

HIST 1110: United States History I Fall 2020

Course: HIST 1110: United States History I

Section: 501

Meeting Times and Place: MW 10:30 AM-11:45 AM, **Online video conferencing via Zoom.**

Zoom Link for Course Meetings: <https://unm.zoom.us/j/93197939274> (this is a reoccurring meeting and is the link that will be used for course meetings throughout the semester)

Passcode for Zoom Meeting: HIST1110

This is a remote-scheduled course. That means that, unlike regular online courses, we have scheduled meeting times just like we would in a traditional face-to-face course. Instead of meeting in a classroom, we will be meeting via video conferencing on Zoom. The other section of U.S. History I that I'm teaching this semester (HIST 1110-502) is a regular, asynchronous online course that has due dates, but does not have scheduled meeting times. If you do not have reliable broadband internet and a computer with a webcam and microphone you should switch to the asynchronous section. Similarly, if you will not be available weekly for the duration of the semester on Mondays and Wednesdays from 10:30 AM-11:45 AM you should switch to the asynchronous section. Please email me before the end of the day on August 21 if you need to make the switch to the other section.

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 1:30 PM-3:00 PM, Tuesdays from 11:00 AM-12:30 PM, Wednesdays from 1:30 PM-3:00 PM, and Thursdays from 11:00 AM-12:30 PM. Additional times by appointment.

Office hours on Mondays and Wednesdays can be accessed at <https://unm.zoom.us/j/98294899645>

Office hours on Tuesdays and Thursdays can be accessed at <https://unm.zoom.us/j/99144981239>

The passcode to join office hours meetings is officehrs

Phone: 505-398-4761

Email address: 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 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, 2019). 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 Blackboard (and noted as such in the course outline).

Technology Requirements, Tech Support, Correspondence, and Etiquette:

1. **Technology Requirements, Support Information, and Technical Skills:** This course will be completed entirely on Zoom and in the online Blackboard Learn environment. In order to participate and fulfill the requirements of this course you need a computer with broadband internet access (a cell phone connection will not be fast enough or reliable enough), a webcam and microphone, and Zoom installed. Zoom can be downloaded from <https://zoom.us/download> . For more information on technology requirements, what you need to do to make sure that your computer is ready for class, and where to obtain support should you run into issues or problems with Zoom, visit UNM's Zoom Participant Guide <https://online.unm.edu/help/learn/students/web-conferencing/zoom/index.html> . For information on Blackboard technology requirements, help on using Blackboard, or support troubleshooting problems with Blackboard, visit <http://online.unm.edu/help/learn/students/> . **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 Learn Support at 505-277-0857 or learn@unm.edu.** While extensive support from UNM is available, basic computer literacy skills will be necessary

to use Zoom and Blackboard.

2. Zoom Etiquette:

- a. **Login Name:** Please login to Zoom using your real name, not a username. If you don't login using your real name, I won't be able to give you credit for your attendance. Real names also help everyone in the class to get to know each other.
- b. **Arriving on Time:** Please join the class meeting on time. While life happens and technical problems can create the same issues for attending a Zoom course that a flat tire on the way to campus can for attending a traditional course, please do your best to arrive on time.
- c. **Microphone:** Please mute your microphone (lower-left corner of your screen) as soon as you sign on and whenever you're not speaking. This is important not because I want to discourage anyone from speaking, but because Zoom can pick up a lot of background noise and interference if multiple people leave their microphone on.
- d. **Webcam:** I strongly encourage you to turn your webcam on and keep it on during class. The video feature of Zoom facilitates our engagement with each other and helps to bring the experience of class closer to that of a face-to-face classroom. However, I do not require that students turn their webcam on. If you are uncomfortable turning your webcam on during class for any reason, please let me know.
- e. **Background:** Please be mindful of what is going on in your background. If you don't have a lot of choices as to where to sit during class—maybe your house or apartment is small or crowded—that is understandable and perfectly OK. Just try to find the least distracting place in your home that you can. Another option is to try using a Virtual Background. For more information on Virtual Backgrounds in Zoom, visit <https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>
- f. **Appearance:** Wear what you would normally wear to a face-to-face class. Remember that the rest of us in class can see you.
- g. **Stepping Away:** Don't walk out of the camera range during class unless you need to. If you have to step away, just turn off your video. Also, don't bring your device with you somewhere you wouldn't bring your classmates, such as the bathroom.
- h. **Raising Your Hand:** If you wish to speak, either physically raise your hand or use the "Raise Hand" button at the center of the bottom of your screen.
- i. **Chat:** The chat sidebar on the right of your screen is another option for posing a question, making a comment, or contributing to discussion. However, please keep in mind that this chat is seen by everyone in the class and is recorded. Please be respectful and don't write anything in the chat that you wouldn't say to someone's face.
- j. **Technical Issues During Class:** If you happen to get disconnected from class or run into some other kind of technical issue, try using the Zoom meeting link to rejoin class. If that doesn't work, you may also want to try rejoining the meeting with audio by telephone. To find the phone number to call, visit <https://unm.zoom.us/j/93197939274> . After calling the appropriate Zoom number, you will need to provide the ID for our course meeting (931 9793 9274). I will not be able to help students with technical problems that they encounter during class.
- k. **Rolling with the Punches:** Please bring your sense of compassion with you to class ... remember this is new for some of us, including your professor. Try to keep your sense of humor.

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.

Course Requirements:¹

1. Exams: There will be three exams on Blackboard 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 before exams become available. We will not have class on days that exams are due. **Exam #1 is due by 11:59 on September 14. Exam #2 is due by 11:59 on October 26. Exam #3 is due by 11:59 on December 9.**

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*. 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 Blackboard. 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 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 final draft of the first short essay is due by 11:59 PM on October 5 and the second short essay is due by 11:59 PM on November 11.**

3. 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 September 23.**

4. 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

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 Brightspace.

week's reading response on Blackboard. The deadline for each week's reading 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 Monday**). 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 on Zoom rather than on Blackboard.**

5. Attendance: Attendance is necessary to your success in this course. You should consider attending class on Zoom the same way you would attending a traditional face-to-face 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.** A student with excessive absences—one quarter or more of total class hours—may be dropped from the class. Students should not assume they will be dropped from the class automatically. Absences do not relieve students from the responsibility for missed assignments and exams. Students must take the initiative in arranging with me to make up missed work resulting from an absence, including in the cases of officially excused absences and emergencies.

6. 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 treat our virtual classroom as you would a traditional face-to-face classroom. Do your best to arrive on time for class. If you do not arrive on time you may be marked absent. Please focus your attention on class you while are in the class meeting. If you are distracted by something or engaged in some other activity while in class it will be obvious to me and your fellow students. 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. 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 one third of the possible points for the assignment. Exams cannot be submitted after their due date has passed. 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.

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 Director of Student Services 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
Short Essay #1 Rough Draft and Self-Review	30
2 short essays @ 50 points each	100
14 reading responses @ 10 points each	140
Attendance	30
Class participation	30
<hr/> Total Possible Points	<hr/> 630

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 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 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 17 and August 19: The “Old World” and the “New World.”

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

Week 2: August 24 and August 26: English Settlement in the Chesapeake and New England.

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

Week 3: August 31 and September 2: The Development of Colonial America.

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

Week 4: September 9: Upheaval, the Seven Year’s War, and the Coming of the American Revolution.

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

Important Date(s): No class on September 7 (Labor Day).

Week 5: September 16: The American Revolution.

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

Important Date(s): No class on September 14. 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 September 14.

Week 6: September 21 and September 23: 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? (BB).**

Important Date(s): Short Essay #1 Rough Draft and Self-Review due by 11:59 PM on September 23.

Week 7: September 28 and September 30: Political Conflict in a New Republic.

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

Week 8: October 5: Jeffersonian Democracy in a Rapidly Changing Society.

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

Important Date(s): No class on October 7 (Fall Break). Short Essay #1 Final Draft due by 11:59 PM by on October 5.

Week 9: October 12 and October 14: The Industrial Revolution, the Market Revolution, and Jacksonian Democracy.

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

Week 10: October 19 and October 21: Reform Movements in the Antebellum Era.

Assigned Readings: Lepore ch. 6 (all).

Week 11: October 28: Manifest Destiny and the Mexican-American War.

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

Important Date(s): No class on October 26. Exam 2 (covering Lepore from chapter 3 part III to the end of chapter 6, How Revolutionary Was the American Revolution? (BB), The Market Revolution (BB), and class material from weeks 5-10) due by 11:59 PM on October 26.

Week 12: November 2 and November 4: Slavery and the Road to the Civil War.

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

Week 13: November 9 and November 11: 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 November 11.

Week 14: November 16 and November 18: The Civil War as the Second American Revolution.

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

Week 15: November 23 and November 25: The Promise and Failure of Reconstruction.

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

Week 16: November 30 and December 2: The Legacy of the Civil War.

Assigned Readings: **The Fight Over Virginia's Confederate Monuments (BB) and Confederate Statues Were Never Really About Preserving History (BB).**

Finals Week: Exam 3 (covering Lepore from chapter 7 through chapter 9 (to the end of Part I), The Fight Over Virginia's Confederate Monuments (BB), Confederate Statues Were Never Really About Preserving History (BB). and class material from weeks 11-16) due by 11:59 PM on December 9.