

# HIST 2610: UNITED STATES HISTORY TO 1865

Dr. Danielle Dumaine

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

## Class Meetings:

This course is fully online and asynchronous. All office hours will be via Zoom.

## Office Hours:

Thursdays from 9-11 am and by appointment

## Contact:

Dr. Dumaine (she/her)

[danielle.dumaine@unt.edu](mailto:danielle.dumaine@unt.edu)

## Teaching Assistants:

Mr. Paul Hanger

Email: [paulhanger@my.unt.edu](mailto:paulhanger@my.unt.edu)

Office Hours: Tuesday, 11-noon and by appointment

*Students with last names beginning with A-Garc*

Mrs. Jessica Luepke (she/her)

Email: [jessicabuisman@my.unt.edu](mailto:jessicabuisman@my.unt.edu)

Office Hours: Thursdays, 4-6 pm

*Students with last names Garz-Obe*

Mr. Bob Umsted (he/him)

Email: [bobumsted@my.unt.edu](mailto:bobumsted@my.unt.edu)

Office Hours: Thursdays, 8-10 am

*Students with last names Oko-Z*

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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.*

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*-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*

# A S S I G N M E N T S

## EXAMS



### MIDTERM EXAM

Due: February 26<sup>th</sup> at 11:59 pm  
Percentage of Grade: 20%

### FINAL EXAM

Due: April 26<sup>th</sup> at 11:59 pm  
Percentage of Grade: 25%

You will have one week to complete each exam. Instructions will be released on Canvas. Exams will consist of IDs and short answer questions. The best way to prepare for exams is to keep up with all course readings and lectures and work hard on your discussion posts (short answer questions will look very similar to discussion post prompts)

## SIGNATURE ASSIGNMENT

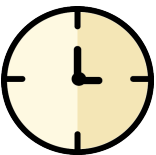


### SIGNATURE ASSIGNMENT

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.

Due: March 19<sup>th</sup> at 11:59 pm  
Percentage of Grade: 15%

## LEARNING CURVE QUIZZES



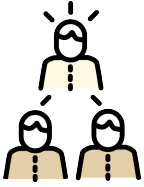
### LEARNING CURVE (CHAPTER) QUIZZES

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: Every Two Weeks (see schedule)  
Percentage of Grade: 20%

## DISCUSSION POSTS



### INITIAL POST

DUE: Select Thursdays by 11:59 pm  
LENGTH: 250-350 words

### RESPONSE POSTS

DUE: Select Fridays by 11:59 pm  
LENGTH: 50-100 words  
*You must respond to two posts to receive full credit.*

Online learning can feel lonely! To help connect with your peers and discuss the primary source readings, you will complete a discussion post every two weeks. There will be several available prompts to choose from to guide your post. Discussion posts should be posted by midnight on Thursday the week they are due. To receive full credit you must complete your discussion post AND respond to at least two student's posts (the deadline for responses is midnight on Friday). Discussion posts (initial and responses) can earn up to 20 points each week. Please see Canvas for the grading rubric.

Percentage of Grade: 20%

## G R A D I N G

Exams (x2): 45%

Discussion Posts (x7): 20%

Signature Assignment: 15%

Quizzes (x14): 20%

# 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 [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"

## 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

The Indigenous Americas and the European Invasion

January 11 - 15

### TEXTBOOK READING

Chapter 1: Mapping Global Frontiers to 1590

- › Cortes Describes Tenochtitlan
- › Las Casas Describes European Atrocities

### CANVAS READING

- › Native American Creation Stories
- › Journal of Columbus

## WEEK 2

Early Colonial Societies: Race, Class, Conflict

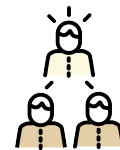
January 18 - 22

### TEXTBOOK READING

Chapter 2: Colonization and Conflicts, 1580-1680

### CANVAS READING

- › John Winthrop Dreams of a City on a Hill
- › A Gaspesian Indian Defends his way of life
- › Letter from Carolina
- › Recruiting Settlers to Carolina, 1666



Discussion Due

## WEEK 3

The Colonies and the World: Slavery and Trade

January 25 - 29

### TEXTBOOK READING

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

- › According to the Condition of the Mother
- › An Act for Suppressing Outlying Slaves

### CANVAS READING

- › Sarah Knight Discusses her Travels...
- › Eliza Lucas Letters

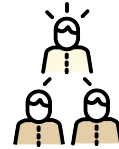
**WEEK 4****Religious Strife and Political Upheavals****February 1 - 5****TEXTBOOK READING**

Chapter 4: Religious Strife and Political Upheavals

- › John Lawson, Women Good Housewives
- › Thomas or Thomasine?

**CANVAS READING**

- › Return of English Prisoners



Discussion Due

**WEEK 5****Growing Pains in British North America****February 8 - 12****TEXTBOOK READING**

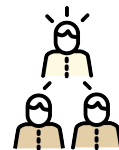
Chapter 5: War and Empire, 1754-1774

- › James A Seaver, A Narrative of the Life...
- › Boycott Agreement of Women in Boston
- › Peter Bestes and Massachusetts Slaves...
- › Stamp Act Congress, Declaration...

**WEEK 6****Guns and Ships! The American Revolution****February 15 - 19****TEXTBOOK READING**

Chapter 6: The American Revolution, 1775-1783

- › The Continental Congress, Articles of Confederation
- › Prince Hall, Petition for Freedom...



Discussion Due

**CANVAS READING**

- › Boston King Chooses Freedom and the Loyalists During the War for Independence
- › Sarah Osborn Recollects her Experiences in the Revolutionary war
- › Joseph Plumb Martin at the Battle of Yorktown

**WEEK 7**

Midterm Exam

**F e b r u a r y 2 2 - 2 6****TEXTBOOK READING**

No reading: work on exam 😊

**WEEK 8**

The Early Republic, 1790 – 1820

**M a r c h 1 - 5****TEXTBOOK READING**

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

- › Mary Dewees Moves West to Kentucky
- › J.W. Burton, Report of Standing Committee on Indian Affairs

**CANVAS READING**

- › Creek Headman Alexander McGillivray seeks to...
- › Tecumseh Calls for Native American Resistance, 1810

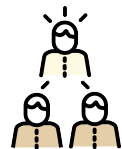
**WEEK 9**

Democracy in America

**M a r c h 8 - 1 2****TEXTBOOK READING**

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

- › Retrograde Movement of National Character
- › Abigail Bailey Escapes and Abusive Relationship
- › Mary Smith Cranch Comments on Politics
- › Nathan Sanford, Arguments for Expanding Male Voting Rights...
- › Judith Sargent Murray on the Equality of the Sexes

**Discussion Due**

M a r c h 1 5 - 1 9

**TEXTBOOK READING**

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

Signature  
Assignment Due

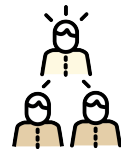
M a r c h 2 2 - 2 6

**TEXTBOOK READING**

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

**CANVAS READING**

- › Frederick Douglass, "What to the Slave is the Fourth of July?"
- › Harriet Jacobs on Rape and Slavery, 1860
- › Andrew Lloyd Garrison introduces the Liberator
- › George Fitzhugh Argues that Slavery is Better than Liberty and Equality
- › Mary Polk Branch Remembers Plantation Life



Discussion Due

M a r c h 2 9 - A p r i l 2

**TEXTBOOK READING**

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

**CANVAS READING**

- › South Carolina Declaration of Secession
- › Harriet Beecher Stowe, Uncle Tom's Cabin (excerpt)
- › Sectional Crisis Map



**WEEK 13**

## The Civil War

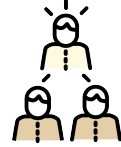
**A p r i l 5 - 9****TEXTBOOK READING**

## Chapter 13: The Civil War

- › Abraham Lincoln, The Gettysburg Address
- › Sowing and Reaping

**CANVAS READING**

- › General Butler reacts to self-emancipation
- › 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



Discussion Due

**WEEK 14**

## Emancipation and Reconstruction

**A p r i l 12 - 16****TEXTBOOK READING**

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

- › Jourdan Anderson, A Former Tennessee Slave...
- › Emancipated Slaves Search for Missing Family Members

**CANVAS READING**

- › Freedman discuss post-emancipation life with General Sherman
- › Mississippi Black Codes
- › General Reynolds Describes Lawlessness in Texas, 1868
- › Frederick Douglass on Remembering the Civil War

**WEEK 15**

## Catch-Up Week

**FINAL EXAMS DUE APRIL 26 AT 11:59 PM**

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

**ATTENDANCE POLICY:** This is a fully asynchronous course. Students should complete all module activities by the due dates assigned on this syllabus and in Canvas.

## *COVID-19 impact on attendance*

It is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to complete work because you are ill, or unable to complete work due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

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](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

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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 Access (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 at [disability.unt.edu](http://disability.unt.edu).

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**ACADEMIC INTEGRITY:** The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence.

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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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**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)

## 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>

# E X P E C T E D      W O R K L O A D

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.

## 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="0"/>	<b>Posts per Week:</b> <input type="text" value="1"/>	<b># Per Semester:</b> <input type="text" value="1"/>
<b>READING ASSIGNMENTS</b>	<b>Page Density:</b> 250 Words ▾	<b>Format:</b> Text ▾	<b>Hours Per Assignment:</b> <input type="range" value="5"/> 0 5 10 15 20 25 30 35 40 45 50
<b>Pages Per Week:</b> <input type="text" value="40"/>	<b>Genre:</b> Reflection/Narrative ▾	<b>Avg. Length (Words):</b> <input type="text" value="300"/>	<input type="checkbox"/> Independent
<b>Page Density:</b> 450 Words ▾	<b>Drafting:</b> No Drafting ▾	<b>Estimated Hours:</b> 1.2 hours / week	<b>CLASS MEETINGS</b>
<b>Difficulty:</b> Many New Concepts ▾	<b>Estimated Writing Rate:</b> 0.75 hours per page	<input type="checkbox"/> manually adjust	<b>Live Meetings Per Week:</b> <input type="text" value="0"/>
<b>Purpose:</b> Understand ▾	<input type="checkbox"/> manually adjust	<b>EXAMS</b>	<b>Meeting Length (Hours):</b> <input type="text" value="0"/>
<b>Estimated Reading Rate:</b> 17 pages per hour	<b>VIDEOS / PODCASTS</b>	<b>Exams Per Semester:</b> <input type="text" value="2"/>	<b>WORKLOAD ESTIMATES</b>
<input type="checkbox"/> manually adjust	<b>Hours Per Week:</b> <input type="text" value="1"/>	<b>Study Hours Per Exam:</b> <input type="text" value="5"/>	<b>Total: 5.55 hrs/wk</b>
		<input type="checkbox"/> Take-Home Exams	<b>Independent: 4.02 hrs/wk</b>
			<b>Contact: 1.53 hrs/wk</b>

[How I got this number.](#)