HIST 1483-010: American History, 1492-1865
Fall 2016
Monday/Wednesday, 8:30-9:20, Dale Hall 211

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Office Hours: T 2-3pm; W 9:30-11:30am; and by appointment

Graduate Teaching Assistants (GTAs)

Patricia Dawson
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Derek Donwerth
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Office Hours: T 3-4:30pm; W 3-4:30pm

Dustin Mack
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Office Hours: M 10:30-11:30am;
W 9:30-11:30am

Course Description

This course explores the development of American culture, society, and politics from the first contact between Native Americans and Europeans to the end of the U.S. Civil War. We will emphasize the diverse experiences of the many kinds of Americans, and the different meanings that they attached to the events in their lives.

One of our major goals is to gain a better understanding of these different perspectives and how they were crafted through cultural exchange and political struggle. Therefore, we will not only study what happened in the past, but also investigate the ways that historians have interpreted that past. To do so, we will pay close attention to questions of sources, evidence, and method of interpretation. In other words, this course will do more than provide you with a broad overview of early American history—it will ask you to become a historian yourself.

By the end of the course you will put your knowledge and skills to work in an original research paper. Along the way, you will learn how to read and analyze primary and secondary sources, construct historical arguments that demonstrate critical thinking, and explain the major points of transformation in American history.
Assignments and Grading

Your final grade will be based on two writing assignments (a Document-based Paper and a Research Paper), two in-class examinations, a final examination, lecture attendance, and discussion section participation. Here is the point breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document-based Paper</td>
<td>100</td>
<td>Sept. 19</td>
</tr>
<tr>
<td>First Exam</td>
<td>100</td>
<td>Sept. 28</td>
</tr>
<tr>
<td>Second Exam</td>
<td>150</td>
<td>Nov. 2</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>25</td>
<td>Nov. 9/10/11</td>
</tr>
<tr>
<td>Introduction and Thesis</td>
<td>25</td>
<td>Nov. 16/17/18</td>
</tr>
<tr>
<td>Research Paper</td>
<td>200</td>
<td>Nov. 28</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>Dec. 16</td>
</tr>
<tr>
<td>Discussion Section Participation</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Lecture Attendance</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

The following shows the corresponding point totals and final grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A range</td>
<td>900-1000</td>
<td>90% or above</td>
</tr>
<tr>
<td>B range</td>
<td>800-899</td>
<td>80-89%</td>
</tr>
<tr>
<td>C range</td>
<td>700-799</td>
<td>70-79%</td>
</tr>
<tr>
<td>D range</td>
<td>600-699</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-599</td>
<td>59% or below</td>
</tr>
</tbody>
</table>

A-range grades reflect work that displays original thought and a superior ability to analyze, organize, and articulate ideas. B-range grades indicate work that is well thought out and effectively organized, but may lack originality, clarity, or evidence for some claims. C-range grades signify a lack of understanding of some material, poor organization, or problems fully engaging with the assigned readings. D-range grades represent serious writing problems, lack of effort, or little engagement with the course materials. F grades are reserved for non-submitted work, plagiarism, or serious disconnect from the readings and lectures.

Policies and Conduct

This classroom will be an inclusive, safe, and respectful environment. Please do your part to create a civil community by behaving in a way that respects your Professor (me), your GTAs, and your fellow students. Phones and other devices should be silenced. Computers are welcome for the purposes of taking notes during lecture, but please refrain from texting, emailing, tweeting, facebooking, instagramming, and all forms of internet shopping. I and the GTAs reserve the right to ban all laptops, phones, tables, and kindles at any time if we feel they are interfering with class, and to eject texters, surfers, and other disruptive persons from class without warning.
Office Hours
My goal in this course is to help you succeed in learning how to become a good historian. I invite you to work closely with me and your GTA throughout the semester by visiting during office hours to discuss your questions, interests, or concerns about the course.

Attendance
Attendance at all lectures is required; you need to check in with your GTA prior to the beginning of each lecture. Attendance is also required on discussion days and will count toward your participation grade.

Canvas and explorehistory.ou.edu
Course materials including the syllabus, schedule, and grade reports will be available on the class Canvas site. All students should sign into the Canvas site by the end of the first week of class. Additionally, you should familiarize yourself with the online hub for HIST 1483 (explorehistory.ou.edu/history-1483), which contains resources for both paper assignments, as well as video tutorials.

Late Policy
Assignments are due at the times stated in the schedule below. All major assignments are due at the beginning of the class period in hard copy and in electronic form on Canvas.

I do not reschedule exams for unexcused reasons. If you must miss an exam for an excused reason you should contact me before the scheduled date to make alternate arrangements.

Academic Integrity
Academic dishonesty will not be tolerated in this class under any circumstances. Plagiarism (presenting someone else’s words and ideas as your own), duplicate submission of the same work, providing false information, and theft of exams and other materials are serious integrity violations. Such actions will result in serious consequences, including a failing grade for the course. You should familiarize yourself with OU’s Student Guide to Academic Integrity (integrity.ou.edu/students_guide.html).

Disability Accommodations
Any who has a disability that may prevent them from fully demonstrating their abilities should contact me or the staff of the Disability Resource Center to arrange accommodations necessary to ensure full participation and facilitate your educational opportunities. Further information can be found by contacting the Disability Resource Center at (405) 325-3852, or www.ou.edu/drc/.

Adjustments for Pregnancy/Childbirth
Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see www.ou.edu/content/eoo/faqs/pregnancy-faqs.html for commonly asked questions.
Title IX Resources
For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call at any hour, counseling services, mutual no contact orders, scheduling adjustments and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office (405.325.2215, 8-5, M-F) or OU Advocates (405.615.0013, 24/7) to learn more or to report an incident.

Religious Observances
It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. If your plans to observe a religious holiday conflict with lectures, section, assignment or exam dates, please notify me as soon as possible in order to make appropriate arrangements for class work or rescheduling of examinations.

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 required readings for this course:


2. Course Pack.

The Course Pack, which contains all of the readings listed on the schedule below, is available at King Kopy on Boyd Street. The textbook is available at the OU bookstore, other Norman-area bookstores, and online retailers. You can also buy or rent an ebook version directly from the publisher at http://services.cengagebrain.com/course/site.html?id=1441917. Please note that you must purchase this edition.

We will also be using a few brief videos to enhance your written work by developing practical skills. These videos can be accessed at the Explore History website (explorehistory.ou.edu) under Writing Tutorials. Please watch them before the discussion sections for which they are assigned.
**Course Schedule**

**UNIT 1: TWO WORLDS MEET, 1492-1750**

**Week One**
Aug. 22  Introduction: Interpreting American History
Aug. 24  The Old Worlds We Have Lost: Medieval Europe and North America
Assignments  • Murrin, pp. 2-35
            • Becker, “Everyman His Own Historian”

**Week Two**
Aug. 29  New Worlds I: Tsenacomoco and Virginia
Aug. 31  New Worlds II: Wabanaki and New England
Assignments  • Murrin, pp. 36-38, 45-59
            • Sources for Document-based Paper:
              • Strachey, History of Travel into Virginia
              • Smith, General History
              • Powhatan, What Can You Get by War?
              • *View the “Working the Evidence” online video before section*

**Week Three**
Sept. 5  LABOR DAY—NO CLASS
Sept. 7  Empire and Instability: The Struggle to Recreate England in America
Assignments  • Murrin, pp. 59-67
            • Richter, “Monarchical Power Reborn”
            • *View the “Thesis” online video before section*

**Week Four**
Sept. 12  Beaver Wars: Conquest, Dislocation, and Turmoil East of the Mississippi
Sept. 14  Rebellion and Anarchy: Anglo-Indian Wars and the Crisis of Colonialism
Assignments  • Murrin, pp. 38-44, 68-82
            • *View both “Paragraphs” videos before section*

*Document-based paper due in class on Sept. 19*

**Week Five**
Sept. 19  Middle Passages: The Creation of an Atlantic Slave System
Sept. 21  From Colonies to Provinces: Making “British America”
Assignments  • Murrin, pp. 82-115
            • Waldstreicher, “Reading the Runaways”

**Week Six**
Sept. 26  More than Thirteen Colonies: Greater Britain and Its Rivals
Sept. 28  **First Exam**
Assignments  • Murrin, pp. 116-129
## UNIT 2: THE LONG WAR FOR THE WEST, 1750-1815

### Week Seven
- **Oct. 3**  
  “Gloomy and Dark Days”: The Long War for the West Begins
- **Oct. 5**  
  From Resistance to Revolution: The Crisis of the British Empire
- **Assignments**  
  - Murrin, pp. 129-161  
  - Smith, “Declarations of Interdependence”

### Week Eight
- **Oct. 10**  
  Many Wars for Independence
- **Oct. 12**  
  Many Revolutions
- **Assignments**  
  - Murrin, pp. 162-184  
  - Jasanoff, “Civil War”  
  - Jefferson’s draft of the Declaration of Independence
  
  **Topic for Research Paper due in discussion section**

### Week Nine
- **Oct. 17**  
  Confederations: New Fronts in the Long War for the West
- **Oct. 19**  
  Republicanism Reborn, or Betrayed? The Battle over the Constitution
  - Murrin, pp. 185-193  
  - Murrin, “A Roof Without Walls”  
  - Brutus, No. 1

### Week Ten
- **Oct. 24**  
  Debating the Future of the Revolution: Faction and Schism in the 1790s
- **Oct. 26**  
  The “Revolution” of 1800: Jefferson and the Republicans Ascendant
- **Assignments**  
  - Murrin, pp. 194-212  
  - Zagarri, “Women and the ‘War of Politics’”

### Week Eleven
- **Oct. 31**  
  The Last Wars for Independence: The Winning—and Losing—of the West
- **Nov. 2**  
  **Second Exam**
- **Assignments**  
  - Murrin, pp. 212-223

## UNIT 3: THE UNFINISHED REVOLUTION, 1815-1865

### Week Twelve
- **Nov. 7**  
  The Market Revolution: Upheavals in Economy and Society
- **Nov. 9**  
  The “Peculiar Institution”: Antebellum Slavery
- **Assignments**  
  - Murrin, pp. 224-269  
  - Journeymen Cordwainers of Philadelphia, Statement of Grievances  
  - Douglass, excerpt from *Narrative of the Life of Frederick Douglass*  
  - View “Research Introduction” video before section
  
  **Annotated Bibliography due in discussion section**
Week Thirteen
Nov. 14   “The Democracy”: Andrew Jackson and the Politics of the Common Man
Nov. 16   The White Republic: Indian Removal, Black Slavery, and Westward Expansion
Assignments • Murrin, pp. 270-321
• Letter of the Cherokee Nation to the Congress of the United States
View both “Integrating Quotations” online videos before section
Introduction and Thesis Statements due in discussion section

Week Fourteen
Nov. 21   No class—work on your research paper and have a great Thanksgiving!
Discussion Sections DO NOT meet this week.

Research paper due in class on Nov. 28

Week Fifteen
Nov. 28   “The Wolf by the Ears”: Abolitionism, Pro-Slavery, and Anti-Slavery
Nov. 30   Another War for the (Far) West: Manifest Destiny and the U.S.-Mexico War
Assignments • Murrin, pp. 322-367
• Garnet, “Address to the Slaves”
• Calhoun, “Slavery as a Positive Good”
• Benton, “The Oregon Question”

Week Sixteen
Dec. 5    A House Divided Against Itself: the 1850s
Dec. 7    Disunion: The U.S. Civil War
Assignments • Murrin, pp. 368-459
• Declaration of … the Secession of the State of Mississippi
• Faust, “Killing”

FINAL EXAM: Friday, December 16, 10:30am-12:30pm