Class Meetings:
Thursdays, 11 am to 1:50 pm
Hall Park A, Room 132

Office Hours:
Thursdays from 9:30-10:30 am and by appointment

Office hours will be held in Hall Park, Room 125 and over Zoom. Please contact me in advance if you plan to attend on Zoom. The Zoom link is on our Canvas page.

Contact:
Dr. Dumaine (she/her)
danielle.dumaine@unt.edu

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

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
LEARNING CURVE QUIZZES

For every quiz that is completed you will receive full credit for that assignment. These quizzes are adaptive. This means that you do not lose points for wrong answers, but the better you perform, the fewer questions you will have to answer. Once you reach the preset points, you will receive credit for the quiz. Most quizzes stop at either 450 or 600 points. You will receive zero points for unfinished quizzes.

Learning Curve quizzes are available through MacMillan learning and you can find the links to each quiz on Canvas.

Due: Weekly on Thursdays at 11:59 pm
Percentage of Grade: 15%

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. There will be a practice essay due on September 16th that we will peer-review in class.

Due: October 8 at 11:59 pm
Percentage of Grade:
  Practice Essay: 5%
  Final Essay: 20%

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%
OVER THE COURSE OF THE SEMESTER, YOU WILL CHOOSE A TOPIC TO RESEARCH AND PRESENT TO THE CLASS. YOUR PRESENTATIONS WILL BE ON THE LAST DAY AND WILL BE ACCOMPANIED BY A WRITTEN COMPONENT DUE DURING FINALS WEEK. FULL INSTRUCTIONS WILL BE HANDED OUT ON THE FIRST DAY OF CLASS AND POSTED TO CANVAS.

PROPOSAL DUE: NOVEMBER 4
FINAL PROJECT DUE: DECEMBER 2 (IN CLASS) AND DECEMBER 7 BY 11:59 PM (ON CANVAS)
PERCENTAGE OF GRADE: 25%

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: September 2
Percentage of Grade: 5%

SYLLABUS QUIZ

FINAL PROJECT

HOMEWORK

On class meetings with homework reading (or listening) please bring a sheet of paper (hand-written is fine) with the following information: three words you found particularly important or unfamiliar; one quote that you think is important to understanding the reading (write out the quote, put it into your own words, and then state why it is important); and one question you think the class should discuss related to the reading.

Due: in class on weeks with reading/podcasts (7 total HWs)
Percentage of Grade: 10%

GRADING

<table>
<thead>
<tr>
<th>Syllabus Quiz: 5%</th>
<th>Signature Assignment: 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Curve Quizzes: 15%</td>
<td>Participation: 25%</td>
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<tr>
<td>Final Project: 25%</td>
<td>Homework: 10%</td>
</tr>
</tbody>
</table>
TEXTS

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 [RECOMMENDED]
- 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”

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Week 2 Materials

**Homework:**

[Alan Taylor, Colonizers .pdf](#)

**In Class:**

[John Winthrop, Dreams of a City on a Hill](#)
[A Gasparian Indian Defends his way of life](#)
[Letter from Carolina](#)
[Recruiting Settlers to Carolina, 1666](#)
[Link](#) to the map, "The Atlantic Slave Trade in Two Minutes"

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Example of readings in Canvas
<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>The Indigenous Americas and the European Invasion</th>
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<tbody>
<tr>
<td><strong>August 26</strong></td>
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<tr>
<td>TEXTBOOK READING</td>
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<tr>
<td>Chapter 1: Mapping Global Frontiers to 1590 (first Learning Curve quiz is due 9/2)</td>
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<thead>
<tr>
<th>WEEK 2</th>
<th>Early Colonial Societies: Race, Class, Conflict</th>
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<tr>
<td><strong>September 2</strong></td>
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<tr>
<td>TEXTBOOK READING</td>
<td></td>
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<tr>
<td>Chapter 2: Colonization and Conflicts, 1580-1680</td>
<td></td>
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<tr>
<td>CANVAS READING</td>
<td></td>
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<tr>
<td>› Alan Taylor, ”Colonizers“ in <em>American Colonies: The Settling of North America</em></td>
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</table>

<table>
<thead>
<tr>
<th>WEEK 3</th>
<th>The Colonies and the World: Slavery and Trade</th>
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<tbody>
<tr>
<td><strong>September 9</strong></td>
<td></td>
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<tr>
<td>TEXTBOOK READING</td>
<td></td>
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<tr>
<td>Chapter 3: Colonial America Amid Global Change, 1680-1754</td>
<td></td>
</tr>
<tr>
<td>CANVAS READING</td>
<td></td>
</tr>
<tr>
<td>› Sidney Mintz, excerpt from “Sweetness and Power” in <em>American Capitalism: A Reader</em></td>
<td></td>
</tr>
</tbody>
</table>
### Week 4

**Religious Strife and Political Upheavals**

**September 16**

**Textbook Reading**
- Chapter 4: Religious Strife and Political Upheavals

**Canvas “Reading”**
- Listen to “Ben Franklin’s World” Episode 294 “Mary Beth Norton, 1774: The Long Year of American Revolution” (56 minutes)

**Practice**
- Signature
- Assignment Due

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### Week 5

**Growing Pains in British North America**

**September 23**

**Textbook Reading**
- Chapter 5: War and Empire, 1754-1774

**Canvas “Reading”**
- Listen to “Ben Franklin’s World” Episode 294 “Mary Beth Norton, 1774: The Long Year of American Revolution” (56 minutes)

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### Week 6

**Guns and Ships! The American Revolution**

**September 30**

**Textbook Reading**
- Chapter 6: The American Revolution, 1775-1783

**Canvas “Reading”**
- Listen to “Ben Franklin’s World” Episode 128 “Alan Taylor, American Revolutions: A Continental History” (48 minutes)
WEEK 7  
Forging a New Nation

October 7

TEXTBOOK READING
Chapter 7: Forging a New Nation, 1781-1800

Signature
Assignment Due

WEEK 8  
The Early Republic, 1790-1820

October 14

TEXTBOOK READING
Chapter 8: The Early Republic, 1790-1820
Chapter 9: Defending and Redefining the Nation, 1809-1832

CANVAS READING

WEEK 9  
The Market Revolution and Industrial Revolution

October 21

TEXTBOOK READING
Chapter 10: Social and Cultural Ferment in the North, 1820-1850
W E E K 10
The Expanding Cotton Kingdom

O c t o b e r 2 8

TEXTBOOK READING
Chapter 11: Slavery Expands South and West, 1830-1850

CANVAS READING
› Stephanie E. Jones-Rogers, “Mistresses in the Making” in Women’s America: Refocusing the Past
› Or Walter Johnson, “The Carceral Landscape” in River of Dark Dreams: Slavery and Empire in the Cotton Kingdom

W E E K 11
Sectional Crisis and the Breakdown of Compromise

N o v e m b e r 4

TEXTBOOK READING
Chapter 12: Imperial Ambitions and Sectional Crises, 1842-1861

Final Project Proposal Due

W E E K 12
The Civil War

N o v e m b e r 1 1

TEXTBOOK READING
Chapter 13: The Civil War

CANVAS READING
› Leslie A. Schwalm, “Enslaved Mothers: Claiming Freedom and Risking Death” in Women’s America: Refocusing the Past
WEEK 13
Emancipation and Reconstruction

November 18

TEXTBOOK READING
Chapter 14: Emancipation and Reconstruction, 1863-1877

WEEK 14
Thanksgiving – No Class Meeting

Extra Credit reading and response: David Silverman, “Mourning in America” in This Land is Their Land (2019)

WEEK 15
Final Presentations

December 2

FINAL PROJECTS DUE DECEMBER 7 AT 11:59 PM
**TERMINOLOGY**

**Learning Curve Quizzes:** The chapter quizzes that correspond to your reading in *Exploring American History*. These can be accessed through our Canvas Course using the links in each module or through the "Macmillan Learning" link.

**Launchpad:** Another word for the online version of our textbook. Officially, Launchpad is a platform that hosts the textbook, the primary source reader, and the Learning Curve quizzes.

**American Yawp:** a free, online textbook we will use to supplement *Exploring American History*.

**Office Hours:** a time each week when you can meet with me to discuss your progress, questions about materials or assignments, your career and academic goals, and more. You can drop in or make an appointment to meet. Office hours are available in person and over Zoom.

**Primary Source:** are sources (usually) created at the same time as the historical events we are studying. These can include newspaper articles, letters, speeches, pamphlets, and more. They are written or created by historical actors.

**Secondary Source:** are sources created "after the fact," usually by historians. Secondary sources narrate historical events for us, synthesize research by historians, and introduce, interpret, and discuss primary sources. Your textbook is a secondary source.
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.

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

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

RESOURCES

| 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 and a total of 9 total hours of work a week. For the purposes of this estimate, HW assignments are considered “Discussion Posts.”

How I got this number.