

## **HIST 1110: United States History I** **Fall 2020**

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

**Section:** 502

**Meeting Times and Place:** Remote Arranged/Asynchronous Online (in other words, there are due dates in this course, but there are not scheduled meeting times). *The other section of U.S. History I that I'm teaching this semester (HIST 1110-501) is a remote scheduled course. That means that it has regular meeting times (Mondays and Wednesdays from 10:30 AM-11:45 AM) via video conferencing on Zoom. If you have reliable broadband internet, a computer with a webcam and microphone, and those times work for you, you may want to consider switching to the other section if you think that you would prefer a mode of instruction closer to face-to-face instruction in a classroom. Please email me about switching from this section to the remote scheduled section if you think you might be interested in making the switch. If you want to switch to the other section, you'll need to make the switch before the end of the day on August 21.*

**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](mailto: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, 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 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](mailto: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.

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 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 close the following Monday at 11:59PM.** Your two lowest scores in each of the categories of 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 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 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.

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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 Brightspace.

**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 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. 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. 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 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 September 21. Exam #2 is due by 11:59 on November 2. Exam #3 is due by 11:59 on December 11.**

**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 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 12 and the second short essay is due by 11:59 PM on November 16.**

**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 September 28.**

**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 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. A student with excessive missed work—one quarter or more of total assignments and exams—may be dropped from the class. Students should not assume they 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 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.**

**Grading System:**

14 weekly quizzes @ 10 points each	140
14 reading responses @ 10 points each	140
14 online discussion assignments @ 10 points each	140
3 exams @ 100 points each	300
Short Essay #1 Rough Draft and Self-Review	30
2 short essays @ 100 points each	200
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Total Possible Points	950

Your grade can be calculated by dividing the number of points you have earned by the total number of possible points in the course (950).

- 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:** This course is hosted on Blackboard Learn 9.1, which is ADA compliant. Qualified students with special learning needs are encouraged to notify the instructor at the beginning of the class about any specific assistance that may be required to support the student's learning. It is the instructor's intent to assist qualified students with special learning needs by making course modifications that will ensure a successful learning experience for the student. Students are asked to contact the Access Resource Center in order for support staff to assist the instructor with course modifications. The Access Resource Center can be contacted by phone (505-277-3506) or from their website (<http://as2.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 Blackboard rather than in one of the required books for this course.*

**Week 1:** August 17-August 24: 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 25-August 31: 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:** September 1-September 7: The Development of Colonial America.

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

**Week 4:** September 8-September 14: 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:** September 15-September 21: 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 September 21.**

**Week 6:** September 22-September 28: 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 28.**

**Week 7:** September 29-October 5: Political Conflict in a New Republic.

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

**Week 8:** October 6-October 12: 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 October 12.**

**Week 9:** October 13-October 19: 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 20-October 26: Reform Movements in the Antebellum Era.

Assigned Readings: Lepore ch. 6 (all).

**Week 11:** October 27-November 2: 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? (BB), The Market Revolution (BB), and class material from weeks 5-10) due by 11:59 PM on November 2.**

**Week 12:** November 3-November 9: Slavery and the Road to the Civil War.

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

**Week 13:** November 10-November 16: 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 16.**

**Week 14:** November 17-November 23: The Civil War as the Second American Revolution.

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

**Week 15:** November 24-November 30: The Promise and Failure of Reconstruction.

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

**Week 16:** December 1-December 7: 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:** December 8-December 11: **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 11.**