
HIST 1110: United States History I



Course: HIST 1110: United States History I

Section: 501

Meeting Times and Place: Remote Arranged/Asynchronous Online

Credit-hour statement: This is a three credit-hour course delivered in an entirely asynchronous online modality over 8 weeks during the Fall 2024 semester. Please plan for a minimum of 18 hours per week to learn course materials and complete assignments.

Instructor: Dr. Scott Kamen

Office: Arts & Sciences 142A

Office Hours: Mondays from 1:15 PM-2:15 PM (Zoom and in person), Tuesdays from 1:00 PM-2:00 PM (Zoom only), Wednesdays from 1:15 PM-2:15 PM (Zoom and in person), and Thursdays from

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

1:00 PM-2:00 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

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*, 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 1 of the Inquiry Edition.**

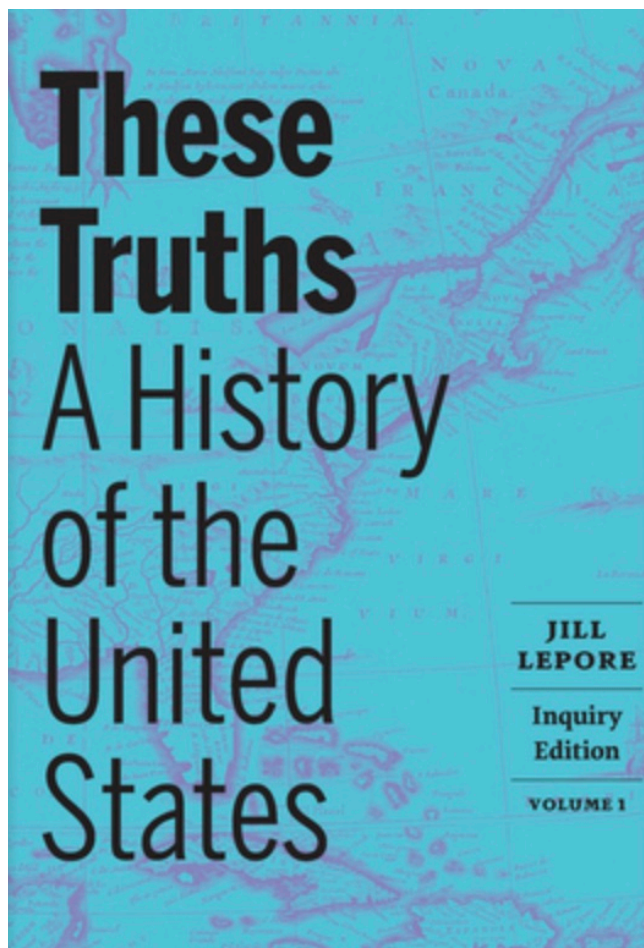
Volume 2 covers the second half of the U.S. history survey rather than the first half that this course consists of. The trade paperback differs substantially from the textbook Inquiry Edition and will not work with the reading schedule or the assignments for this course.

Additional readings will be made available on Canvas (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 online using the Canvas Learning



The cover of the required textbook for this course.

Management System. 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 Canvas. For more details on technology requirements and helping learning how to use Canvas or troubleshooting problems you may encounter with Canvas visit <https://canvasinfo.unm.edu/index.html> .

2. Hardware and Software Tips: While Canvas can be used on a phone or tablet, I strongly recommend completing Canvas 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, it's best not rely on cell phone data as a means of completing work in Canvas. 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 Canvas Support at 505-277-0857 or canvas@unm.edu. Additional UNM Canvas Support services can be found at: <https://canvasinfo.unm.edu/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:

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 the following Monday. Your two lowest reading quiz and reading response scores as well as your lowest online discussion score will be dropped when your final grade is calculated. The five weekly assignments will consist of:

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

- a. **Reading Quizzes:** Each week, you will have two quizzes covering the assigned reading for that week. Each quiz will consist of five multiple choice questions and address a different part of the assigned reading for the week. The directions for each quiz will let you know what assigned reading they're addressing. 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 will have 30 minutes for each reading quiz. 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 Canvas 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 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, Canvas 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 reading quiz is worth 10 points. Your two lowest reading quiz scores will be dropped when your final grade is calculated.

- b. **Reading Responses:** Each week, you will respond to two separate reading response prompts that address the week's assigned reading on Canvas. Most weeks, the prompts will be the questions 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. 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.

- 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

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 Canvas.



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

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

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.

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 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 found in the weekly modules.

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 September 16. Exam #2 is due by 11:59 on October 11.**

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

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 Canvas. 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 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 September 23 and the second short essay is due by 11:59 PM on October 7.**

4. 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 9. Your peer-review of another student's rough draft is due by 11:59 PM on September 16.**

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. 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 modules.

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 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 Canvas 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 Canvas 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. **This definition of academic dishonesty includes the submission of responses or essays produced by AI platforms such as ChatGPT. Text produced by AI platforms is easy to detect and will be treated as a form of plagiarism and thus a violation of this academic integrity policy.** 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:

12 weekly quizzes @ 10 points each	120
12 reading responses @ 10 points each	120
6 online discussion assignments @ 10 points each	60
2 exams @ 100 points each	200
Short Essay #1 Rough Draft and Peer Review	30
2 short essays @ 75 points each	150
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. **Land Acknowledgment:** UNM-Valencia is located on the traditional and ancestral land of the Pueblo people and is unceded. This region holds great historical, spiritual, and personal significance for its original stewards, the Native nations and peoples of this area. I acknowledge their connection to this land, and give thanks for the opportunity to live, work, and learn on their traditional homeland.

8. **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 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.

9. Title IX: The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University's programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination. Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth, sex characteristics, pregnancy and pregnancy related conditions, sexual orientation and gender identity. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center (<https://loborespect.unm.edu>), the Women's Resource Center (<https://women.unm.edu>), and the LGBTQ Resource Center (<https://lgbtqrc.unm.edu>). If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the basis of sex, they must notify UNM's Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see <https://policy.unm.edu/university-policies/2000/2740.html> and CEEO's [website](#).

If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM's Office of Compliance, Ethics, and Equal Opportunity at ceo@unm.edu. The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights.

10. 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/>.

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 Canvas rather than in the required textbook for this course.

Week 1: August 19-August 26: English Settlement in the "New World."

Assigned Readings: Ch. 1 and Ch. 2 of Jill Lepore's *These Truths* (on CANV and in book).

Week 2: August 27-September 2: Development and Upheaval in Colonial America.

Assigned Readings: Lepore ch. 3 and Lepore ch. 4

Week 3: September 3-September 9: The American Revolution and the Forging of a New Nation.

Assigned Readings: Lepore ch. 5 and Lepore ch. 6

Important Date(s): Short Essay #1 Rough Draft due by 11:59 PM on September 9.

Week 4: September 10-September 16: Political Conflict and Democracy in a New Republic.

Assigned Readings: **How Revolutionary Was the American Revolution? (CANV)**, Lepore ch. 7, and Lepore ch. 8.

Important Date(s): Exam 1 and Short Essay #1 Peer Review due by 11:59 PM on September 16.

Week 5: September 17-September 23: Development and Reform in the Antebellum Era.

Assigned Readings: Lepore ch. 9 and Lepore ch. 10.

Important Date(s): Short Essay #1 Final Draft due by 11:59 PM on September 23.

Week 6: September 24-September 30: Manifest Destiny and the Road to the Civil War.

Assigned Readings: Lepore ch. 11 and Lepore ch. 12.

Week 7: October 1-October 7: The Civil War and Reconstruction.

Assigned Readings: : Lepore ch.13, **The Fight Over Virginia's Confederate Monuments (CANV)**, and **Confederate Statues Were Never Really About Preserving History (CANV)**.

Important Date(s): Short Essay #2 due by 11:59 PM on October 7.

Week 8: October 8-October 11: **Exam 2 due by 11:59 PM on October 11.**