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# HIST 1110: United States History I

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**Course:** HIST 1110: United States History I

**Section:** 502

**Meeting Times and Place:** Remote Arranged/Asynchronous Online

**Instructor:** Dr. Scott Kamen

**Office:** Arts & Sciences 142A

**Office Hours:** Mondays from 11:00 AM-12:00 PM (Zoom only), Tuesdays from 12:00 PM-1:00 PM (Zoom and in person), Wednesdays from 11:00 AM-12:00 PM (Zoom only), and Thursdays from 12:00 PM-1:00 PM (Zoom and in person). Additional times by appointment. Office hours can be accessed via Zoom at:

<https://unm.zoom.us/j/8734503370>

The passcode to join office hours meetings is officehrs

A famous and sensationalized engraving of the Boston Massacre produced by Paul Revere in 1770.

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**Phone:** 505-925-8567

**Email:** skamen@unm.edu

All email must come through your University of New Mexico email account. I do not use the Canvas messenger system.

**Course Description:** The primary objective of this course is to serve as an introduction to the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of the United States within the context of world societies.

### **Course Student Learning Outcomes:**

1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War.

Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND

2. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.

Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE

3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence

in order to CONSTRUCT past events.

Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY

4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they

were constructed, EVALUATING credibility, perspective, and relevance.

Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE

5. Students will CREATE well-supported historical arguments and narratives that demonstrate an

awareness of audience.

Bloom Taxonomy's Cognitive Process: CREATE, APPLY 8

6. Students will APPLY historical knowledge and historical thinking "in order to infer what drives and

motivates human behavior in both past and present."

Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE 9

### **Essential Skills That Will Be Developed in This Course:**

1. Critical Thinking:

- a. Problem setting
- b. Evidence acquisition
- c. Evidence evaluation
- d. Reasoning/conclusion

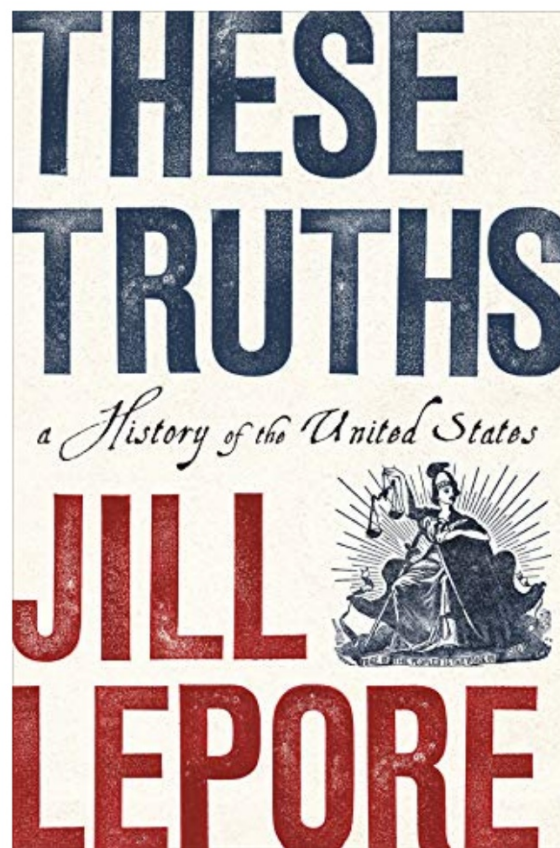
2. Information and Digital Literacy:

- a. Authority and value of information
- b. Digital literacy

- c. Information structures
  - d. Research as inquiry
3. Personal and Social Responsibility:
- a. Intercultural reasoning and intercultural competence
  - b. Sustainability and the natural and human world
  - c. Ethical reasoning
  - d. Collaboration skills, teamwork, and value systems
  - e. Civic discourse, civic knowledge and engagement

**Required Textbook:** Jill Lepore, *These Truths: A History of the United States* (New York: W.W. Norton, 2019; ISBN: 9780393357424). This book is a single-volume survey of U.S. history. I assign this book for both United States History I and United States History II. If you end up taking United States History II with me, you can use this textbook for that course and will not have to purchase another book. This book is published in both hardcover and paperback. There is no difference in the material between the two versions. The paperback is typically cheaper.

Additional readings will be made available on Canvas (and noted as such in the course outline).



The cover of the required textbook for this course.

### **Technology Requirements, Technical Skills, Correspondence, and Etiquette:**

1. **Technology Requirements and Technical Skills:** This course will be completed entirely online using the Canvas Learning Management System. This means that regular access to a computer and basic computer literacy skills are required. The instructor will not provide tutorials or training on how to use Canvas. For more details on technology requirements and helping learning how to use Canvas or troubleshooting problems you may encounter with Canvas visit <https://canvasinfo.unm.edu/index.html> .

2. **Hardware and Software Tips:** While Canvas can be used on a phone or tablet, I strongly recommend completing Canvas course work on a desktop or laptop computer. A desktop or laptop running macOS, Windows, or Linux will be more reliable and much better suited to the writing that you will have to do in this course than a touchscreen device.

Additionally, it's best not rely on cell phone data as a means of completing work in Canvas. You will be much better off using a more reliable internet connection such as one through Wi-Fi or ethernet. If you have issues with a quiz or assignment being frozen or unresponsive, please email me ASAP to inform me of your issue and contact UNM Canvas Support at 505-277-0857 or [canvas@unm.edu](mailto:canvas@unm.edu). Additional UNM Canvas Support services can be found at: <https://canvasinfo.unm.edu/index.html>.

**3. Communication Etiquette:** Compose your electronic communications professionally. If emailing, use a professional address ("Dear Dr. Kamen"), indicate which course and section you are in, fill in the subject line, and sign it. Use proper spelling, punctuation, and grammar. I ask for you to write your emails in a professional manner not to be unnecessarily difficult or aggrandize myself, but because writing professional emails is an important skill for virtually any career path.

**4. "Netiquette":** Be respectful of other class members. While the online discussions for this class are less formal than a writing assignment such as an essay, avoid using slang and profanity as well as making inappropriate comments. It is sometimes difficult to remember that there are real people reading posted messages in online discussions. This is especially true of online communication where others do not have the opportunity to see body language or hear tone of voice; therefore, misunderstandings are more likely.

Please, follow these guidelines in all of your online responses and discussion postings:

1. Honor everyone's right to an opinion.
2. Respect the right of each person to disagree with others.
3. Respond honestly but thoughtfully and respectfully; use language which others will not consider foul or abusive. You may also use emoticons to convey a lighter tone.
4. Respect your own privacy and the privacy of others by not revealing information which you deem private and which you feel might embarrass you or others
5. Be prepared to clarify statements which might be misunderstood or misinterpreted by others.

In the unlikely event that problems arise (bullying, offensive remarks, etc.), they will be addressed by the instructor and may be referred to the Social Sciences Division Chair.

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**Each week there will be three assignments based on that week's assigned reading that must be completed.**

**Course Requirements<sup>1</sup>:**

**1. Weekly Assignments:** Each week there will be three assignments based on that week's assigned reading that must be completed. Weekly assignments will open on Tuesday at 12:00 AM and, with the exception of your initial discussion post (see below), are due by 11:59 PM on Monday. Your two lowest scores in each of the categories of

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<sup>1</sup> The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed and/or read, dates assignments are due, and other elements of the course and syllabus. Such changes, including date changes, will be announced on Canvas.

assignments will be dropped when your final grade is calculated. The three weekly assignments will consist of:

a. **Reading Quizzes:** Each week, you will have a quiz covering the assigned reading for that week. Each quiz will consist of five questions comprised of multiple choice and/or true or false questions. Most weeks, the assigned reading will be from Jill Lepore's *These Truths*. It is essential for this course that you obtain a copy of this book. You are free to use the assigned texts while taking the quiz. However, since it will be nearly impossible to read through all of the assigned reading addressed by the quiz and answer all of the questions on that quiz in the time allotted you will need to complete the assigned reading addressed by the quiz before you start the quiz. Once you attempt a reading quiz in Canvas the clock starts ticking and the quiz will automatically submit whatever you've completed when the time is up. Don't attempt a reading quiz until you're ready to take and complete it. You will have half an hour to take the quiz. You have two attempts to take each quiz. If you attempt a quiz twice, the higher of your two scores will be taken as your final grade for the quiz. After you submit a quiz attempt, Canvas will show you which questions you got wrong (if any). Taking note of the questions you got wrong on a first attempt and trying to figure out the correct answers for those questions for your second attempt is a great way to increase your quiz scores. Each week's reading quiz is worth 10 points.

b. **Reading Responses:** Each week, you will respond to a question or prompt addressing the week's assigned reading. As with the reading quizzes, you are free to use the assigned text or texts while completing your reading response. However, since you will only have 15 minutes to complete your response it is essential that you complete the assigned reading before beginning your reading response. Just like with the reading quizzes, the clock will start ticking as soon as you begin a reading response and Canvas will automatically support whatever you've written when the 15 minutes is up. Don't attempt a reading response until you're prepared to complete it. Unlike the reading quizzes, you have only one attempt for each reading response. Each week's reading response is worth 10 points. You will receive at least 5 points for any reasonable attempt at a response.

c. **Online Discussions:** New material will be assigned each week to serve as the basis for online discussion. This material will usually be a clip from a documentary, a segment from a podcast, or a textual document. Depending on the format of the material you will need to watch, listen to, or read the assigned material and post a thread in that week's online discussion forum in response to a discussion prompt

that will address some aspect of that material and your views on it. You will also need to post at least one response to a posting made by another student. Your response or responses can be made either in response to a new thread started by another student or a response that another student has posted. The one exception to the due date of 11:59 PM on Monday for weekly assignments described above is your initial post in each week's online discussion. Each week, your first post is due by 11:59 PM on Friday. You have until the end of the week (11:59 PM on Monday) to respond to another student's post. New threads that do not relate to the discussion prompt or responses to other postings that demonstrate minimum effort (e.g. "I agree with Bill") will result in 0 points. There are 5

**The one exception to the due date of 11:59 PM on Monday for weekly assignments is your initial post in each week's online discussion.**



An undated photograph of Frederick Douglass. You will be reading Douglass' autobiography for the short essay assignments in this course.

points possible for your new thread and 5 points possible for your response to the posting of another student. Between the points for your new thread and the points your response there are a total of 10 possible points each week for your participation in online discussion. For further details on how your participation in the online discussion will be graded see the Online Discussion Grading Rubric document found in the weekly modules.

2. **Exams:** There will be three exams over the course of the semester. Each exam consists of short answer identification questions and essay questions. The material addressed by exams is not cumulative. Study guides will be provided two weeks before each exam due date. **Exam #1 is due by 11:59 on February 20. Exam #2 is due by 11:59 on April 10. Exam #3 is due by 11:59 on May 13.**

3. **Short Essays:** You will write two five-paragraph essays in response to prompts that address Frederick Douglass' autobiography, *Narrative of the Life of Frederick Douglass, An American Slave*. Fortunately, Douglass' autobiography is no longer under copyright as it was originally published in 1845. A PDF of the autobiography will be made available on Canvas. You should use this version of the autobiography as the main source that you rely upon for your essays. Your essays will need to have a clear thesis articulated in an introduction, a body with supporting evidence for that thesis, and a conclusion. The five-paragraph essay is a format that has been widely maligned for a variety of good reasons, but also provides a clear and structured way for you to develop a clear argument in response to a prompt. We will discuss the benefits and drawbacks of the five-paragraph essay format as well as pitfalls to avoid in writing your essays. You will submit your short essays via Canvas. Further details on the short essays and the rubric that I will use when grading them will be distributed well before the due date of the first short essay. The short essays are not the kind of assignment that can be thrown together the night before they're due. Make sure to start working on them well in advance of the due date. **The final draft of the first short essay is due by 11:59 PM on March 13 and the second short essay is due by 11:59 PM on April 24.**

**The short essays are not the kind of assignment that can be thrown together the night before they're due.**

4. **Short Essay #1 Rough Draft and Peer-Review:** Before you submit Short Essay #1 for grading, you will submit a rough draft of your essay and complete a peer-review of another student's rough draft. The feedback you receive from the peer-review completed on your essay is intended to push you to think critically about your writing process and the ways in which your rough draft does and/or does not meet

the objectives of the essay assignment. After submitting your rough draft and completing a peer-review of another student's rough draft, you will have the opportunity to revise and improve your essay before submitting your final draft. **Your rough draft of Short Essay #1 is due by 11:59 PM on March 6. Your peer-review of another student's rough draft is due by 11:59 PM on March 13.**

**5. Video Lectures:** For each chapter from the Lepore text that we read, I will upload a short chapter preview lecture that provides some context and highlights some of the major points and topics addressed in the chapter. As we will typically not be reading an entire chapter per week, there will not be a new chapter preview lecture every week. These lectures are intended to help you focus on major points and topics in the chapter. However, watching these brief chapter preview lectures should in no way be seen as a substitute for reading the textbook. You will need to complete the assigned reading in order to succeed in this course. I will also make video lectures that will review identification items and essay questions for exams. Those video lectures will be made available to you during a week in which you have an exam due. I strongly recommend that you watch the video lecture for each exam before you begin the exam. Make sure that your computer is able to play audio and video. The video lectures will be found in the weekly modules.

### **Course Policies:**

**1. Late Work:** In order to succeed in this course, it is absolutely essential that you keep track of assignment deadlines over the course of the semester. It is the student's responsibility to stay abreast of assignments and exam deadlines and to complete all course requirements on time. Weekly assignments will be due each week on Monday at 11:59PM. Weekly quizzes and reading responses may be completed up to one week late but will have 5 points (50% of the possible points for those assignments) deducted if they are not completed by the deadline. Online discussion postings will not be accepted late for points because the purpose of these assignments is for you to converse with your classmates in a timely manner.

**2. Assigned Readings:** Students are responsible for all assigned readings. Each week's assigned reading should be read before attempting a reading quiz or reading response. You are free to use the assigned texts while working on those assignments, but it will be virtually impossible to read through those texts to find the relevant information and complete those assignments within the permitted time. The assigned texts will serve as a much more beneficial reference while working on those assignments if you have already read them before starting the assignment.

**3. "Attendance" and Drops:** In an online course, regularly logging into the course on Canvas and completing assignments on time take the place of attendance in a face-to-face course. You will need to log on to the course in Canvas at least three times a week to check the discussion boards and to see if any new announcements or assignments have been posted. Unless there are students on the waitlist, I do not initiate drops of students in my courses. If you determine that you will not be able to complete the requirements for the course or that you do not want to complete the course, it is your responsibility to drop the

course within the published deadlines for student-initiated drops. I will be happy to advise you on your prospects for passing the course, but the decision to drop the course is your decision to make. You should not assume that you will be dropped from the class automatically.

**4. Academic Integrity:** This is a big deal and I take it VERY SERIOUSLY (as should you). Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated. The University of New Mexico's definition of academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records. For further information, see the university's academic dishonesty policy at <https://policy.unm.edu/regents-policies/section-4/4-8.html>. Any instances of academic dishonesty will result in a ZERO for that assignment and may be referred to the Dean of Instruction with the possibility of more serious consequences. A second offense will result in FAILURE OF THE COURSE. DO NOT ASK ME IF YOU CAN "MAKE UP" THE POINTS. YOU CAN'T.

#### 5. Grading System:

13 weekly quizzes @ 10 points each	130
13 reading responses @ 10 points each	130
13 online discussion assignments @ 10 points each	130
3 exams @ 100 points each	300
Short Essay #1 Rough Draft and Peer Review	30
2 short essays @ 100 points each	200
Total Possible Points	920

Your grade can be calculated by dividing the number of points you have earned by the total number of possible points in the course (920).

A+ = 97+  
 A = 93-96%  
 A- = 90-92%  
 B+ = 87-89%  
 B = 83-86%  
 B- = 80-82%  
 C+ = 77-79%  
 C = 73-76%  
 C- = 70-72%  
 D+ = 67-69%  
 D = 63-66%  
 D- = 60-62%  
 F = Below 60%



6. **Extra Credit:** An extra credit assignment or assignments will be announced over the course of the semester. Extra credit assignments will only be offered to the entire class. Additional extra credit assignments will not be offered to individual students.

7. **Students with Disabilities:** If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please contact Cheryl Dilger, the coordinator for Equal Access Services at 925-8910 or [cdilger@unm.edu](mailto:cdilger@unm.edu).

8. **Citizenship and/or Immigration Status:** All students are welcome in this class regardless of citizenship, residency, or immigration status. I will respect your privacy if you choose to disclose your status. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. More information can be found at <http://undocumented.unm.edu/>.

### **Course Outline:**

*Note that weekly assignments will become available at 12:00 AM on Tuesday each week and will be due on Monday at 11:59PM that week. Be sure to pay attention to the readings listed in bold. They are required readings that are available on Canvas rather than in the required textbook for this course.*

**Week 1:** January 17-January 23: The “Old World” and the “New World.”

Assigned Readings: Introduction and ch. 1 of Jill Lepore’s *These Truths* (on CANV and in book).

**Week 2:** January 24-January 30: English Settlement in the Chesapeake and New England.

Assigned Readings: Lepore ch. 2 (to end of part II) (on CANV and in book).

**Week 3:** January 31-February 6: The Development of Colonial America.

Assigned Readings: Lepore ch. 2 (part III to end) of Lepore.

**Week 4:** February 7-February 13: Upheaval, the Seven Year’s War, and the Coming of the American Revolution.

Assigned Readings: Lepore ch. 3 (to end of part II).

**Week 5:** February 14-February 20: The American Revolution.

Assigned Readings: Lepore ch. 3 (part III to end).

**Important Date(s): Exam 1 (covering introduction and chapter 1 through chapter 3 (to the end of part II) from Lepore, and class material from weeks 1-4) due by 11:59 PM on February 20.**

**Week 6:** February 21-February 27: Republicanism, the Articles of Confederation, and the Crafting of a New Constitution.

Assigned Readings: Lepore ch. 4 (to end of part II) and **How Revolutionary Was the American Revolution? (CANV).**

**Important Date(s): Short Essay #1 Rough Draft due by 11:59 PM on February 27.**

**Week 7:** February 28-March 6: Political Conflict in a New Republic.

Assigned Readings: Lepore ch. 4 (part III to end).

**Important Date(s): Short Essay #1 Rough Draft Peer Review due by 11:59 PM by on March 6 (In Week 6 Module).**

**Week 8:** March 7-March 13: Jeffersonian Democracy in a Rapidly Changing Society.

Assigned Readings: Lepore ch. 5 (to end of part II).

**Important Date(s): Short Essay #1 Final Draft due by 11:59 PM by on March 13.**

**Spring Break:** March 14-March 20: No assigned reading or assignments.

**Week 9:** March 21-March 27: The Industrial Revolution, the Market Revolution, and Jacksonian Democracy.

Assigned Readings: Lepore ch. 5 (part III to end) and **The Market Revolution (CANV).**

**Week 10:** March 28-April 3: Reform Movements in the Antebellum Era.

Assigned Readings: Lepore ch. 6 (all).

**Week 11:** April 4-April 10: Manifest Destiny and the Mexican-American War.

Assigned Readings: Lepore ch. 7 (to end of part II) of Lepore.

**Important Date(s): Exam 2 (covering Lepore from chapter 3 part III to the end of chapter 6, How Revolutionary Was the American Revolution? (CANV), The Market Revolution (CANV), and class material from weeks 5-10) due by 11:59 PM on April 10.**

**Week 12:** April 11-April 17: April 13-April 19: Slavery and the Road to the Civil War.

Assigned Readings: Lepore ch. 7 (part III to end).

**Week 13:** April 18-April 24: April 20-April 26: Union, Disunion, and War.

Assigned Readings: Lepore ch. 8 (to end of part II).

**Important Date(s): Short Essay #2 due by 11:59 PM on April 24.**

**Week 14:** April 25-May 1: The Civil War as the Second American Revolution.

Assigned Readings: Lepore ch. 8 (part III to end).

**Week 15:** May 2-May 8: May 4-May 10: The Promise and Failure of Reconstruction.

Assigned Readings: Lepore ch. 9 (to end of part I).

**Finals Week: May 9-May 13: Exam 3 (covering Lepore from chapter 7 through chapter 9 (to the end of Part I) and class material from weeks 11-15) due by 11:59 PM on May 13.**