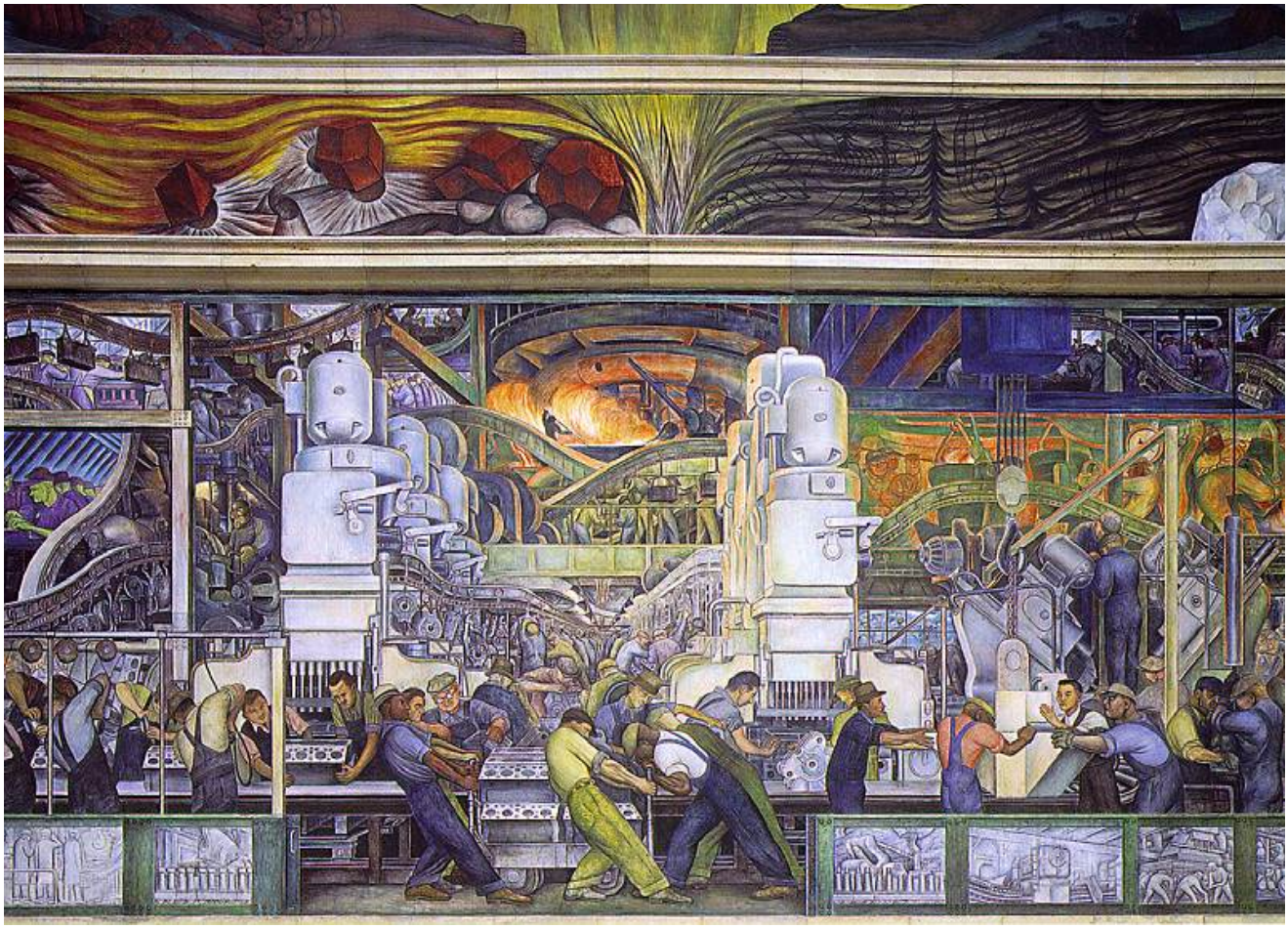
HIST 1120: United States History II



Frescoes painted by Diego Rivera during the Great Depression at the Detroit Institute of the Arts.

Course: HIST 1120: United States History II
Section: 501
Meeting Times and Place: Tuesdays and Thursdays, 10:30 AM-11:45 AM, Valencia Arts & Sciences 124
Credit-hour statement: This is a three credit-hour course. Class meets for two 75-minute sessions of direct instruction for sixteen weeks during the Fall 2026 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 142C
Office Hours: Tuesdays from 12:00 PM-1:00 PM, Wednesdays from 12:00 PM-3:00 PM, and Thursdays from 12:00 PM-2:00 PM.

Phone: 505-596-0169
Email: skamen@unm.edu
All email must come through your University of New Mexico email account. I do not use the Canvas messenger system.

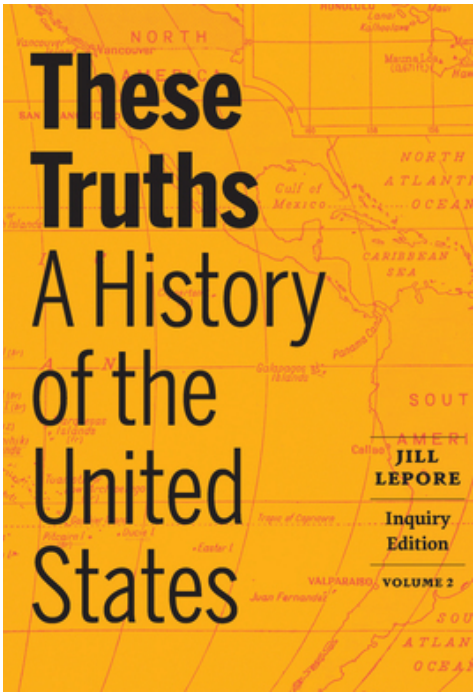
Course Description: The primary objective of this course is to serve as an introduction to the history of the United States from Reconstruction to the present. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development 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 24. Exam 2 is on October 29. Exam 3 is on December 10.**

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 submit your short essays via Canvas. Further details on the short essays

[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.

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

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 22 and the second short essay is due before 11:59 PM on November 9.**

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 1. Your peer review of another student's rough draft is due by 11:59 PM on October 15.**

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

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

class of the week (**i.e. you need to ensure that you complete each week's reading response before 10:30 AM on Tueday**). 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. **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:

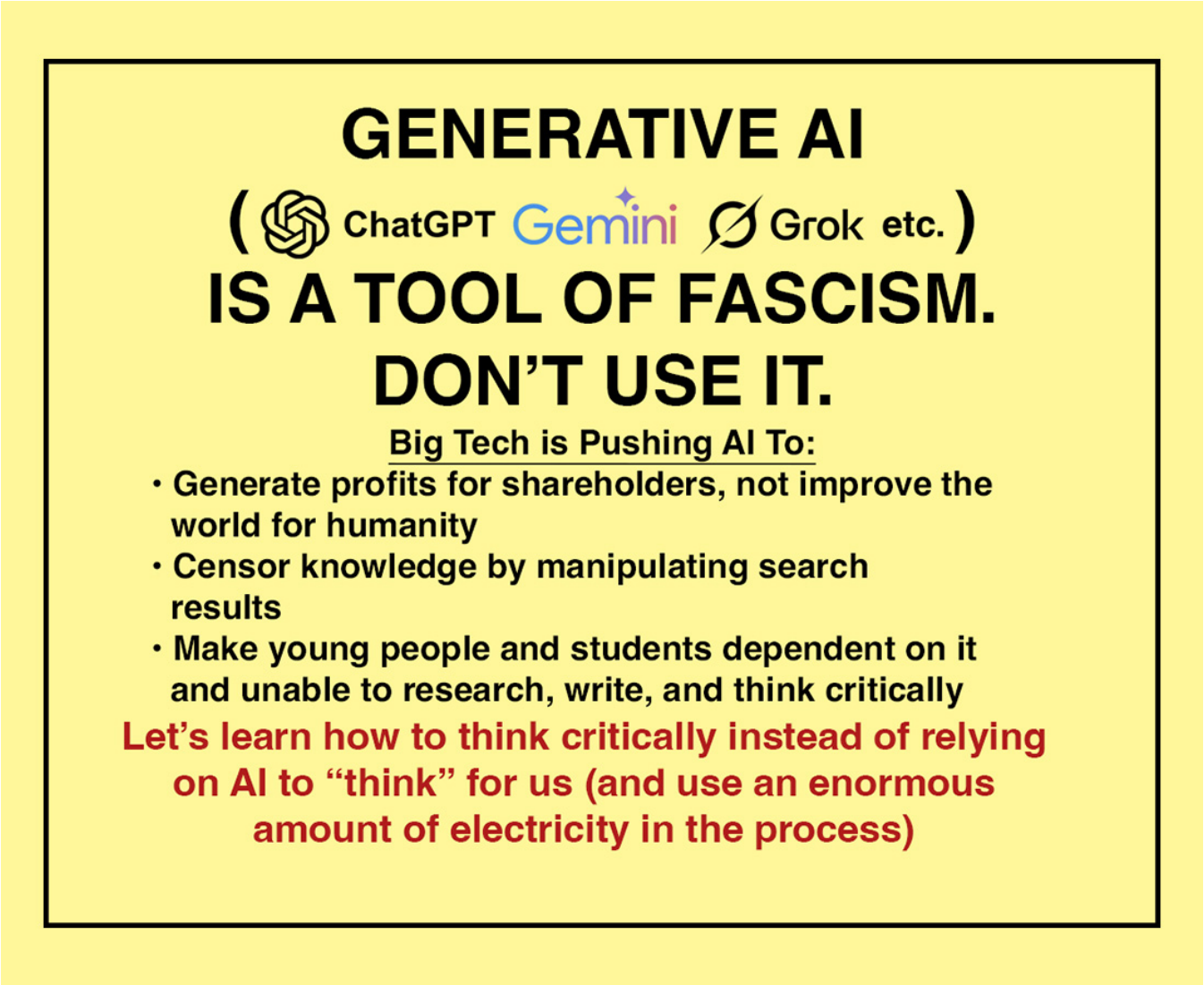
1. **Assigned Readings**: Students are responsible for all assigned chapters in the textbook, the play *Inherit the Wind*, and additional assigned texts distributed on Canvas or handed out in class. Each week's assigned reading (see course outline at the end of this syllabus) should be read **before** 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 half 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 one third 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. **The definition of academic dishonesty in this course ncludes 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:**

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 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. **UAP 2720 and 2740**: Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek support and report incidents. Find confidential services at LoboRESPECT

Advocacy Center, the Women's Resource Center, and the Arcoiris Center. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are "responsible employees" who must communicate reports of sexual harassment, sexual misconduct and sexual violence to Compliance, Ethics and Equal Opportunity. For more information, please see UAP 2720 and UAP 2740.

11. **Wellness**: Please do not come to class if you are sick and contagious. 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 if 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 18 and August 20: Industrialization and the Gilded Age.
Assigned Readings: Ch. 13 of Lepore's *These Truths* (on CANV and in book).
Week 2: August 25 and August 27: Populism and Jim Crow.
Assigned Readings: Lepore ch. 14 (on CANV and in book).
Week 3: September 1 and September 3: America in the Age of Imperialism.
Assigned Readings: **Primary Source Documents - Debating American Imperialism (CANV).**
Week 4: September 8 and September 10: The Progressive Era.
Assigned Readings: Lepore ch. 15.
Week 5: September 15 and September 17: A War to End All Wars.
Assigned Readings: Lepore ch. 16 and **Notes on Inherit the Wind (CANV).**
Week 6: September 22 and September 24: 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 24.
Week 7: September 29 and October 1: The Great Depression and the New Deal.
Assigned Readings: Lepore ch. 17.
Important Date(s): Short Essay #1 Rough Draft due by 11:59 PM on October 1.
Week 8: No Class: Class canceled on October 6 due to instructor research trip and no class on October 8 (Fall Break)
Assigned Readings: Documentary film *Bombshell*
Important Date(s): Class canceled on October 6 (instructor research trip) and no class on October 8 (Fall Break). An alternative assignments will be assigned to take the place of participation points for class on October 6.

Week 9: October 13 and October 15: World War II
Assigned Readings: Lepore ch. 18.
Important Date(s): Short Essay #1 Rough Draft Peer-Review due by 11:59 PM on October 15.

Week 10: October 20 and October 22: The Onset of the Cold War.
Assigned Readings: Lepore ch. 19.
Important Date(s): Short Essay #1 Final Draft due by 11:59 PM by on October 22.

Week 11: October 27 and October 29: Mass Society in the Fifties.
Assigned Readings: **Primary Source Documents- Developments and Controversies in the Fifties (CANV).**
Important Date(s): Exam 2 (covering Lepore chs. 17-19, Fass - Sex and Youth in the Jazz Age, and class material from weeks 6-10) on October 29.

Week 12: November 3 and November 5: The Rise of the Civil Rights Movement
Assigned Readings: **Primary Source Documents - The Civil Rights Movement in the 1950s (CANV).**

Week 13: November 10 and November 12: The Civil Rights Movement and the Great Society.
Assigned Readings: Lepore ch. 20

Week 14: November 17 and November 19: The Vietnam War and Political Upheaval.
Assigned Readings: **Chafe – "Lyndon's War" (CANV).**
Important Date(s): Short Essay #2 due by 11:59 PM on November 19.

Week 15: November 24 : Social Movements and Backlash Politics.
Assigned Readings: Lepore ch. 21.
Important Date(s): No class on November 26 (Thanksgiving).

Week 16: December 1 and December 3: Conservative Resurgence and the "Reagan Revolution."
Assigned Readings: Lepore ch. 22.

Finals Week: Exam 3 (covering Lepore chs. 20-22, Primary Source Documents - The Civil Rights Movement in the 1950s, Chafe – "Lyndon's War", and class material from weeks 11-16) at 10:30 AM on December 10.