

HIST 1110: United States History I



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

Course: HIST 1110: United States History I

Section: 502

Meeting Times and Place: Remote Arranged/Asynchronous Online

Instructor: Dr. Scott Kamen

Office: Arts & Sciences 107

Office Hours: Mondays from 1:30 PM-2:30 PM, Tuesdays from 12:00 PM-1:00 PM, Wednesdays from 1:30 PM-2:30 PM, and Thursdays from 12:00 PM-1:00 PM. Additional times by appointment. I will be holding office hours simultaneously in-person in my office and on Zoom. Please feel free to either stop by my office or attend my office hours virtually via Zoom. Office hours can be accessed via Zoom at:

Office hours can be accessed at:
<https://unm.zoom.us/j/8734503370>

The passcode to join office hours meetings is officehrs

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 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.

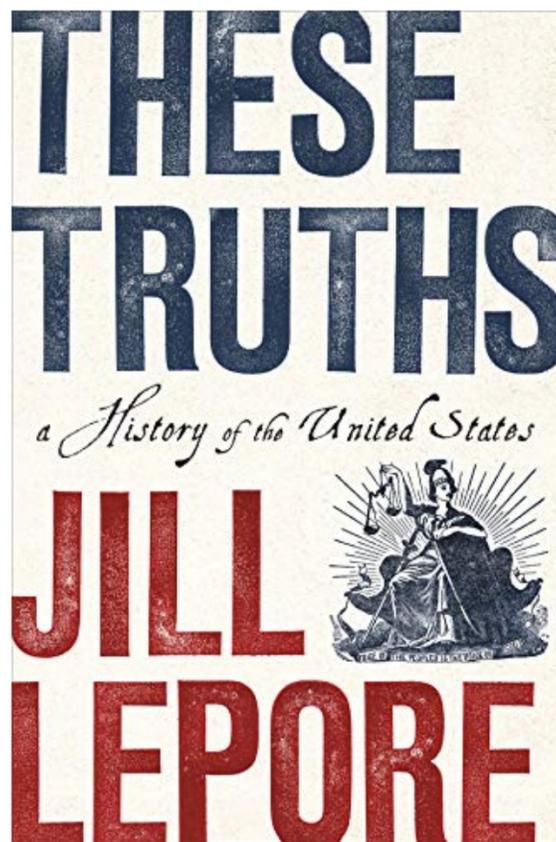
Additional readings will be made available on Blackboard (and noted as such in the course outline).

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



The cover of the required textbook for this course.

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 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. 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 Requirements¹:

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

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, 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 assignments will be dropped when your final grade is calculated. The five 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.

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. 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.

b. **Reading Responses:** Each week, you will respond to two questions or prompts that address 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 submit 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**

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.

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 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 in the



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

“Syllabus and Course Documents” folder found in the “Content” section of the course site.

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 November 15. Exam #2 is due by 11:59 on December 17.**

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 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 November 22 and the second short essay is due by 11:59 PM on December 6.**

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 November 8.**

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.

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

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: Late submissions of reading responses, the short essay rough draft, and the short essay self-review will only be accepted up to one week after the due date and will result in an automatic deduction of half of the possible points. After one week past the due date, those assignments will not be accepted and a grade of 0 will be given. Without an official excuse, the Short Essay #1 Final Draft and Short Essay #2 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. After one week past the due date, those assignments will not be accepted and a grade of 0 will be given except in cases of official excuses. 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. Late posts in the online discussions will not be accepted for points because the purpose of these assignments is for you 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 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. 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.

Grading System:

14 weekly quizzes @ 10 points each	140
14 reading responses @ 10 points each	140
6 online discussion assignments @ 10 points each	60
2 exams @ 100 points each	200
Short Essay #1 Rough Draft and Self-Review	30
2 short essays @ 75 points each	150
Total Possible Points	720

Your grade can be calculated by dividing the number of points you have earned by the total number of possible points in the course (720).

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 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.

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 in one of the required books for this course.

Week 1: October 18-October 25: English Settlement in the “New World.”

Assigned Readings: Introduction, ch. 1, and ch. 2 (to end of part II) of Jill Lepore’s *These Truths* (on BB and in book).

Week 2: October 26-November 1: Development and Upheaval in Colonial America.

Assigned Readings: Ch. 2 (part III to end) and ch. 3 (to end of part II) of Lepore.

Week 3: November 2-November 8: The American Revolution and the Forging of a New Nation.

Assigned Readings: Ch. 3 (part III to end) and ch. 4 (to end of part II) of Lepore. **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 November 8.

Week 4: November 9-November 15: Political Conflict and Democracy in a New Republic.

Assigned Readings: Ch. 4 (part III to end) and ch. 5 (to end of part I) of Lepore.

Important Date(s): Exam 1 (covering introduction and chapter 1 through chapter 4 (to the end of part II) from Lepore, How Revolutionary Was the American Revolution? (BB), and class material from weeks 1-3) due by 11:59 PM November 15.

Week 5: November 16-November 22: Development and Reform in the Antebellum Era.

Assigned Readings: Ch. 5 (part III to end) of Lepore, **The Market Revolution (BB)**, ch. 6 (all) of Lepore.

Important Date(s): Short Essay #1 Final Draft due by 11:59 PM by on November 22.

Week 6: November 23-November 29: Manifest Destiny and the Road to the Civil War.

Assigned Readings: Ch. 7 (all) of Lepore.

Week 7: November 30-December 6: The Civil War and Reconstruction.

Assigned Readings: Ch. 8 (all) and ch. 9 (to end of part I) of Lepore.

Important Date(s): Short Essay #2 due by 11:59 PM on December 6.

Week 8: December 7-December 13: Reconstruction and The Legacy of the Civil War.

Assigned Readings: Ch. 9 (to end of part I) of Lepore, **The Fight Over Virginia’s Confederate Monuments (BB)**, and **Confederate Statues Were Never Really About Preserving History (BB).**

Finals Week: December 14-December 17: **Exam 2 (covering Lepore from chapter 4 part III through chapter 9 (to the end of part I), The Market Revolution (BB), The Fight Over Virginia’s Confederate Monuments (BB), Confederate Statues Were Never Really About Preserving History (BB), and class material from weeks 4-8) due by 11:59 PM on December 17.**