786-87 (AY)  
**Assignments Due:** un-essay #1 due Friday at 11:59 pm

## WEEK 7

### The Early Republic

**Oct. 10**      **Readings:** *American Yawp*, Chapter 7  
**Assignments Due:** Module 7 Quiz

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**Oct. 12**      **Readings:** Documents 7.1, 7.2; Black scientist Benjamin Banneker Demonstrates Black Intelligence to Thomas Jefferson, 1791 (AY)  
**Assignments Due:** none

## WEEK 8

### Market Revolution

**Oct. 17**      **Readings:** *American Yawp*, Chapter 8  
**Assignments Due:** Module 8 Quiz

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**Oct. 19**      **Readings:** Documents 8.2, 8.3; Blacksmith Apprentice Contract, 1836 (AY); Maria Stewart bemoans the consequences of racism, 1832 (AY)  
**Assignments Due:** PSA #2 due on Friday

## WEEK 9

### Democracy in America

**Oct. 24**      **Readings:** *American Yawp*, Chapter 9  
**Assignments Due:** Module 9 Quiz

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**Oct. 26**      **Readings:** Document 9.1, 9.2; Rhode Islanders Protest Property Restrictions on Voting, 1834 (AY); Black Philadelphians Defend their Voting Rights, 1838 (AY)  
**Assignments Due:** none

## WEEK 10

### Religion and Reform

**Oct. 31**      **Readings:** *American Yawp*, Chapter 10  
**Assignments Due:** Module 10 Quiz

**Nov. 2**

**Readings:** Angelina Grimké, Appeal to Christian Women of the South (AY), David Walker's Appeal to the Colored Citizens of the World, 1829 (AY), William Lloyd Garrison Introduces The Liberator, 1831 (AY)  
**Assignments Due:** none

## WEEK 11

### The Expanding Cotton Kingdom

**Nov. 7**      **Readings:** *American Yawp*, Chapter 11  
**Assignments Due:** Module 11 Quiz

**Nov. 9**

**Readings:** Harriet Jacobs on rape and slavery, 1860 (AY), Solomon Northup describes a slave market, 1841 (AY), Mary Polk Branch remembers plantation life, 1912 (AY), Proslavery cartoon, 1850 (AY)  
**Assignments Due:** none

## WEEK 12

### The Invasion of the West

**Nov. 14**      **Readings:** *American Yawp*, Chapter 12  
**Assignments Due:** Module 12 Quiz

**Nov. 16**

**Readings:** Cherokee petition protesting removal, 1836 (AY), John O'Sullivan Declares America's Manifest Destiny, 1845, Chinese Merchant Complains of Racist Abuse, 1860 (AY)  
**Assignments Due:** none



## WEEK 13

### Sectional Crisis

**Nov. 21**      **Readings:** *American Yawp*, Chapter 13  
**Assignments Due:** Module 13 Quiz

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**Nov. 23**      **No Class – Thanksgiving Break**



## WEEK 14

### The Sectional Crisis cont. and The Civil War

**Nov. 28**      **Readings:** *American Yawp*, Chapter 14  
**Assignments Due:** Module 14 Quiz

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**Nov. 30**      **Readings:** Documents 14.5, 14.6, Alexander Stephens on Slavery and the Confederate Constitution, 1861 (AY), William Henry Singleton, a formerly enslaved man, recalls fighting for the Union, 1922 (AY)  
**Assignments Due:** none

## WEEK 15

### The Civil War and Emancipation

**Dec. 5**      **Readings:** none  
**Assignments Due:** Signature Assignment due at 11:59 pm

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**Dec. 7**      **Readings:** none  
**Assignments Due:** none

Past in the Present Assignment due on  
December 10 at 11:59 pm

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

## **ATTENDANCE POLICY:**

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.

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**LATE WORK AND MISSED ASSIGNMENTS:** Students with university-approved absences ([see policy here](#)) will be allowed to make up work up to two weeks after the original due date, unless the reason for the absence is ongoing, in which case we will work together to create a make-up schedule. For all other late and missed assignments, students have a 72-hour time bank (in 24-hour increments) to make up assignments. This means that you have three one-day extensions, to be used separately or in combination with one another. If you are using time-bank time you must email me by the original due date to let me know.

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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](http://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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## 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.](#)