

HIST 1120: United States History II



Course: HIST 1120: United States History II

Section: 501

Meeting Times and Place: Mondays and Wednesdays, 12:00 PM-1:15 PM, Valencia Arts & Sciences 131

Credit-hour statement: This is a three credit-hour course. Class meets for two 75-minute sessions of direct instruction for fifteen weeks during the Fall 2024 semester. Please plan for a minimum of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

Instructor: Dr. Scott Kamen

Office: Arts & Sciences 142A

Office Hours: Mondays from 1:15 PM-2:15 PM (Zoom and in

A poster produced by the Works Progress Administration during the Great Depression.

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 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 Reconstruction to the present. 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:

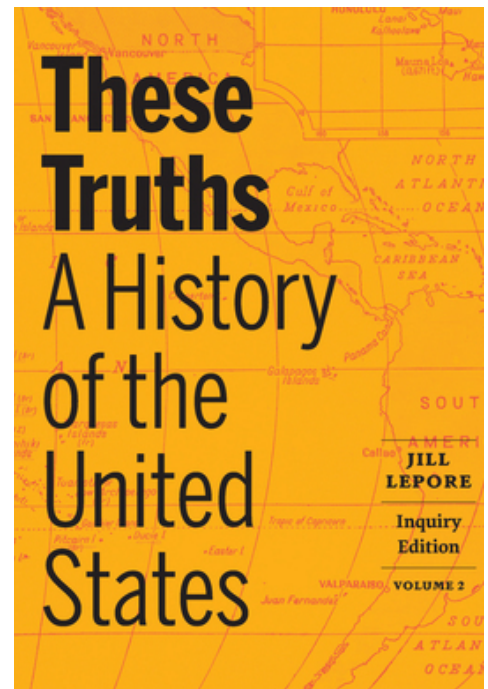
1. Critical Thinking:

- 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. 2, Inquiry Edition* (New York: W.W. Norton, 2023; ISBN: 9781324043836). 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.



The cover of the required textbook for this course.

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 25. Exam 2 is on October 30. Exam 3 is on December 8.**

2. **Short Essays:** You will write two five-paragraph essays in response to prompts that address Jerome Lawrence and Robert E. Lee's play *Inherit the Wind*. Fortunately, the play script is available for free online at <https://kb.osu.edu/handle/1811/24646>. You should use this version of the play script 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

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.



Christopher Plummer, left, and Brian Dennehy in a 2007 production of *Inherit the Wind*. You will be reading the script of this play for the short essay assignments in this course.

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 23 and the second short essay is due before 11:59 PM on November 20.**

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

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

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

You need to ensure that you complete each week's reading response before 12:00 PM on Monday

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 12:00 PM 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.

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 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 play *Inherit the Wind*, 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 *Inherit the Wind* 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 *Inherit*

the Wind. Completing assigned readings for the week—whether they are from the textbook, the play, 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. **This includes responses and writing generated by AI platforms such as ChatGPT.** 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. 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. 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/>.

10. 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.

11. Wellness: If you do need to stay home due to illness or are experiencing a wellness challenge, please take advantage of the resources below. You can communicate with me at skamen@unm.edu and 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. UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class.

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 19 and August 21: Industrialization and the Gilded Age.

Assigned Readings: Ch. 13 of Lepore's *These Truths* (on CANV and in book).

Week 2: August 26 and August 28: Populism and Jim Crow.

Assigned Readings: Lepore ch. 14 (on CANV and in book).

Week 3: September 4: America in the Age of Imperialism.

Assigned Readings: **Primary Source Documents - Debating American Imperialism (CANV).**

Important Date(s): No class on September 2 (Labor Day)

Week 4: September 9 and September 11: The Progressive Era.

Assigned Readings: Lepore ch. 15.

Week 5: September 16 and September 18: A War to End All Wars.

Assigned Readings: Lepore ch. 16 and **Notes on Inherit the Wind (CANV).**

Week 6: September 23 and September 25: A Return to Normalcy?

Assigned Readings: **Fass - Sex and Youth in the Jazz Age (CANV).**

Important Date(s): Exam 1 (covering Lepore chs. 13-16, Primary Source Documents - Debating American Imperialism, Notes on Inherit the Wind, and class material from weeks 1-5) on September 25.

Week 7: September 30 and October 2: The Great Depression and the New Deal.

Assigned Readings: Lepore ch. 17.

Week 8: October 7 and October 9: World War II

Assigned Readings: Lepore ch. 18.

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

Week 9: October 14 and October 16: The Onset of the Cold War.

Assigned Readings: Lepore ch. 19.

Important Date(s): Short Essay #1 Rough Draft Peer-Review due by 11:59 PM on October 16.

Week 10: October 21 and October 23: Mass Society in the Fifties.

Assigned Readings: **Primary Source Documents- Developments and Controversies in the Fifties (CANV).**

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

Week 11: October 28 and October 30: The Rise of the Civil Rights Movement

Assigned Readings: **Primary Source Documents - The Civil Rights Movement in the 1950s (CANV).**

Important Date(s): Exam 2 (covering Lepore chs. 17-19, Fass - Sex and Youth in the Jazz Age, Primary Source Documents - Developments and Controversies in the Fifties and class material from weeks 6-10) on October 30.

Week 12: November 4 and November 6: The Civil Rights Movement and the Great Society.

Assigned Readings: Lepore ch. 20

Week 13: November 11 and November 13: The Vietnam War and Political Upheaval.

Assigned Readings: **Chafe – “Lyndon’s War” (CANV).**

Week 14: November 18 and November 20: Social Movements and Backlash Politics.

Assigned Readings: Lepore ch. 21.

Important Date(s): Short Essay #2 due by 11:59 PM on November 20.

Week 15: November 25 and November 27: Conservative Resurgence and the “Reagan Revolution.”

Assigned Readings: Lepore ch. 22.

Week 16: December 2 and December 4: From Cold War to Culture Wars.

Assigned Readings: **Primary Source Documents - The Culture Wars (CANV).**

Finals Week: Exam 3 (covering Lepore chs. 20-22, Primary Source Documents - The Civil Rights Movement in the 1950s, Chafe – “Lyndon’s War”, Primary Source Documents - The Culture Wars and class material from weeks 11-16) on December 9 at 12:00 PM.