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| **Name of Division:** **Semester:** | **ARTS AND SCIENCES DIVISION****FALL, 2019** |
| Instructor Name: Office LocationOffice HoursE-mailWebsiteTelephoneClass Meeting Days/Times Location  | Bruce Gjeltema, Ph.D.SSTC # 148M & W: 9:30-10:45 and 2:00 – 3:15; T & R: 2:00 – 3:15bgjelt@unm.edubrucegjeltema.com505.863.7648 Mondays 5:30-7:55SSTC 108 |
| **Syllabus** |
| Title of Course:  | US History to 1877 |
| Course Number | HIST 1110 401 |
| Course Description | Survey of the economic, political, intellectual and social development of the United States, including the place of the US in world affairs through 1877. Meets New Mexico Lower-Division General Education Common Core Curriculum Area V: Humanities and Fine Arts (NMCCN 1113).  |
| Credit Hours and Contact Hours | 3 Credits; 40 Contact Hours |
| Pre-requisites/co-requisites  | None |
| Student Learning Objectives and Outcomes | The goal of this course is not for you to memorize a bunch of meaningless facts. Rather, at the end of the semester you should be able to “comprehend” the historical roots of the American nation and how early American history laid down the basis for the United States’ more recent history and current situation. In addition, if you complete all the assignments, you should be able to “analyze” and “evaluate” historical material on your own. And you will develop more fully your ability to do critical thinking through reading, listening, and writing. Specifically, 1. Students will distinguish between primary and secondary sources and identify and evaluate evidence
2. Students will demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of centuries
3. Students will demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social, and cultural structures over time and space
4. Students will produce their own historical analysis of documents and develop the ability to think critically and historically when discussing the past
5. Students will demonstrate ethical use of sources and provide accurate and properly formatted citations in formal papers
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| **Disabilities Policy:** In keeping with University of New Mexico policy (University Business Policies and Procedures Manual: **“Policy 2310:** Academic Adjustments for Students with Disabilities”) and defined sections: **Section 504** of the Rehabilitation Act of 1973**, Section 508:** The Rehabilitation Act Amendments of 1998**, ADA:** The Americans with Disabilities Act of 1990, and the **ADAA:** The American with Disabilities Act Amendments of 2008 - of providing equal access to individuals with disabilities, instructors are strongly encouraged to include a statement on their syllabus informing students that academic accommodations can be provided on the basis of disability if the student follows the protocol described. The following statement contains all of the elements that should be present. Instructors may want to make changes based on style preference or particular course content. It is strongly recommended that you also read this statement to the students at the start of each semester when reviewing course policies.**In keeping with the university’s policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with Dr. Gjeltema privately.** **All conversations will be kept confidential (between student and instructor). Students requesting any accommodations will also need to contact:** **Student Services – Accessibility Resource Center (ARC)**

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| **Mary Lou Mraz, MSEd, LMSW****UNM Student Success Specialist****Phone: (505) 863-7527****Location: Gurley Hall 1127****Email: mloumraz@unm.edu** | **FOR messages/appointments:****UNM Gallup Gurley Hall 1127** **Front Desk****505-863-7757** |

**ARC will conduct an intake and, if appropriate, will provide an approved academic accommodation notification that will be sent to you. At that point, you may contact me to review the letter and discuss these accommodations in relation to your course.**Early intervention can make all the difference in helping students achieve academic success. It also shows that the instructor made a good faith effort to inform students of their rights and responsibilities in this area, and that this effort was done in a timely manner. |
| **Course Outline:** |
| Teaching Methods: Instruction will include lecture, discussion and debate |
| Evaluation/Grading Methods: Your Grades will be calculated according to the following rubric:-Three Non-cumulative Tests [20% each = 60% total]-Reading Quizzes [20 %]-Think Piece Essays [20 %]Each Assignment will be graded on a traditional scale = 90-100 (A), 80-89 (B), 70-79 (C), 60-69 (D)No A-pluses or extra-credit projects available  |
| Required Text: Schaller, et al., *American Horizons: US History in a Global Context*. Concise Edition.  Volume I: To 1877. Available in the Bookstore. |
| Assessment Methods:**TESTS**: Three non-cumulative tests are scheduled on **Sept 30, Nov 4, and D9**. Tests will cover all lectures and discussions, and include short answer and essay questions. Students who miss a test without arrangements will have the score of their following test doubled. Failure to earn a passing grade on at least one test will result in a failing grade in the course, regardless of a student’s grade average on the rest of their work.**Reading Quizzes**: Five objective quizzes will be given throughout the course. Questions will cover readings only and will include identification and multiple choice questions. The four highest scores will be averaged for this grade component. Quizzes will be given at the beginning of class and cannot be made up at a later date.**Think Piece Essays**: Four Think Piece Essays will be turned in on the following days: **Sept 16, Oct 14, Nov 4, and Nov 25**. Each Think Piece should be between 350-500 words (1 2/2 to 2 pages long), and needs to be typed, double-spaced and free from grammatical, typographical, and spelling errors. The three highest scores will be averaged for this grade component. Topics will be made available beforehand in class. In their preparation for each Think Piece, students must visit the writing tutors in the Center for Academic Learning or at TRIO.**Attendance and Participation**: Regular Attendance and participation are expected, including being prepared to discuss readings that are due on class days. Class begins at 5:30 and ends at 7:55. If you are either 10 minutes late or leave 10 minutes early without prior permission, you will be marked absent. Timely responses to online messages on the course website are also expected.  |
| **Attendance Policy and Other Classroom Expectations:** History 161 is a lecture and discussion course. Full benefit cannot be realized unless proper attention is given to the reading selections. Students are expected to come to class having completed the readings assigned for the class topics. Student contribution in discussion is expected. Students are required to communicate with the professor about all unavoidable absences. Unreported or undocumented  absences will result in up to a 10% drop in your final grade. It is the student’s responsibility to initiate  drops or complete withdrawals utilizing http://registrar.unm.edu/ or LoboWeb http://my.unm.edu. Final grades will be available on your LoboWeb account. Cell phone, headphone, and ear bud use is prohibited. Laptop activity is strictly limited to note-taking. |
| **Course Schedule:**  **Monday** August 19 August 26 September 2 September 9 September 16 September 23 September 30 October 7 October 14 October 21 October 28 November 4\* November 11 November 18 November 25 December 2 December 9  WEEK ONE - August 19 North America Encounters the Atlantic World   AH 45-83WEEK TWO – August 26 Colonists in the Margins, 1565-1640  AH 85-127WEEK THREE – September 2 LABOR DAYWEEK FOUR – September 9 Forging Tighter Bonds, 1640s to 1690s  **Quiz #1 (85-127)** AH 129-171WEEK FIVE – September 16 Accelerating the Pace of Change, 1690-1730  **Think Piece #1 DUE** AH 173-190  WEEK SIX – September 23 Invaders and Refugees, 1730- AH 191-217WEEK SEVEN – September 30 Enlightenment and Imperial Wars,1730-1763 **TEST ONE**  AH 219-251WEEK EIGHT – October 7 Empire and Resistance, 1763-1776 **Quiz #2 (219-251**) AH 253-287 WEEK NINE - October 14 A Revolutionary Nation  **Think Piece #2 Due**  AH 289-323  WEEK TEN – October 21 A New Nation Facing a Revolutionary World, 1789-1815 AH 325-359WEEK ELEVEN – October 28 American People on the Move  **Quiz #3 (325-359)** AH 361-395 WEEK TWELVE – November 4 Market Revolutions and the Rise of Democracy, 1789-1832 **Think Piece #3 Due**  **TEST TWO** AH 397-439 WEEK THIRTEEN – November 11 New Boundaries, New Roles  **Quiz #4 (397-439)**  AH 440-478WEEK FOURTEEN – November 18 Religion and Reform, 1820-1850 AH 479-517 WEEK FIFTEEN – November 25 A House Dividing, 1844-1860  **Think Piece #4 Due**  AH 519-561 WEEK SIXTEEN – December 2 War of Slaveholder Rebellion, 1860-1865  **Quiz #5 (519-561)**AH 562-580  WEEK SEVENTEEN – December 9 Reconstruction and National Consolidation, 1865-1877 **TEST THREE** |
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