

HIST 1110: United States History I



Course: HIST 1110: United States History I

Section: 501

Meeting Times and Place: Mondays and Wednesdays, 10:30 AM-11:45 AM, Valencia Arts & Sciences 133

Instructor: Dr. Scott Kamen

Office: Arts & Sciences 142A

Office Hours: Mondays from 1:30 PM-3:00 PM, Tuesdays from 1:30 PM-3:00 PM, Wednesdays from 1:30 PM-3:00 PM, and Thursdays from 1:30 PM-3:00 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: <https://unm.zoom.us/j/8734503370>

The passcode to join office hours meetings is officehrs

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

Phone: 505-925-8567

Email: skamen@unm.edu

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

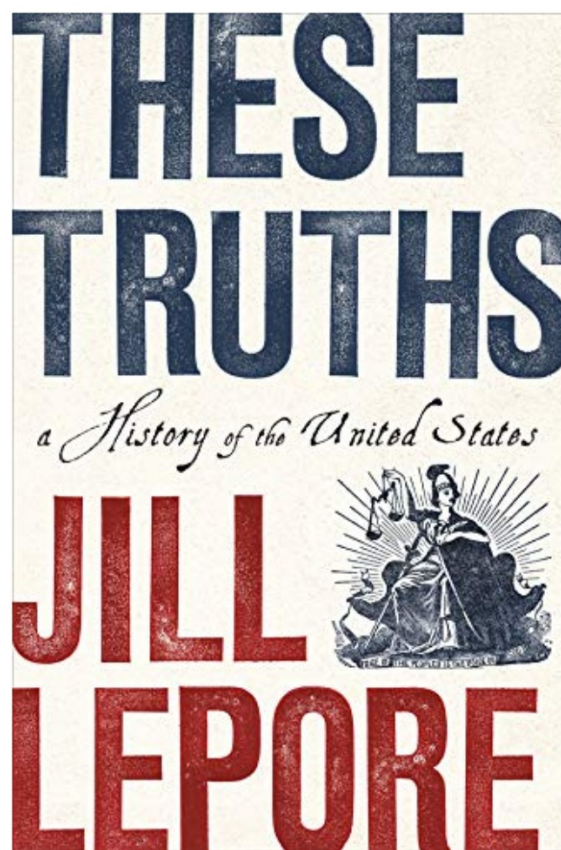
Additional readings will be made available on Canvas (and noted as such in the course outline).

Course Requirements:¹

1. **Exams:** There will be three in-class exams. Each exam consists of short answer identification questions and essay questions. A study guide will be provided the week before each exam. **Exam 1 is on September 21. Exam 2 is on November 2. Exam 3 is on December 12.**

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

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 Canvas. You should use this version of the autobiography as the main source that you rely upon for your essays. Your essays will



The cover of the required textbook for this course.

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.

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

3. Short Essay #1 Rough Draft and Peer-Review: Before you submit Short Essay #1 for grading, you will submit a rough draft of your essay and complete a peer-review of another student's rough draft. The feedback you receive from the peer-review completed on your essay 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 completing a peer-review of another student's rough draft, you will have the opportunity to revise and improve your essay before submitting your final draft. **Your rough draft of Short Essay #1 is due by 11:59 PM on September 28. Your peer-review of another student's rough draft is due by 11:59 PM on October 5.**

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 Canvas. 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 Canvas. 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**

You need to ensure that you complete each week's reading response before 10:30 AM on Monday

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 Canvas 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 Canvas.**

5. 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



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

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.** 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 Canvas 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 the play. 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 Canvas—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, 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 50% 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 50% 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.

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:

14 reading responses @ 10 points each	140
Short Essay #1 Rough Draft and Self-Review	30
2 short essays @ 75 points each	150
3 exams @ 100 points each	300
Attendance	30
Participation	30
Total Possible Points	680

Your grade can be calculated by dividing the number of points you have earned by the total number of possible points in the course (680).

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. Accommodations: 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.

8. Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. I will respect your privacy if you choose to disclose your status. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. More information can be found at <http://undocumented.unm.edu/>.

9. Title IX: Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

10. COVID-19 Health and Awareness: UNM is a mask friendly, but not a mask required, community. To be registered or employed at UNM, Students, faculty, and staff must all meet UNM's [Administrative Mandate on Required COVID-19 vaccination](#). If you are experiencing COVID-19 symptoms, please do not come to class. If you have a positive

COVID-19 test, please stay home for five days and isolate yourself from others, per the Centers for Disease Control (CDC) guidelines. If you do need to stay home, please communicate with me at skamen@unm.edu; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let us know that you need support so that we can connect you to the right resources and please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

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 "(CANV)". They are required readings that are available on Canvas rather than in the textbook.

Week 1: August 22 and August 24: January 19: The "Old World" and the "New World."

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

Week 2: August 29 and August 31: English Settlement in the Chesapeake and New England.

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

Week 3: September 7: The Development of Colonial America.

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

Important Date(s): No class on September 5 (Labor Day)

Week 4: September 12 and 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 19 and 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) on September 21.

Week 6: September 26 and 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? (CANV).**

Important Date(s): Short Essay #1 Rough Draft due by 11:59 PM on September 28.

Week 7: October 3 and October 5: Political Conflict in a New Republic.

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

Important Date(s): Short Essay #1 Rough Draft Peer-Review due by 11:59 PM on October 5.

Week 8: October 10 and 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 17 and October 19: The Industrial Revolution, the Market Revolution,

and Jacksonian Democracy.

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

Week 10: October 24 and October 26: Reform Movements in the Antebellum Era.

Assigned Readings: : Lepore ch. 6 (all).

Week 11: October 31 and November 2: Manifest Destiny and the Mexican-American War.

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

Important Date(s): Exam 2 (covering Lepore from chapter 3 part III to the end of chapter 6, How Revolutionary Was the American Revolution? (CANV), The Market Revolution (CANV), and class material from weeks 5-10) on November 2.

Week 12: November 7 and November 9: Slavery and the Road to the Civil War.

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

Week 13: November 14 and 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 21 and November 23: The Civil War as the Second American Revolution.

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

Week 15: November 28 and November 30: The Promise and Failure of Reconstruction.

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

Week 16: December 5 and December 7: The Legacy of the Civil War.

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

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 (CANV), Confederate Statues Were Never Really About Preserving History (CANV) and class material from weeks 11-16) on Monday, December 12 at 10:30 AM.