

# 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 131

**Instructor:** Dr. Scott Kamen

**Office:** Arts & Sciences 142A

**Office Hours:** Mondays from 1:30 PM-2:30 PM (Zoom and in person), Tuesdays from 12:00 PM-1:00 PM (Zoom only), Wednesdays from 1:30 PM-2:30 PM (Zoom and in person), and Thursdays from 12:00 PM-1:00 PM (Zoom only). Additional times by appointment. 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 Texts:** Jill Lepore, *These Truths: A History of the United States*, vol. 1, **Inquiry Edition** (New York: W.W. Norton, 2023; ISBN: 9781324044512). Jill Lepore's *These Truths* is published in two volumes and as both the textbook Inquiry Edition and a trade paperback edition. **For this course, you need to make sure that you obtain volume 2 of the Inquiry Edition.** Volume 1 covers the first half of the U.S. history survey rather than the second half that this course consists of. The trade paperback differs substantially from the textbook Inquiry Edition and will not work with the reading schedule or the assignments for this course.

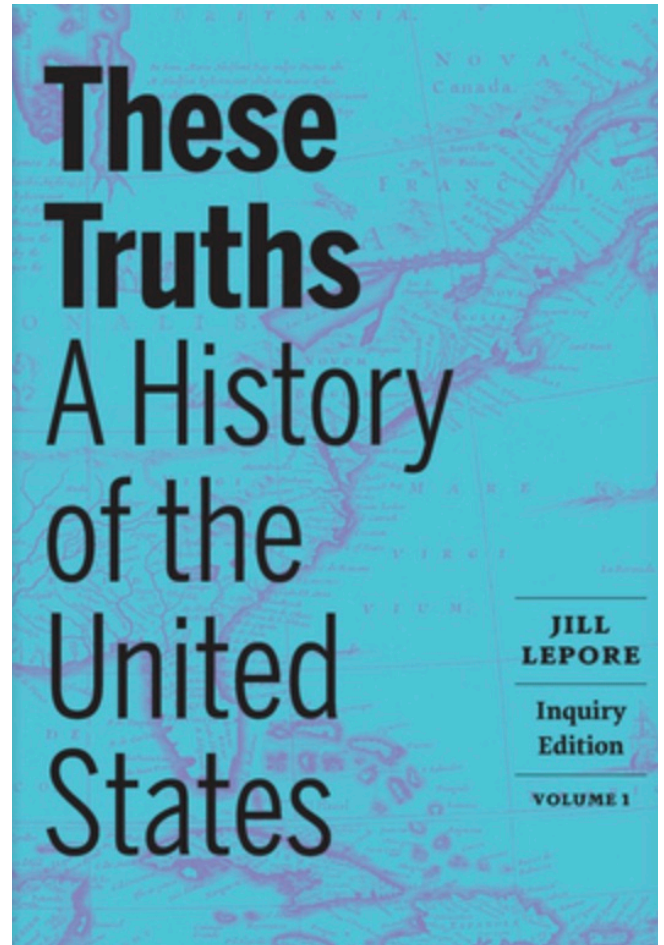
John Patrick Coby, *Raising the Eleventh Pillar: The Ratification Debate of 1788* (New York: W.W. Norton, 2021; ISBN: 9780393533972). This gamecock will be necessary for the historical role playing game we will be playing in class and the essay assignments.

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

### **Course Requirements:<sup>1</sup>**

**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 October 11. Exam 2 is on November 15. Exam 3 is on December 13.**

**2. Participation in Reacting to the Past Game:** We will be spending two weeks of our semester playing the Raising the Eleventh Pillar game of the Reacting to the Past historical role playing game series. We will also spend additional time preparing



The cover of the required textbook for this course.

**Your participation in the game is worth 40 points of your overall grade.**

<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 in class.

for and debriefing our game playing experience. **Your participation in the game is worth 40 points of your overall grade.** Your grade will be determined by your presence and preparedness to play the role you have been assigned for the game. Preparation for playing your role will involve familiarizing yourself with the structure and rules of the game as well as doing the background reading required for you to make the arguments required by your role and to engage in the debate in the game. Additional details on the grading of your participation in the game will be distributed before we begin playing the game.

**3. Role Paper or Game Exam:** Depending on the role you are assigned for the Raising the Eleventh Pillar game, you will either need to write a paper that will serve as the basis for one of your speeches in the game or you will take a game exam. This should make more sense one we begin preparing to play the game. Whichever one of these assignments you have will be worth 40 points. **Your role paper or game exam is due by October 2.**

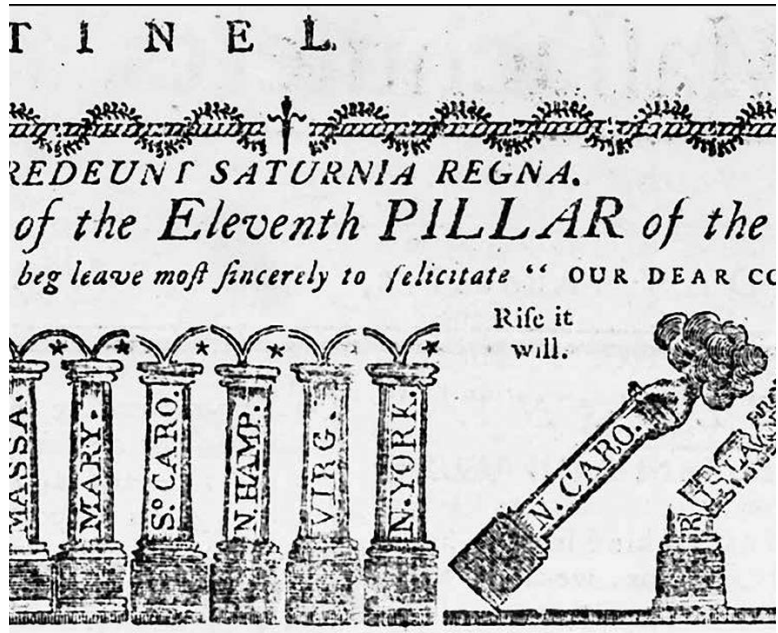
**4. Reflection Essay:** Later in the semester, you will begin to work on a reflection essay that will ask you to write about the major issues you faced in your role in the game and how that compared to other issues and events we have covered in our class. Detailed instructions and the rubric that will be used for grading the reflection essay will be distributed well in advance of the due date for the reflection essay. It will be important to begin working on the reflection essay well before it is due. The Reflection Essay is not the kind of assignment that can be thrown together the night it's due. **The Reflection Essay will be due by 11:59 PM on December 6.**

**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 prompt that addresses the week's assigned reading on Canvas. Most weeks, that prompt will be the question in large type preceding each chapter in our textbook. With that being the case, it is a good idea to look at that question and keep it in mind to focus your reading of the assigned reading in the textbook. While there is no time limit for the reading responses, it's still beneficial to complete the assigned reading for the reading response before beginning the reading response. 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**). 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.**

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

**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 the full 30 points for attendance. **Each additional unexcused absence after three will result**



A FLASHPOINTS GAME

## RAISING THE ELEVENTH PILLAR

The Ratification Debate of 1788

The *Raising the Eleventh Pillar* gamecock will be necessary for the historical role playing game we will be playing and the major assignments in this course.

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, assigned texts from the *Raising the Eleventh Pillar* game book 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 the *Raising the Eleventh Pillar* game book will be necessary for participating in the historical role playing game we will be playing and the completing the major writing assignments in this course. You will not be able to be successful in this course if you do not obtain a copy of the game book. 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

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

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:** Without an official excuse, late submissions of reading responses, your role paper or game exam, and your reflection essay 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. A missed role paper or game exam will also hinder your preparation for the Raising the Eleventh Pillar game and your score for participation in the game. 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 writing assignment 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. **This includes responses and writing generated by AI.** 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
Participation in Reacting to the Past Game	40
Role Paper or Game Exam for Reacting to the Past Game	40
Reflection Essay	100
3 exams @ 100 points each	300
Attendance	30
Class Participation	30
<b>Total Possible Points</b>	<b>680</b>

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:** UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at [arcsrvs@unm.edu](mailto:arcsrvs@unm.edu) or by phone at 505-277-3506. The [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at [sjclawson@unm.edu](mailto:sjclawson@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. If you are experiencing COVID-19 symptoms, please do not come to class. 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. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. 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 21 and August 23: January 19: The "Old World" and the "New World."

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

**Week 2:** August 28 and August 30: English Settlement in the Chesapeake and New England.

Assigned Readings: Lepore ch. 2 (on CANV and in book).

**Week 3:** September 6: The Development of Colonial America.

Assigned Readings: Lepore ch. 3.

**Important Date(s): No class on September 4 (Labor Day)**

**Week 4:** September 11 and September 13: Upheaval, the Seven Year's War, and the Coming of the American Revolution.

Assigned Readings: Lepore ch. 4.

**Week 5:** September 18 and September 20: The American Revolution.

Assigned Readings: Lepore ch. 5.

**Week 6:** September 25 and September 27: Reacting to the Past Week 1 - Game Preparation

Assigned Readings: Your role sheet **and** parts 1 and 2 of *Raising the Eleventh Pillar* gamebook (pp. 1-45).

**Week 7:** October 2 and October 4: Reacting to the Past Week 2 - Playing the Game

Assigned Readings: Your role sheet **and** the core texts in *Raising the Eleventh Pillar* gamebook (pp. 46-78 and 105-130).

**Important Date(s): Reacting to the Past Role Paper or Quiz due by October 2.**

**Week 8:** October 9 and October 11: Republicanism, the Articles of Confederation, and the Crafting of a New Constitution.



Assigned Readings: Lepore ch. 6.

**Important Date(s): Exam 1 ( covering Lepore chs. 1-5 , and class material from weeks 1-7) on October 11.**

**Week 9:** October 16 and October 18: Political Conflict in a New Republic.

Assigned Readings: Lepore ch. 7.

**Week 10:** October 23 and October 25: Jeffersonian Democracy in a Rapidly Changing Society.

Assigned Readings: : Lepore ch.8.

**Week 11:** October 30 and November 1: The Industrial Revolution, the Market Revolution, and Jacksonian Democracy.

Assigned Readings: Lepore ch. 9 **and Primary Source Document - Lowell Girl (CANV).**

**Week 12:** November 6 and November 8: Reform Movements in the Antebellum Era.

Assigned Readings: : Lepore ch. 10.

**Week 13:** November 13 and November 15: Manifest Destiny and the Mexican-American War.

Assigned Readings: Lepore ch. 11.

**Important Date(s): Exam 2 (covering Lepore chs. 6-10 and class material from weeks 8-12) on November 15.**

**Week 14:** November 20 and November 22: Slavery and the Road to the Civil War.

Assigned Readings: : Lepore ch. 12.

**Week 15:** November 27 and November 29: Union, Disunion, and War.

Assigned Readings: **Primary Source Documents - Debating Freedom in the Wake of the Emancipation Proclamation (CANV).**

**Week 16:** December 4 and December 6: The Promise and Failure of Reconstruction.

Assigned Readings: : Lepore ch.13.

**Important Date(s): Reacting to the Past Reflection Paper due by December 6.**

**Finals Week: Exam 3 (covering Lepore chs. 11-13, Primary Source Documents - Debating Freedom in the Wake of the Emancipation Proclamation (CANV), and class material from weeks 13-16) on December 13 at 10:30 AM.**