

HIST 1110: United States History I

Fall 2019

Course: HIST 1110: United States History I

Section: 502

Meeting Times and Place: TR 10:30 AM-11:45 AM, Valencia Arts & Sciences 131

Instructor: Dr. Scott Kamen

Office: Arts & Sciences 107

Office Hours: Monday: 1:30 PM-3:30 PM, Tuesday: 1:30 PM-3:30 PM, Wednesday: 1:30-3:30 PM, and Thursday: 1:30-2:30 PM. Additional times by appointment.

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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 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

Required Textbook: Jill Lepore, *These Truths: A History of the United States* (New York: W.W. Norton, 2018). 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.

Optional Text Purchase: Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave* (Mineola, NY: Dover, 1995). **Frederick Douglass' autobiography will be the basis for the two short essays you will write this semester.** Fortunately, his autobiography is no longer under copyright as it was originally published in 1845. That means that you can obtain the text of the book for free at <http://www.gutenberg.org/files/23/23-h/23-h.htm>. However, if you prefer to read a hardcopy rather than on the web, feel free to obtain this edition or any other published edition of the book. Douglass' autobiography has been published in a multitude of editions through of the years. Many of those editions can be obtained very inexpensively. Any unabridged published edition or the online version at the link above will work great for the short essay assignments. Please feel free to check with me if you are unsure as to whether or not a published copy of the book will work for these assignments.

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

Course Requirements:¹

1. Exams: There will be two in-class exams and a final exam. Each exam consists of short answer identification questions and essay questions. The final exam is not comprehensive.

2. 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*. 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 well before the due date of the first short essay. **The first short essay is due by October 8 and the second short essay is due by November 14.**

3. Reading Responses: It is necessary that you keep up with the assigned reading for this course. It will be very difficult to do well in this course if you fall behind with the reading. Each week, you will respond to a question or prompt that addresses the week's assigned reading on Blackboard. Make sure that you pay close attention to the assigned readings in the course outline so that you know what reading (or readings) are assigned for any given week and will be addressed in that week's reading response on Blackboard. The deadline for each week's reading

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 in class.

response is just before the start of the first class of the week (**i.e. you need to ensure that you complete each week's reading response before 10:30 AM on Tuesday**). You are free to use the assigned 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 response. Once you attempt a reading response in Blackboard the clock starts ticking and the reading response will automatically submit whatever you've written when the time is up. Don't attempt a reading response until you're ready to take and complete it. Each reading response is worth 10 points. You will receive at least 5 points for any reasonable attempt at a response. Your two lowest reading response scores will be dropped in the calculation of your grade. **The first reading response is an exception to everything you just read in this section. It will address your own background studying history rather than an assigned text and will be completed in class rather than on Blackboard.**

4. Attendance: Attendance is necessary to your success in this course. You can receive up to 30 points simply by attending class. Three absences will be allowed with no need for an explanation and no penalty. If you have three or fewer unexcused absences you will receive the full 30 points for attendance. **Each additional unexcused absence after three will result in a deduction of 10 points per class from your point total in the course.**

5. Class Participation: Class discussions will be a regular feature of this course. You are expected to read each week's assigned reading **before** coming to the first class meeting of that week and to participate in class discussions that address textbook readings and other course materials. 30 points of your grade will be determined on the basis of your participation in class discussions. **Do not blow this off—I will give you a 0 if you do not participate!** The points you receive for class participation will not be based on reciting "right" or "wrong" answers (which often will not exist in the context of discussion in this course) but rather on your willingness to participate in discussion and your engagement with the topics and issues covered in this course. The points you receive for class discussion can be a great way of bumping your grade up to a higher letter grade.

Course Policies:

1. Assigned Readings: Students are responsible for all assigned chapters in the textbook, the Douglass autobiography, and additional assigned texts distributed on Blackboard or handed out in class. Each week's assigned reading (see course outline at the end of this syllabus) should be read **before** attempting that week's reading response and coming to the first class meeting of that week. Keep in mind that reading the Douglass autobiography will be necessary both to complete the short essays and to meaningfully participate in the class discussions that will address that book. You will struggle to do well in this course if you do not read the Douglass autobiography. Completing assigned readings for the week—whether they are from the textbook, the autobiography, or on Blackboard—before submitting that week's reading response will be necessary to prepare you both for writing that response and participating in class discussion.

2. Attendance, Participation, and Classroom Policies: Please arrive on time for class. If you do not arrive on time you will be marked as absent. Please be sure that cell phones are silenced during class and put away. Cell phones are fun and useful, and completely inappropriate to use in class. After a first warning, each time I catch you looking at your cell phone during class I will deduct 1% from your final grade. If you are caught using a cell phone during class, I will not

interrupt class in order to call you out. Instead, I will send you an email informing you that you are either receiving your first warning or losing 1% of your final grade. As stated above, your attendance and participation comprise 60 points of your total grade. I reserve the right to dock any or all your attendance and/or participation points for a class period if you engage in behavior that is rude or disrespectful to me or your fellow students during that period. Examples of disrespectful or rude behavior may include using a laptop computer for something other than note taking, sleeping, chatting with your neighbor, or the use of a cell phone for any reason. There may be others and I'll know it when I see it. I may give you a warning, but I may not wish to disrupt class to correct you. **Consider THIS your warning.**

3. Late Work and Missed Exams: Late submissions of reading responses will only be accepted up to one week after the due date and will result in an automatic deduction of 5 points (50% of the possible points). After one week past the due date, submissions of reading responses will not be accepted and a grade of 0 will be given for the assignment. Without an official excuse, late submissions of the short essays will only be accepted up to one week after the due date and will result in an automatic deduction of 25 points (50% of the possible points). After one week past the due date, submissions of the short essays will not be accepted and a grade of 0 will be given. Without an official excuse, a missed exam will result in a grade of 0. Make-up exams will be provided to students who provide an official excuse within three business days of the exam day. After this time, a grade of 0 will be given. If you know you will be unable to take an exam or submit a short essay on time due to an officially excusable reason, please let me know as soon as possible. It is far easier to make alternative arrangements before an exam or due date than after.

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:

3 exams @ 100 points each	300
2 short essays @ 50 points each	100
14 reading responses @ 10 points each	140
Attendance	30
Class participation	30
<hr/> Total Possible Points	<hr/> 600

A = 93-100%

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 disability which may require a classroom 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 classroom concerns, 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 the required reading(s) should be completed **before** the first class of the week meets. 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: August 20 and August 22: The “Old World” and the “New World.” Read introduction and ch. 1 of Jill Lepore’s *These Truths* (on BB and in book).

Week 2: August 27 and August 29: English Settlement in the Chesapeake and New England. Read Lepore ch. 2 (to end of Part II) (on BB and in book).

Week 3: September 3 and September 5: The Development of Colonial America. Read Lepore ch. 2 (part III to end) of Lepore.

Week 4: September 10 and September 12: Upheaval, the Seven Year’s War, and the Coming of the American Revolution. Read Lepore ch. 3 (to end of part II).

Week 5: September 17 and September 19: The American Revolution. Read Lepore ch. 3 (part III to end) and **How Revolutionary Was the American Revolution? (BB)**.

Week 6: September 24 and September 26: Republicanism, the Articles of Confederation, and the Crafting of a New Constitution. Read Lepore ch. 4 (to end of part II). **Exam 1 (covering introduction and chs. 1-3 from Lepore, How Revolutionary Was the American Revolution? (BB), and class material from weeks 1-5) on September 25.**

Week 7: October 1 and October 3: Political Conflict in a New Republic. Read Lepore ch. 4 (part III to end).

Week 8: October 8: Jeffersonian Democracy in a Rapidly Changing Society. Read Lepore ch. 5 (to end of part II). **Short Essay #1 due by 11:59 PM on October 8 via Blackboard. No class on October 10 (Fall Break).**

Week 9: October 15 and October 17: The Industrial Revolution, the Market Revolution, and Jacksonian Democracy. Read Lepore ch. 5 (part III to end) and **The Market Revolution (BB)**.

Week 10: October 22 and October 24: Reform Movements in the Antebellum Era. Read Lepore ch. 6 (all).

Week 11: October 29 and October 31: Manifest Destiny and the Mexican-American War. Read Lepore ch. 7 (to end of part II) of Lepore. **Exam 2 (covering chs. 4-6 from Lepore, The Market Revolution (BB), and class material from weeks 6-10) on October 30.**

Week 12: November 5 and November 7: Slavery and the Road to the Civil War. Read Lepore ch. 7 (part III to end).

Week 13: November 12 and November 14: Union, Disunion, and War. Read Lepore ch. 8 (to end of part II). **Short Essay #2 due by 11:59 PM on November 14 via Blackboard.**

Week 14: November 19 and November 21: The Civil War as the Second American Revolution. Read Lepore ch. 8 (part III to end).

Week 15: November 26: The Promise and Failure of Reconstruction. Read Lepore ch. 9 (to end of part I). **No class on November 28 (Thanksgiving).**

Week 16: December 3 and December 5: The Legacy of the Civil War. **Read The Fight Over Virginia's Confederate Monuments (BB).**

Finals Week: **The final exam for this class is THURSDAY, DECEMBER 12 FROM 10:30 AM TO 12:30 PM.** The final exam is NOT comprehensive. Think of it as exam 3. It will cover Lepore chs. 7, 8, and 9 (through the end of part I), **The Fight Over Virginia's Confederate Monuments (BB), and** class material from weeks 11-16.