HIST 1483-20: U.S. History, 1492-1865
FALL 2016

Professor Rachel Shelden
Email: rachel.shelden@ou.edu
Office Hours: Tuesdays, 1:30-3pm; Wednesdays, 11:30-1pm; or by appointment
Office: DAHT 409c

Lecture: Tuesdays & Thursdays, 12-12:50pm, GLCH 123
Course Websites: canvas.ou.edu; explorehistory.ou.edu

Graduate Teaching Assistants:
Gabriella Baez: Margareta.G.Baez-1@ou.edu
   Office Hours: Thursdays, 3-5pm, Bizzell Bookmark Cafe
Victoria Funk: Victoria.Funk-1@ou.edu
   Office Hours: Wednesdays, 1-3pm, DAHT 306
Michael Molina: Michael.J.Molina-1@ou.edu
   Office Hours: Thursdays, 9:45-11:45am, Bizzell first floor
Erik Moore: erik.a.moore@ou.edu
   Office Hours: Mondays, 4:30-5:30pm & Thursdays, 1:30-2:30pm, Bizzell Bookmark Cafe
Leroy Myers: lmyers@ou.edu
   Office Hours: Thursdays, 1-3pm, Fridays by appointment, Bizzell 4th Floor Govt. Docs

Course Description and Objectives
In this course, we will investigate American freedom and its limits from colonial times through the Civil War. Along the way we will investigate the meaning of the words “slavery” and “freedom” for Americans of all backgrounds - rich and poor, young and old, citizens and non-citizens, white and black, Native American and settler, and more. Together, we will try to understand what freedom and slavery meant on the early North American continent.

One key way in which we will explore these issues is to analyze them the way the historians do. In other words, students will become historians; rather than simply reciting historical facts that can be found in any textbook, we will ask questions, analyze trends, think about specific personal experiences, and weave together a narrative of the past.

By the end of this course you should be able to research and analyze primary and secondary sources, construct and write historical arguments that demonstrate critical thinking, and explain key historical trends and experiences in the North American mainland in the period through the Civil War.

Assignments and Grading
Students can earn up to 1000 points in this class.

MIDTERM EXAMS: 300 points (150 points each)
HIST 1483 Syllabus

FIRST PAPER: 100 points
RESEARCH PAPER PREP: 100 points (includes topic & bibliography)
RESEARCH PAPER: 150 points
DISCUSSION: 125 points
FINAL EXAM: 225 points

Grading Explanation:
A-range grades are reserved for work that displays original thought and the superior ability to contemplate, organize, and present the themes and information of this course. B-range grades are reserved for work that is well thought out and organized, but may lack originality, some clarity, or some support for claims. C-grades reflect lack of understanding of material, poor organization, and/or a failure to fully engage the readings of the course. D-range grades reflect serious writing problems, lack of effort, and little engagement in the course materials. Fs reflect non-submission, plagiarism, or little to no engagement with the course.

For this course: A=90% or above, B=80=89%, C=70=79%, D=60-69%, F=below 60%

Policies/Conduct
This class is to be an inclusive, safe, clean, and respectful environment. Please refrain from using cell phones and other electronic devices while in class. Recording lectures is strictly prohibited. Students who disrupt class will be asked to leave.

Some of the imagery and descriptions in this course of subjects such as slave life and military atrocity may be upsetting or otherwise uncomfortable. Interacting with this material is important for fully understanding this critical period in our history. Please see me if you have questions or concerns about these subjects. Additionally, throughout this course we will undoubtedly touch on mature subjects such as race, religion, sex, and politics. Please be prepared to discuss these topics as mature adults and respect one another's viewpoints. Feel free to express your opinions but do so in an intellectual manner and demonstrate courtesy and respect toward your colleagues and myself. I reserve the right to remove you from this course for repeated disruptions and/or disrespectful behavior of any sort.

Office Hours
My goal in this course is to help you succeed in learning how to become a successful historian. Please feel free to work closely with me and/or the GTAs throughout the semester by visiting one of us in office hours (or at a time we schedule together) to discuss questions or concerns about the course.

Attendance and Late Policy
Attendance at all lectures is STRONGLY recommended. Class is REQUIRED on discussion days. GTAs will take roll in discussion. Please note that failure to attend all lectures will substantially diminish your ability to succeed in this course.

I do not reschedule exams for unexcused reasons. If you miss an exam for an excused reason you must take responsibility for contacting me or your GTA to reschedule. If you do not reschedule in a timely fashion, you will receive a zero in spite of your excused absence.
Assignments are due at the times stated in the syllabus. All major assignments for this course are due at the BEGINNING of the lecture period in hard copy and in electronic form on Canvas on the dates stated in the course calendar below. If your GTA does not receive the assignment in both hard copy and electronic format, it will not be considered a complete submission.

**Plagiarism**
Plagiarism (presenting someone else’s words and ideas as your own), collusion, duplicate submission of the same work, providing false information, and theft of exams and other materials are serious integrity violations that could earn students an F on the assignment or course. As a general rule of thumb, if you are not sure about whether an action could be considered plagiarism, ASK! For more information see: http://integrity.ou.edu

**Canvas**
Course materials including the syllabus, course calendar, lecture outlines, readings, and links will be available on the class Canvas site. All students must sign into the Canvas site by the end of the first week of class. Please remember that Canvas is designed to be a resource but not a substitute for the classroom experience.

**Religious Accommodations**
It is the policy of the University to excuse absences of students that result from religious observations and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.

**Disability Accommodations**
Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the Disability Resource Center (DRC) as soon as possible to facilitate disability accommodations. Once I receive a confirmation email from the DRC, I will email the student so that we can schedule a time to discuss these accommodations to ensure full participation and facilitate all educational opportunities. Students must meet with me before these accommodations can go forward. Further information can also be found by contacting the Disability Resource Center (Goddard Health Center, Room 166, www.ou.edu/drc).

**Extra-Curricular Activities**
Students involved in OU official extra-curricular activities should inform the GTAs and myself at the beginning of the semester of any known scheduling conflicts.

**Required Readings:**
There are two (2) required books for this course, in addition to a Course Pack and readings and handouts from class, posted on the Canvas and Exploring U.S. History websites. Books are available at the University Bookstore or elsewhere online. The Course Pack is available at University Printing Services in the OU Memorial Union, Suite 126.


3. Course Pack (available at the OU Memorial Union)

**Recommended Reading:**
This book is available at the bookstore but you may also purchase any edition that you can find elsewhere. The breakdown for reading assignments below is by chapter rather than page number to facilitate ease in acquiring an inexpensive copy.


**COURSE CALENDAR**

**WEEK 1: Introductions**
Tuesday, August 23: The Problem of Teleology
Thursday, August 25: The View from the West
DISCUSSION SECTIONS: Reading Like a Historian

**Assignments:**

- **Readings:** Christopher Columbus, Letter on His First Voyage to America, 1492 (*Course Pack*)
- Rampolla, Ch. 1: Introduction (p. 1-5)
- **Recommended Readings** Henretta & Brody, chapter 1

**WEEK 2: The Colonial Experience**
Tuesday, August 30: Strategy & Survival in the Chesapeake
Thursday, September 1: New England & the Puritan Experiment
DISCUSSION SECTIONS: Colonial Perspectives

**Assignments:**

- **Readings:**
  - Court Ruling on Anthony Johnson & His Servant (1655) (*Course Pack* or EUSH)
  - Excerpts from the Secret Diary of William Byrd II (1709-1711) (*Course Pack* or EUSH)
  - Excerpt from William Snelgrave’s “New Account of Some Parts of Guinea, and the Slave Trade” (1734) (*Course Pack* or EUSH)
  - Excerpt from *The Interesting Narrative of the Life of Olaudub Equiano* (1789) (*Course Pack* or EUSH)
  - Rampolla, Ch. 2: Working with Sources (p. 6-21) and Ch. 3c: Using Primary Sources (pp. 29-36)
- **Recommended Reading:** Henretta & Brody, chapter 2
WEEK 3: The Colonial Context
Tuesday, September 6: Slavery in the Atlantic World
Thursday, September 8: The Colonial System
DISCUSSION SECTIONS: Slavery and the Problem of Inevitability

Assignments:
Readings:
- Edmund S. Morgan, “Slavery and Freedom: The American Paradox” (Course Pack)
- Rampolla, Ch. 3a: Reading Actively in History (p. 22-26)

Recommended Reading: Henretta & Brody, chapter 3

WEEK 4: Consensus & Conflict in British North America
Tuesday, September 13: Contingencies of the American Revolution
Thursday, September 15: War
DISCUSSION SECTIONS: Slavery and Freedom in the American Revolution

Assignments:
Readings:
- Proclamation of Earl of Dunmore, November 7, 1775 (Course Pack)
- The Declaration of Independence (1776) (Course Pack)
- Thomas Jefferson, Original Rough Draft of the Declaration of Independence (1776) (Course Pack)
- Woody Holton, “’Rebel against Rebel’: Enslaved Virginians and the Coming of the American Revolution” (Course Pack)
- Rampolla, Ch. 4: Following the Conventions for Writing in History (p. 49-76) & Ch. 6: Plagiarism (p. 98-105)

Recommended Reading: Henretta & Brody, chapters 4 & 5

WEEK 5: A New Union
Tuesday, September 20: Creating the Constitution *First Paper Due*
Thursday, September 22: Ratification
DISCUSSION SECTIONS: Understanding the Constitution

Assignments:
Readings:
- The U.S. Constitution (Course Pack)
- The Bill of Rights (Course Pack)
- The Federalist Papers, No. 10, November 3, 1787 (Course Pack)
- Rampolla, Ch. 3f: Taking History Exams (p. 42-48)

Recommended Reading: Henretta & Brody, Chapter 6
WEEK 6: A New Nation
Tuesday, September 27: The Age of Federalism
Thursday, September 29: MIDTERM #1
DISCUSSION SECTIONS: Planning a Research Paper

Assignments:
Readings:
Rampolla, Ch. 5: Writing a Research Paper (p. 77-97)
Recommended Reading: Henretta & Brody, chapter 7

WEEK 7: The Age of Jefferson
Tuesday, October 4: The Revolution of 1800
Thursday, October 6: Jefferson’s World
DISCUSSION SECTIONS: The Lengths and Limits of Republicanism

Assignments:
Readings:
Judith Sargent Murray, “On the Equality of the Sexes” (1790) (Course Pack)
Anonymous, “Plan for the Emancipation of the Fair Sex” (1802) (Course Pack)
Jan Lewis, “The Republican Wife: Virtue and Seduction in the Early Republic” (Course Pack)
Rosemarie Zagarri, “The Rights of Man and Woman in Post-Revolutionary America” (Course Pack)
Recommended Reading: Henretta & Brody, review chapter 7

WEEK 8: Testing the New Nation
Tuesday, October 11: Mr. Madison’s War *Final Paper Topic & Research Plan Due*
Thursday, October 13: The Market Revolution
DISCUSSION SECTIONS: Rethinking the War of 1812

Assignments:
Readings:
Selected Documents: “The War of 1812: National Honor and Aggressive Expansion” (Course Pack)
Review Rampolla, Ch. 3b: Writing about Reading
Recommended Reading: Henretta & Brody, chapters 8 & 9
WEEK 9: The Age of Jackson I
Tuesday, October 18: The Era of Good Feelings?
Thursday, October 20: Jackson’s Vision I
DISCUSSION SECTIONS: Removal and Anti-Removal Activism

Assignments:
Readings:
Constitution of the Cherokee Nation, 1827 (Course Pack)
U.S. Congress, Removal Act, April 26, 1830 (Course Pack)
Andrew Jackson Second Annual Message, 1830 (Course Pack)
Mary Hershberger, “Mobilizing Women, Anticipating Abolition: The Struggle against Indian Removal in the 1830s” (Course Pack)
Tiya Miles, “Circular Reasoning’: Recentering Cherokee Women in the Antiremoval Campaigns,” (Course Pack)
Recommended Reading: Henretta & Brody, chapters 11 & 12

WEEK 10: The Age of Jackson II
Tuesday, October 25: Jackson’s Vision II
Thursday, October 27: Slavery in Jacksonian America
DISCUSSION SECTIONS: The Slave Experience

Assignments:
*12 YEARS A SLAVE VIEWING*
Readings:
Douglass, Narrative – all (p. 41-125)
Recommended Reading: Henretta & Brody, chapter 10
Douglass, Narrative, Introduction (p. 1-26)

WEEK 11: Reforming Democracy
Tuesday, November 1: Reform *Annotated Bibliography Due*
Thursday, November 3: The Abolitionists
DISCUSSION SECTIONS: The Meaning of Freedom in Jacksonian America

Assignments:
Readings:
Douglass, Narrative, “What to the Slave is the Fourth of July” (pp. 146-171)
Declaration of Sentiments (1848) (Course Pack)
Judith Wellman, “Women’s Rights, Republicanism, and Revolutionary Rhetoric in Antebellum New York State” (Course Pack)
Recommended Reading: Henretta & Brody, review chapter 12
**WEEK 12: Democratic Divisions**  
Tuesday, November 8: The New Middle Class  
Thursday, November 10: **MIDTERM #2**  
DISCUSSION SECTIONS: Writing a Research Paper

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| **Readings:** | Review Rampolla, Ch. 5: Writing a Research Paper (p. 77-97) and citation guide  
**Recommended Reading:** Henretta & Brody, chapter 13 |

**WEEK 13: Democratic Conflicts**  
Tuesday, November 15: Territorial Expansion  
Thursday, November 17: The “Antebellum” Era  
DISCUSSION SECTIONS: Polk the War Criminal?

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| **Readings:** | Selected Documents on the Mexican War & President Polk (**Course Pack**)  
**Recommended Reading:** Henretta and Brody, review chapter 13 |

**WEEK 14: The Union in Crisis**  
Tuesday, November 22: The Road to Secession **Research Paper Due**  
Thursday, November 24: **Thanksgiving – No Class**  
DISCUSSION SECTIONS: **No Discussion Sections**

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| **Readings:** | Alexander Stephens, “Corner Stone Speech,” March 21, 1861 (**Course Pack**)  
Mississippi Declaration of Secession (**Course Pack**) |

**WEEK 15: The Civil War**  
Tuesday, November 29: The War for the Union  
Thursday, December 1: The War to End Slavery  
DISCUSSION: Union & Liberty

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| **Readings:** | The Emancipation Proclamation, January 1, 1863  
Abraham Lincoln, “Gettysburg Address,” November 19, 1863 (**Course Pack**)  
Abraham Lincoln, “Second Inaugural Address,” March 4, 1865 (**Course Pack**)  
Selected Essays: “Historians Assess Emancipation” (**Course Pack**)  
**Recommended Reading:** Henretta & Brody, chapter 14 |
## WEEK 16: America’s Unfinished Revolution

Tuesday, December 6: The Promise of Freedom  
Thursday, December 8: America’s Unfinished Revolution  
DISCUSSION: The Legacy of the Civil War

### Assignments:

**Readings:**
- Thirteenth Amendment to the U.S. Constitution ([Course Pack](#))
- Fourteenth Amendment to the U.S. Constitution ([Course Pack](#))
- Fifteenth Amendment to the U.S. Constitution ([Course Pack](#))

*Recommended Reading:* Henretta & Brody, chapter 15

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**FINAL EXAM:** Friday, December 16, 1:30-3:30pm