HIST 1483: American History, 1492-1865
Spring 2016
Tuesday/Thursday, 9:00-9:50, Physical Sciences 201

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Graduate Teaching Assistants (GTAs)
John Corpolongo
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Office Hours: T 10-11:30; F 11:30-12:30

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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, 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>Feb. 16</td>
</tr>
<tr>
<td>First Exam</td>
<td>100</td>
<td>Feb. 23</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>25</td>
<td>Apr. 1</td>
</tr>
<tr>
<td>Second Exam</td>
<td>150</td>
<td>Apr. 5</td>
</tr>
<tr>
<td>Introductory Paragraph</td>
<td>25</td>
<td>Apr. 15</td>
</tr>
<tr>
<td>Research Paper</td>
<td>200</td>
<td>Apr. 26</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>May 10</td>
</tr>
<tr>
<td>Discussion Section Participation</td>
<td>200</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, instagrammimg, 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 strongly recommended, as it presents original material and does not recapitulate the readings. Attendance is required on discussion days and will count toward your participation grade.

**D2L (Desire2Learn) and explorehistory.ou.edu**
Course materials including the syllabus, schedule, and readings will be available on the class D2L site. All students should sign into the D2L 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 D2L.

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 to discuss. 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**

The following book is required for this course, and 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 (www.cengagebrain.com/course/site.html?id=1107778).


Other course readings are available online as pdf files. Readings for the Documents-based Paper and the Research Paper are available on the Explore History website (explorehistory.ou.edu). All other readings noted in the schedule below can be accessed through D2L.

We will also be using a few brief videos to enhance your written work by developing practical skills. These videos can be accessed at Explore History 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**
Jan. 19     Introduction: Interpreting American History
Jan. 21     The Old Worlds We Have Lost: Medieval Europe and North America
Assignments • Murrin, pp. 1-37
• Becker, “Everyman His Own Historian”

Week Two
Jan. 26  New Worlds I: Tsenacomoco and Virginia
Jan. 28  New Worlds II: Wabanaki and New England
Assignments  • Murrin, pp. 38-68
  • Sources for Document-based Paper on explorehistory.ou.edu
  • View the “Working the Evidence” online video before section

Week Three
Feb. 2  Empire and Instability: The Struggle to Recreate England in America
Feb. 4  Beaver Wars: Conquest, Dislocation, and Turmoil East of the Mississippi
Assignments  • Murrin, pp. 68-77
  • Richter, “War and Culture”
  • View the “Thesis” online video before section

Week Four
Feb. 9  Rebellions and Anarchy: Anglo-Indian Wars and the Crisis of Colonialism
Feb. 11  Middle Passages: The Creation of an Atlantic Slave System
Assignments  • Murrin, pp. 78-115
  • View both “Paragraphs” videos before section

Document-based paper due in class on Feb. 16

Week Five
Feb. 16  From Colonies to Provinces: Making “British America”
Feb. 18  More than Thirteen Colonies: Greater Britain and Its Rivals
Assignments  • Murrin, pp. 116-147

UNIT 2: THE LONG WAR FOR THE WEST, 1750-1815

Week Six
Feb. 23  First Exam
Feb. 25  “Gloomy and Dark Days”: The Long War for the West Begins
Assignments  • Murrin, pp. 147-158
  • Calloway, “The First War of Independence”

Week Seven
Mar. 1  From Resistance to Revolution: The Crisis of the British Empire
Mar. 3  Many Wars for Independence
Assignments  • Murrin, pp. 159-197
  • Paine, Common Sense
  • Declaration of Independence

Topic for Research Paper due in discussion section
Week Eight
Mar. 8  Many Revolutions
Mar. 10  Confederations: New Fronts in the Long War for the West
Assignments  • Murrin, pp. 198-223

Week Nine
Mar. 15  Spring Break—no class
Mar. 17  Spring Break—no class
Discussion Sections DO NOT meet this week.

Week Ten
Mar. 22  Republicanism Reborn, or Betrayed? The Battle over the Constitution
Mar. 24  Debating the Future of the Revolution: Faction and Schism in the 1790s
Assignments  • Murrin, pp. 224-249
  • The Federalist, No. 10
  • Brutus, No. 1
Scavenger Hunt Sources due in discussion section

Week Eleven
Mar. 29  The “Revolution” of 1800: Jefferson and the Republicans Ascendant
Mar. 31  The Last Wars for Independence: The Winning—and Losing—of the West
Assignments  • Murrin, pp. 249-276
  • Zagarri, “Women and the ‘War of Politics’”
Annotated Bibliography due in discussion section

UNIT 3: THE UNFINISHED REVOLUTION, 1815-1865

Week Twelve
Apr. 5  Second Exam
Apr. 7  The New Generations of the 1820s
Assignments  • Murrin, pp. 277-333
  • Journeymen Cordwainers of Philadelphia, Statement of Grievances
  • View “Research Introduction” video before section

Week Thirteen
Apr. 12  The “Peculiar Institution”: Antebellum Slavery
Apr. 14  “The Democracy”: Andrew Jackson and the Politics of the Common Man
Assignments  • Murrin, pp. 334-400
  • 12 Years a Slave Viewing
Introduction and Thesis Statements due in discussion section

Week Fourteen
Apr. 19  The White Republic: Indian Removal, Black Slavery, and Westward Expansion
Apr. 21  Awakenings: Religion and the Culture of Reform
Assignments  • Murrin, pp. 401-429
• Letter of Chief John Ross of the Cherokees to Andrew Jackson
• View both “Integrating Quotations” online videos before section

Research paper due in class on Apr. 26

Week Fifteen
Apr. 26 “The Wolf by the Ears”: Abolitionism, Pro-Slavery, and Anti-Slavery
Apr. 28 Another War for the (Far) West: Manifest Destiny and the U.S.-Mexico War
Assignments • Murrin, pp. 430-457
  • Garnet, “Address to the Slaves”
  • Calhoun, “Slavery as a Positive Good”
  • Benton, “The Oregon Question”

Week Sixteen
May 3 A House Divided Against Itself: the 1850s
May 5 Disunion: The U.S. Civil War
Assignments • Murrin, pp. 458-560
  • Seward, “Irrepressible Conflict”

FINAL: Tuesday, May 10, 8am-10am