

HIST 1120: United States History II



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

Course: HIST 1120: United States History II

Section: 501/502

Meeting Times and Place: Mondays 1:30 PM-4:00 PM, Valencia Arts & Sciences 141 and Remote Arranged/Asynchronous Online

Format Note: This is an 8-week hybrid course. That means that we will meet for 2.5 hours per week and have additional material and assignments on Canvas.

Instructor: Dr. Scott Kamen

Office: Arts & Sciences 142A

Office Hours: Mondays from 12:00 PM-1:00 PM (Zoom and in person), Tuesdays from 12:00 PM-1:00 PM (Zoom only), and Wednesdays from 12:00 PM-1:00 PM (Zoom and in person).

Additional times by appointment. Office hours can be accessed via Zoom at:
<https://unm.zoom.us/j/94903357830>

Phone: 505-226-1539

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:

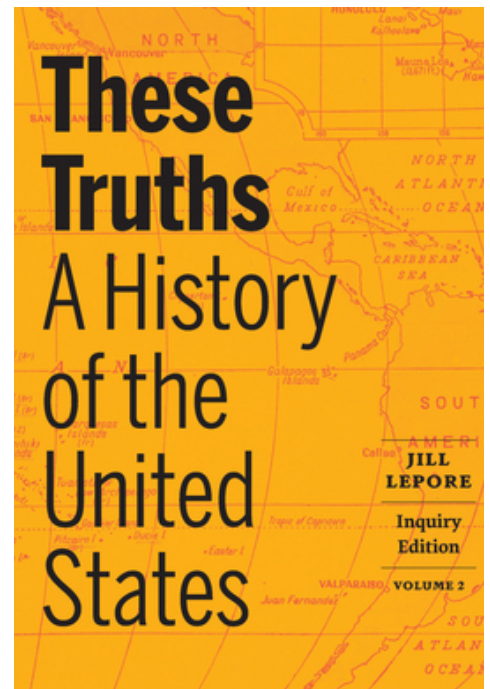
- a. Problem setting
- b. Evidence acquisition
- c. Evidence evaluation
- d. Reasoning/conclusion

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.

Course Requirements:¹

1. **Exams:** There will be two exams on Canvas. 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 due by November 9.**
Exam 2 is due by December 12.

2. **Short Essays:** You will be writing 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 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

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.

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 November 16 and the second short essay is due before 11:59 PM on

December 7.

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 November 2. Your peer review of another student's rough draft is due by 11:59 PM on November 9.**

4. Participation in Reacting to the Past Game: We will be spending one week of our semester playing the *Chicago, 1968* demo game of the *Reacting to the Past* historical role playing game series. We will also spend additional time preparing for and debriefing our game playing experience. **Your participation in the game is worth 30 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

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

You need to ensure that you complete each week's reading quiz(zes) before 1:30 PM on Monday

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.

5. Reading Quizzes: Each week after the first week, you will have one or two quizzes on Canvas covering the assigned reading for that week that will be due before the first class meeting of the work. In other words, **you need to ensure that you complete each week's reading quiz(zes) before 1:30 PM on Monday.** 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 lowest reading quiz score will be dropped when your final grade is calculated.

6. History Experience Reflection: During our first class session, you will be writing a short reflection based on your experiences studying history. There are no wrong answers for this reflection. The reflection is worth 10 points.

7. Attendance: Attendance is necessary to your success in this course. You can receive up to 30 points simply by attending class. Since we have long class sessions (2.5 hours) and will only be meeting 8 times over the course of the semester it is vitally important that you do not miss class session. One absence will be allowed with no need for an explanation and no penalty. If you have one or fewer unexcused absences you will receive the full 30 points for attendance. **Each additional unexcused absence after the first one 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.

8. 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.

5. Chapter Reading Previews: 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. 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. 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

GENERATIVE AI

( ChatGPT  Gemini  Grok etc.)

IS A TOOL OF FASCISM.

DON'T USE IT.

Big Tech is Pushing AI To:

- Generate profits for shareholders, not improve the world for humanity
- Censor knowledge by manipulating search results
- Make young people and students dependent on it and unable to research, write, and think critically

Let's learn how to think critically instead of relying on AI to "think" for us (and use an enormous amount of electricity in the process)

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 definition of academic dishonesty includes the submission of responses or essays produced by AI platforms such as ChatGPT or re-written with AI-based platforms such as Grammarly (if you need help with your writing, the Writing Center is the place to go, not Grammarly). 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.

5. Grading System:

7 Reading Quizzes @ 10 points each	70
History Experience Reflection	10
Short Essay #1 Rough Draft and Self-Review	30
2 short essays @ 75 points each	150
2 exams @ 100 points each	200
Reacting to the Past Game Participation	30
Attendance	30
Participation	30
Total Possible Points	550

Your grade can be calculated by dividing the number of points you have earned by the total number of possible points in the course (550).

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 the [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu. Or the UNM-Albuquerque Accessibility Resource Center (<https://arc.unm.edu/>) at arcsrvs@unm.edu or by phone at 505-277-3506.

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: Our classroom and university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. If you ever need assistance or have concerns about incidents that violate this principle, please access campus support resources. These include confidential services at [LoboRESPECT Advocacy Center](#), the [Women's Resource Center](#), and the [LGBTQ Resource Center](#). The University of New Mexico prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). UNM faculty and graduate teaching assistants are considered "responsible employees." "Responsible employees" must [communicate reports](#) of sexual harassment, sexual misconduct and sexual violence to [Compliance, Ethics and Equal Opportunity](#). For more information on the campus policy regarding sexual misconduct, reporting, and reporting for "responsible employees," please see [UAP 2720](#) and [UAP 2740](#).

If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM's Office of Compliance, Ethics, and Equal Opportunity at ceeo@unm.edu. The CEEO staff will

provide you with access to available resources and supportive measures and assist you in understanding your rights. [Pregnancy and Parenting Support information](#) is available here.

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: October 13: Industrialization, Populism, and Jim Crow.

Assigned Readings: Ch. 13 and Ch. 14 of Lepore's *These Truths* (on CANV and in book)

Week 2: October 20: Imperialism and Progressivism.

Assigned Readings: Lepore Ch. 15

Week 3: October 27: World War and Great Depression:

Assigned Readings: Lepore Ch. 16 and Lepore ch. 17.

Important Date(s): Short Essay #1 Rough Draft due by 11:59 PM on November 2.

Week 4: November 3: The New Deal and World War (Again).

Assigned Readings: Lepore Ch. 18.

Important Date(s): Exam 1 and Short Essay #1 Peer Review due by 11:59 PM on November 9.

Week 5: November 10: The Onset of the Cold War and the Rise of the Civil Rights Movement.

Assigned Readings: Lepore Ch. 19.

Important Date(s): Short Essay #1 Final Draft due by 11:59 PM on November 16.

Week 6: November 17: The Great Society and the Vietnam War.

Assigned Readings: Lepore Ch. 20 and 21.

Week 7: November 24: Chicago, 1968 Reacting to the Past Game.

Week 8: December 1: Conservative Resurgence and the "Reagan Revolution."

Assigned Readings: Lepore Ch. 22.

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

Finals Week: Exam 2 due by 11:59 PM on December 12.