



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
FLRD 310

Section 575: 2:30 – 3:50
FLRD 206

Office Hours:

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

Contact:

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

TA for Section 571

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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

SOURCE ANALYSIS

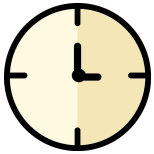


SOURCE ANALYSIS

In this 2 page paper you will analyze one primary source from weeks 1-5. In the paper you should identify the author, publication, type of source, argument, stakes, and impact. This assignment is to ensure that you have the skills necessary for your Signature Assignment Essay.

Due: September 22
Percentage of Grade: 5%

CHAPTER QUIZZES



CHAPTER QUIZZES

Each week you are assigned 1-2 chapters of textbook reading and a Chapter Quiz. Quizzes will be completed in class, typically on Monday mornings. Two quiz grades will be dropped. Quizzes will be open note (hand-written or typed and printed).

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.

Percentage of Grade: 20%

FAMILY FOOD HISTORY



FAMILY FOOD HISTORY

As part of our introductory unit on primary sources and food history, you will conduct a brief oral history interview with an older person (they don't need to be a blood relative). You will ask them a set of questions (provided on Canvas) about the role of food in their life growing up. This interview will serve as the basis for a brief writing assignment.

Due: September 6
Percentage of Grade: 5%

SIGNATURE ASSIGNMENT

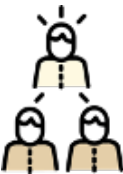


SIGNATURE ASSIGNMENT

The Department of History at UNT requires that all HIST 2610 students complete a common signature assignment. This assignment asks students to write 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: November 13
Percentage of Grade: 20%

FOOD FIGHT!

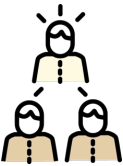


FOOD FIGHT!

In the second half of the semester, you will participate in the “Reacting to the Past” game “Food Fight: Challenging the USDA Food Pyramid, 1991.” As part of the gameplay, you will be assigned a historical figure and your goal will be to sway the outcome of the game towards your figure’s goals. You will be graded on your participation in gameplay and on a short writing assignment during or after the game (depending on your role). This is in place of a final exam.

Percentage of Grade: 25%

WICKED PROBLEM PROJECT



WICKED PROBLEM PROJECT

Over the course of the semester, you will complete several assignments for your wicked problem project, culminating in the Food Fair presentations and displays. Your overall grade (weighted average) on these assignments will count towards your final grade in this class.

Due: Throughout semester
Percentage of Grade: 10%

G R A D I N G

Quizzes (x14): 20%	Food Fight: 20%
Signature Assignment: 20%	Project Grade: 10%
Participation: 20%	Primary Source Analysis: 5%
Family Food History: 5%	

Grades are entered as points, not percentages. These are estimates and may change. 3

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.

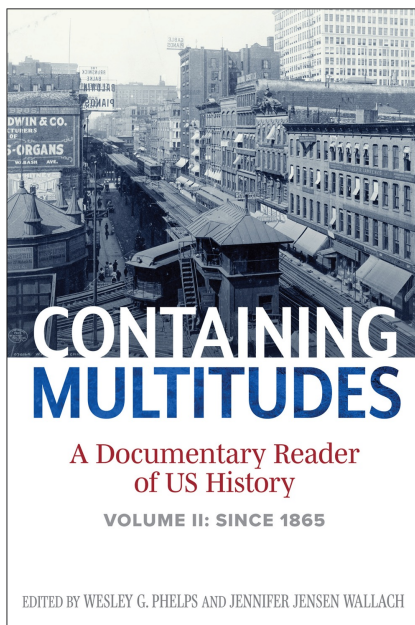
We will also be using the departmental reader, *Containing Multitudes: A Documentary Reader of the American Past* (2022). This is available for purchase the UNT bookstore as an e-book.

Our remaining texts, including the "Food Fight" reader and instruction manual, can be found on Canvas.



THE AMERICAN YAWP

A Massively Collaborative Open U.S. History Textbook



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

WEEK 1

Reconstruction and Intro to Food History

Aug. 21 **Readings:** none
Assignments Due: none

Aug. 23 **Readings:** *American Yawp*, Chapter 15 (quiz in class)
Assignments Due: none

WEEK 2

Capital, Labor and the West

Aug. 28 **Readings:** *American Yawp*, Chapters 16 and 17 (quiz in class)
Assignments Due: none

Aug. 30 **Readings:** Document 17.4: Maxi'diwiac (Buffalo Bird Woman) Compares Native American and Colonial Farming Practices, 1917; William T. Hornady on the Extermination of the American Bison (1889); Grover Cleveland's Veto of the Texas Seed Bill (1887); The "Omaha Platform" of the People's Party (1892)
Assignments Due: none

WEEK 3

Challenges of Industrialization

Sept. 4

**LABOR DAY
NO CLASS**

Work on your Food History Interview and Paper

Sept. 6 **Readings:** *American Yawp*, Chapter 18 (quiz in class)
Assignments Due: Family Food History

WEEK 4

Challenges of Industrialization, cont. AND American Imperialism

Sept. 11 **Readings:** *American Yawp*, Chapter 19 (quiz in class)
Assignments Due: none

Sept. 13 **Readings:** Document 18.1: Ralph Waldo Trine Explores Flesh as Food, 1899;
Document 18.3: Upton Sinclair Describes The Jungle, 1906; Document 18.4: Swift and
Company Welcomes Visitors with a Reference Book, 1914
Assignments Due: none

WEEK 5

American Imperialism AND An Era of Reform

Sept. 18 **Readings:** *American Yawp*, Chapter 20 (quiz in class)
Assignments Due: none

Sept. 20 **Readings:** Document 20.6: Domestic Scientist Pearl Idelia Ellis Advocates for Dietary
Reform as a Tool of Assimilation, 1929; excerpt from “The Filipino Teacher’s Manual”
(1907); “Spam is Trendy Now Thanks to Decades of American Imperialism”
Assignments Due: Source Analysis Essay due Friday

WEEK 6

WWI and Its Aftermath

Sept. 25 *No HIST class today – double ENGL instead*

Sept. 27 **Readings:** *American Yawp*, Chapter 21 (quiz in class)
Assignments Due: none

WEEK 7

The New Era and the Great Depression

Oct. 2 **Readings:** *American Yawp*, Chapters 22 and 23 (quiz in class) **double block of HIST**
Assignments Due: none

Oct. 4 **Readings:** none
Assignments Due: discussion board post debriefing The Great Depression Roleplaying Game

PSAT DAY
NO CLASS

WEEK 8

The New Deal and World War II

Oct. 9 **Readings:** *American Yawp*, Chapter 24 (quiz in class)
Assignments Due: none

Oct. 11 **Readings:** FDR, Executive Order No. 9066 (1942), Aiko Herzig-Yoshinaga on Japanese Internment (1942/1994), Harry Truman Announcing the Atomic Bombing of Hiroshima (1945)
Assignments Due: none

WEEK 9

The Cold War and Postwar Affluence

Oct. 16 **Readings:** *American Yawp*, Chapters 25 and 26 (quiz in class)
Assignments Due: none

Oct. 18 **Readings:** Document 26.2: Edith M. Stern Declares Women Are Household Slaves; 1949; "Kitchen Debate" Article and Images; [A Social History of Jell-O Salad: The Rise and Fall of an American Icon](#)
Assignments Due: none

WEEK 10

The 1960s

Oct. 23 **Readings:** *American Yawp*, Chapter 27 (quiz in class)
Assignments Due: none

Oct. 25 **Readings:** Document 27.5: Cesar Chavez Reports on Grape Strike from Delano, 1969; Juanita Garcia on Migrant Labor (this is in Chapter 26)
Assignments Due: none

WEEK 11

The Long 1970s

Oct. 30 **Readings:** *American Yawp*, Chapter 28 (quiz in class)
Assignments Due: none

Nov. 1 **Readings:** Gloria Steinem on Equal Rights for Women (1970); Native Americans Occupy Alcatraz (1969); [BPP Free Breakfast Program clip](#); [“If War Is Hell, Then Coffee Has Offered U.S. Soldiers Some Salvation”](#); [Deep Dive read: The Radical Origins of Free Breakfast for Children](#)
Assignments Due: "Dolores" worksheet

WEEK 12

The Rise of Modern Conservatism

Nov. 6 **Readings:** *American Yawp*, Chapter 29 (quiz in class)
Assignments Due: none

Nov. 8 **Readings:** Jerry Falwell on the “Homosexual Revolution” (1981), Statements from The Parents Music Resource Center (1985), Pat Buchanan on the Culture War (1992), Document 29.3: Vito Russo Explains Why We Fight for the Rights and Dignity of People with AIDS, 1988, Document 29.2: C. Everett Koop Encourages the Fight against AIDS, 1987
Assignments Due: none

WEEK 13

The Recent Past

Nov.
13

Readings: *American Yawp*, Chapter 30; Document 30.4: Lester Brown Describes Outgrowing the Earth, 2004 (quiz in class)

Assignments Due: Signature Assignment

Nov.
15

Readings: TBD

In-Class: Game Prep

WEEK 14

Thanksgiving Break – No Classes

Nov.
20



Nov.
23

WEEK 15

Food Fight!

Nov.
27

Readings: TBD

In-Class: Gameplay

Nov.
29

Readings: TBD

In-Class: Gameplay

Dec. Readings: TBD
4 In-Class: Gameplay

Dec. Readings: None, pre-finals day
6 In-Class: Game recap

*Note: Your HISTORY EOC is on Friday, December 8. This exam is **not** affiliated with UNT or this course – it is tied to the FSD and your high school history credit. **STUDY** for it! You **must pass** to receive your high school history credit!!!*



FINAL STUFF BLAH BLAH BLAH



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 2-3 hours per credit hour working outside of class. That would amount to 6-9 hours of work outside of class for this course.

Workload Estimator 2.0

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="6"/>	Posts per Week: <input type="text" value="0"/>	# Per Semester: <input type="text" value="3"/>
READING ASSIGNMENTS	Page Density: 250 Words ▾	Format: Text ▾	Hours Per Assignment: <input type="range" value="10"/> 0 5 10 15 20 25 30 35 40 45 50 <input checked="" type="checkbox"/> Independent
Pages Per Week: <input type="text" value="25"/>	Genre: Argument ▾	Avg. Length (Words): <input type="text" value="250"/>	CLASS MEETINGS
Page Density: 450 Words ▾	Drafting: Extensive Drafting ▾	Estimated Hours: 0 hours / week <input type="checkbox"/> manually adjust	Live Meetings Per Week: <input type="text" value="2"/>
Difficulty: Some New Concepts	Estimated Writing Rate: 2.5 hours per page <input type="checkbox"/> manually adjust	EXAMS	Meeting Length (Hours): <input type="text" value="1.25"/>
Purpose: Engage ▾	VIDEOS / PODCASTS	Exams Per Semester: <input type="text" value="15"/>	WORKLOAD ESTIMATES
Estimated Reading Rate: 12 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	Total: 8.58 hrs/wk Independent: 6.08 hrs/wk Contact: 2.5 hrs/wk

*other assignments is an estimate, based on project preparation.

[How I got this number.](#)