
HIST 2110: Survey of New Mexico History



Course: HIST 2110: Survey of New Mexico History

Section: 501

Meeting Times and Place: Remote Arranged/Asynchronous Online

Instructor: Dr. Scott Kamen

Office: Arts & Sciences 107

Office Hours: Due to COVID-19, I will be holding my office hours virtually this semester. I will host a standing Zoom meeting that you can join by clicking the link below. I will be holding office hours on Zoom each week on Mondays from 11:00 AM-12:00 PM. Additional times are available by appointment (feel free to email me to set up an appointment).

Office hours can be accessed at:

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

The passcode to join office hours meetings is officehrs

A photograph of the Palace of the Governors in Santa Fe. The Palace is the oldest public building in continuous use constructed by European settlers in the continental United States.

Phone: 505-398-4761

Email: skamen@unm.edu

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

Course Description: The primary objective of this course is to serve as an introduction to the history of New Mexico from the pre- Columbian times to the present day. 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 New Mexico within the context of the Americas.

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 New Mexico from pre-Columbian times to the present day. **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
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 16

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 Texts: Joseph P. Sánchez, Robert L. Spude, and Art Gómez, *New Mexico: A History* (Norman: University of Oklahoma Press, 2014; ISBN 9780806146638).

Edward Abbey, *Fire on the Mountain* (New York: Harper Perennial Modern Classics, 2012; 9780062193902). This novel will serve as the basis for the two short essays you will write this semester.

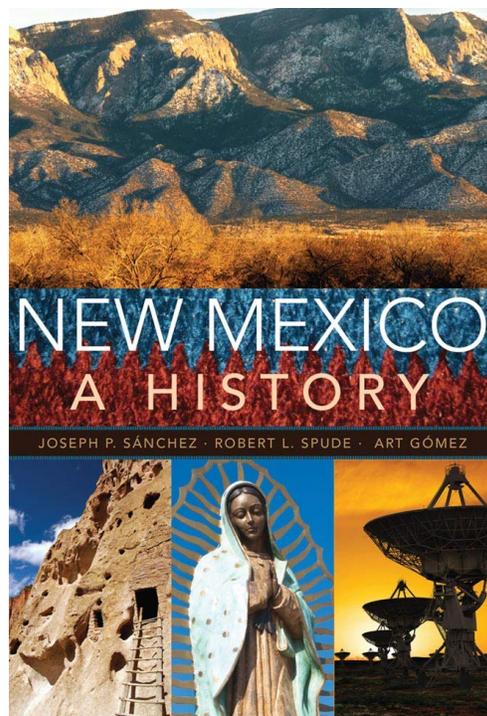
Additional readings will be made available on Blackboard (and noted as such in the course outline).

Schedule Note: Keep in mind that this is an 8-week course. **That means that we have half the amount of time as the traditional 16-week course and you will be doing double the amount of reading and work each week.** You should be prepared to devote the time and work needed to succeed in this course in the limited amount of time that we have.

Technology Requirements, Technical Skills, Correspondence, and Etiquette:

1. **Technology Requirements and Technical Skills:** This course will be completed entirely in the online Blackboard Learn environment. 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 Blackboard. For more details on technology requirements and helping learning how to use Blackboard or troubleshooting problems you may encounter with Blackboard visit <http://online.unm.edu/help/learn/students/>.

2. **Hardware and Software Tips:** While Blackboard can be used on a phone or tablet, I strongly recommend completing Blackboard 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, do not rely on cell phone data as a means of completing work in Blackboard. 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



The cover of the required textbook for this course.

frozen or unresponsive, please email me ASAP to inform me of your issue and contact UNM Learn Support at 505-277-0857 or learn@unm.edu. Additional UNM Learn Support services can be found at: <http://online.unm.edu/help/learn/support/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.

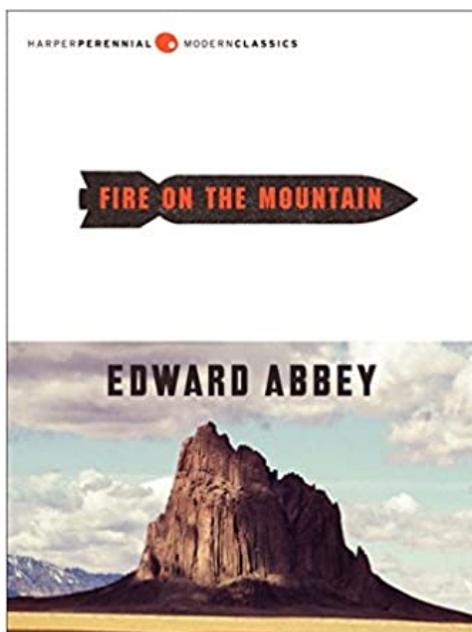
Each week there will be three assignments based on that week’s assigned reading that must be completed.

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.

Course Requirements¹:

1. Weekly Assignments: Each week there will be five assignments based on that week’s assigned reading that must be completed. **Weekly assignments will open on Tuesday at 12:00 AM and close the following Monday at 11:59PM.** Your two lowest reading quiz scores, two lowest reading response scores, and lowest discussion score will be dropped when your final grade is calculated. The three weekly assignments will consist of:

¹ 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 Blackboard.



The cover of Edward Abbey's *Fire on the Mountain*, the book that you will be reading for the short essays in this course.

a. **Reading Quizzes:** Each week, you will have two quizzes covering the assigned reading for that week. Each quiz will consist of five questions comprised of multiple choice and/or true or false questions and will address half of the assigned reading for the week. The instructions for each quiz will specify which part of the assigned reading for the week the quiz will address. Most weeks, the assigned reading will be from *New Mexico: A History*. 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 Blackboard 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 will also 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, Blackboard 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 answer two questions or prompts 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 Blackboard 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. 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. 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 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. Each week, I will respond to at least one student's posting to both participate in the discussion and provide an example of the type of responses expected for online discussion in this course. For further details on how your participation in the online discussion will be graded see the Online Discussion Grading Rubric document in the "Syllabus and Course Documents" folder found in the "Content" section of the course site. **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.**

2. **Exams:** There will be two 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 July 5 and Exam #2 is due by 11:59 PM on July 31.**

3. **Short Essays:** You will write two five-paragraph essays in response to prompts that address Edward Abbey's novel *Fire on the Mountain*. This means that it is essential for this course to obtain a copy of this novel. 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 Blackboard. Further details on the short essays and the rubric that I will use when grading them will be distributed during the first week of class. **Short Essay #1 Final Draft is due by 11:59 PM on July 12 and Short Essay #2 is due by 11:59 PM on July 26.**

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 Self-Review:** Before you submit Short Essay #1 for grading, you will submit a rough draft of your essay and a self-review of that draft. The self-

review assignment 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 peer-review, you will have the opportunity to revise and improve your essay before submitting your final draft. **The rough draft and self-review for Short Essay #1 is due by 11:59 PM on June 28.**

5. **Video Lectures:** Each week, I will upload a short video lecture with the aim of briefly providing you with some context for the week's readings and filling in the gaps between the chapters and articles you will be reading. However, watching these videos should not be seen as taking the place of doing the assigned reading. These videos simply introduce and contextualize the reading. They do not go into the content addressed in the reading in any depth. I will also make video lectures that will review identification items and essay questions for exams. These 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. Video lectures will be found in the weekly course work folders.

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":** In an online course, regularly logging into the course on Blackboard 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 Blackboard at least three times a week** to check the discussion boards and to see if any new announcements or assignments have been posted. By following how many times you log on to the course in Blackboard I am able to track your "attendance" and make sure that you are staying on track.

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.**

Grading System:

2 exams @ 100 points each	200
Short Essay #1 Rough Draft and Self-Review	30
2 short essays @ 75 points each	150
13 reading quizzes @ 10 points each	130
13 reading responses @ 10 points each	130
7 online discussion assignments @ 10 points each	70
Total Possible Points	710

Your grade can be calculated by dividing the number of points you have earned by the total number of possible points in the course (710).

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%

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.

Students with Disabilities: If you have a disability which may requires an accommodation, you will need to register with Equal Access Services (email: jmlujan@unm.edu, telephone: 505-925-8910), if you have not already done so. Information shared with Equal Access Services will be kept confidential in accordance with state and federal law. If you have any specific concerns relating to our virtual classroom, please see me during office hours as early as possible in the semester to discuss them. Accommodations for exams must be made well in advance of the exam date and must be arranged through the Equal Access Services. Any and all discussions concerning student disabilities will be kept confidential.

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 followed by "(BB)". They are required readings that are available on Blackboard rather than in the textbook.

Week 1: June 7-June 14: Native Peoples and Spanish Colonization.

Assigned Readings: Ch. 1 and ch. 3 of *New Mexico: A History*

Week 2: June 15-June 21: From Mexican Rule to American Rule.

Assigned Readings: Ch. 4 and ch. 5 of *New Mexico*

Week 3: June 22-June 28: New Mexico and the United States.

Assigned Readings: Ch. 6 and ch. 7 of *New Mexico*

Important Date(s): Short Essay #1 Rough Draft and Self-Review due by 11:59 PM on June 28.

Week 4: June 29-July 5: New Mexico Statehood.

Assigned Readings: Ch. 8 of *New Mexico* and **"Safe and Sane' for Statehood" (BB)**

Important Date(s): Exam 1 due by 11:59 PM on July 5.

Week 5: July 6-July 12: New Mexico as Artists' Haven.

Assigned Readings: **"Mabel Dodge Luhan: New Woman, New Worlds" (BB)** and **Utopian Vistas: The Mabel Dodge Luhan House and the American Counterculture" (BB)**

Important Date(s): Short Essay #1 Final Draft due by 11:59 PM on July 12.

Week 6: July 13-July 19: Depression, Reform, and War.

Assigned Readings: ch. 9 and ch. 10 of *New Mexico*

Week 7: July 20-July 26: The Second Red Scare and Film.

Assigned Readings: **"The Movie Hollywood Could Not Stop" (BB)** and ***Salt of the Earth* (film) (BB)**.

Important Date(s): Short Essay #2 due by 11:59 PM on July 26.

Week 8: July 27-July 31: New Mexico in the Late Twentieth Century.

Assigned Readings: Ch. 11 of *New Mexico*

Important Date(s): First discussion post due by 11:59 PM on July 29. Other

weekly assignments due by 11:59 PM on July 31. Exam 2 due by 11:59 PM on July 31.