

# HIST 2610: UNITED STATES HISTORY TO 1865

Dr. Danielle Dumaine

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## Class Meetings:

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

## Office Hours:

Tuesdays from 9-11 am and 2-4 pm  
and by appointment

## Contact:

Dr. Dumaine

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

she/her/hers

## Teaching Assistants:

Ms. Madison Berry (she/her/hers)

[madisonberry@my.unt.edu](mailto:madisonberry@my.unt.edu)

Office Hours: Thursdays 11-1 pm

Section 033 students with last names A-Lat

Ms. Dana Trammell (she/her/hers)

[Danatrammell@my.unt.edu](mailto:Danatrammell@my.unt.edu)

Office Hours: Mondays 10 am -12 pm

Section 033 students with last names Lau-Z

Section 007 all students

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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*

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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

## EXAMS



### EXAMS

This course has three exams. Two will take place during the semester, and one will be due during finals. In these exams, you will be asked to analyze one or more primary sources using evidence and knowledge from your readings, lecture, and your textbook. Each exam should take around 2-5 hours to complete and be 3-5 pages in length. More detailed instructions will be handed out separately. Each exam is worth 100 points.

### EXAM 1

Distributed: September 21

Due: September 25 at 11:59 PM on Canvas

### EXAM 2

Distributed: October 26

Due: October 30 at 11:59 PM on Canvas

### EXAM 3

Distributed: December 1

Due: December 7 at 11:59 PM on Canvas.

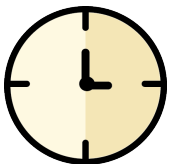
## SIGNATURE ASSIGNMENT



### 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 a 750 word image analysis essay. This essay will be due by October 16. 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.

## LEARNING CURVE QUIZZES



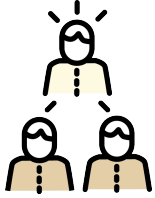
### LEARNING CURVE (CHAPTER) QUIZZES

Each week you are assigned 1 chapter of textbook reading and that chapter's Learning Curve quiz.

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.

## DISCUSSION POSTS



### INITIAL POST

DUE: Thursday by 11:59 pm  
LENGTH: 250-350 words

### RESPONSE POSTS

DUE: Friday 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 weekly discussion post. There will be several available prompts each week to choose from to guide your post. While there are discussions almost every week, you will only be graded on 7 discussion posts. Choose the weeks that most interest you! Discussion posts should be posted by midnight on Thursday. To receive full credit you must complete your discussion post AND respond to at least two students' 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.

## G R A D I N G

Exams (x3): 50%

Discussion Posts (x7): 20%

Signature Assignment: 10%

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
- 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

**A u g u s t 2 4 - 2 8**

### TEXTBOOK READING

Chapter 1: Mapping Global Frontiers to 1590

- › Source 1.2 Cortes Describes Tenochtitlan
- › Source 1.4 Las Casas Describes European Atrocities

### CANVAS READING

- › Native American Creation Stories
- › Journal of Columbus

## WEEK 2

Early Colonial Societies: Race, Class, Conflict

**A u g u s t 3 1 - S e p t e m b e r 4**

### 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

## WEEK 3

The Colonies and the World: Slavery and Trade

**S e p t e m b e r 7 - 1 1**

### TEXTBOOK READING

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

- › Source 3.1 Thomas or Thomasine?
- › Source 3.2 According to the Condition of the Mother...
- › Source 3.5 An Act for Suppressing Outlying Slaves...

**WEEK 4**

## Religious Strife and Political Upheavals

**S e p t e m b e r 1 4 - 1 8****TEXTBOOK READING**

Chapter 4: Religious Strife and Political Upheavals

- › Source 4.5 John Lawson, Women Good Housewives

**CANVAS READING**

- › Boston Trader Sarah Knight
- › Eliza Lucas Letters

**WEEK 5**

## Growing Pains in British North America

**S e p t e m b e r 2 1 - 2 5****TEXTBOOK READING**

Chapter 5: War and Empire, 1754-1774

- › Source 5.2 James A. Seaver, A Narrative of the Life...
- › Source 5.3 Boycott Agreement of Women in Boston
- › Source 5.4 Peter Bestes and Massachusetts Slaves...
- › Source 5.5 Stamp Act Congress, Declaration...

Exam #1

**CANVAS READING**

- › Return of English Prisoners

**WEEK 6**

## Guns and Ships! The American Revolution

**S e p t e m b e r 2 8 - O c t o b e r 2****TEXTBOOK READING**

Chapter 6: The American Revolution, 1775-1783

- › Source 6.4 The Continental Congress, Articles of Confederation
- › Source 6.5 Prince Hall, Petition for Freedom...

**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**

## Forging a New Nation

**O c t o b e r 5 - 9****TEXTBOOK READING**

Chapter 7: Forging a New Nation, 1783-1800

- › Source 7.2 Thomas Jefferson, Notes on the State of Virginia
- › Source 7.5 Mary Smith Cranch, Comments on Politics
- › Source 7.4 Judith Sargent Murray, On the Equality of...

**WEEK 8**

## The Early Republic, 1790 – 1820

**O c t o b e r 12 - 16****TEXTBOOK READING**

Chapter 8: The Early Republic, 1790-1820

- › Source 8.1 Thomas Jefferson and Early Western Explorers
- › Source 8.2 Capt. William Clark, Letter from Capt. Clark...
- › Source 8.5 Mary Dewees Moves West to Kentucky

Signature  
Assignment**CANVAS READING**

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

**WEEK 9**

## Democracy in America

**O c t o b e r 19 - 23****TEXTBOOK READING**

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

- › Source 9.2 Retrograde Movement of National Character
- › Source 9.4 Abigail Bailey Escapes and Abusive Relationship
- › Source 9.5 Nathan Sanford, Arguments for Expanding Male Voting Rights...

**WEEK 10**

## The Market Revolution and Industrial Revolution

**O c t o b e r 2 6 - 3 0****TEXTBOOK READING**

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

*No additional reading: Work on Exam #2 😊*

Exam #2

**WEEK 11**

## The Expanding Cotton Kingdom

**N o v e m b e r 3 - 6****TEXTBOOK READING**

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

- › Source 11.5 Mary Polk Branch Remembers Plantation Life

**CANVAS READING**

- › Frederick Douglass, “What to the Slave is the Fourth of July?”
- › Angelina Grimké, Appeal to Christian Women of the South
- › Andrew Llyod Garrison introduces the Liberator
- › George Fitzhugh Argues that Slavery is Better than Liberty and Equality

**WEEK 12**

## Sectional Crisis and the Breakdown of Compromise

**N o v e m b e r 9 - 1 3****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



**N o v e m b e r 1 6 - 2 0****TEXTBOOK READING**

## Chapter 13: The Civil War

- › Source 13.2 Abraham Lincoln, The Gettysburg Address
- › Source 13.3 Sewing 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

**N o v e m b e r 2 3 - D e c e m b e r 4****TEXTBOOK READING**

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

- › Source 14.1 Jourdan Anderson, A Former Tennessee Slave...
- › Source 14.2 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

 **FINAL EXAMS DUE DEC. 7 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 (<https://cat.wfu.edu/about/our-team/>) | Allen Brown (<https://oe.wfu.edu/about/>) | Justin Esarey (<http://www.justinesarey.com>)  
Click Here for Estimation Details (<http://www.cte.rice.edu/workload#howcalculated>)

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="15"/>	<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> <input type="text" value="250 Words"/>	<b>Format:</b> <input type="text" value="Text"/>	<b>Hours Per Assignment:</b> <input type="range" value="5"/> 0 5 10 20 30 40 50 <input type="checkbox"/> Independent
<b>Pages Per Week:</b> <input type="text" value="40"/>	<b>Genre:</b> <input type="text" value="Argument"/>	<b>Avg. Length (Words):</b> <input type="text" value="300"/>	

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<b>Page Density:</b> <input type="text" value="450 Words"/>	<b>Drafting:</b> <input type="text" value="Extensive Drafting"/>	<b>Estimated Hours:</b> 1.2 hours / week <input type="checkbox"/> manually adjust	<b>CLASS MEETINGS</b>
<b>Difficulty:</b> <input type="text" value="Many New Concepts"/>	<b>Estimated Writing Rate:</b> 2.5 hours per page <input type="checkbox"/> manually adjust	<b>EXAMS</b>	<b>Live Meetings Per Week:</b> <input type="text" value="0"/>
<b>Purpose:</b> <input type="text" value="Understand"/>	<b>VIDEOS / PODCASTS</b>	<b>Exams Per Semester:</b> <input type="text" value="15"/>	<b>Meeting Length (Hours):</b> <input type="text" value="0"/>
<b>Estimated Reading Rate:</b> 17 pages per hour <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="1"/>	<b>WORKLOAD ESTIMATES</b>
		<input type="checkbox"/> Take-Home Exams	<b>Total: 8.39 hrs/wk</b> <b>Independent: 7.19 hrs/wk</b> <b>Contact: 1.2 hrs/wk</b>