

# HIST 1483: U.S. History, 1491-1865

## Fall 2018

*This syllabus is your guide to the course. Look here first for answers to your questions. If you email me with a question and do not receive an answer, it is probably because the question is already answered on the syllabus.*

### **Professor Adam Malka**

Email: [acmalka@ou.edu](mailto:acmalka@ou.edu)

Office: 413 DAHT

Office Hours: Mon & Weds 2-3 pm, or by appointment

### **Teaching Assistants:**

Jeffry Cox: [Jeffry.M.Cox-1@ou.edu](mailto:Jeffry.M.Cox-1@ou.edu)

Office Hours: Weds 9-11 am. Location TBA.

Chelsea Frazier: [cfrazier2@ou.edu](mailto:cfrazier2@ou.edu)

Office Hours: Mon & Weds 2:00-3:30 pm, in Lower Level 2 of Bizzell Library.

Victoria Funk - [Victoria.Funk-1@ou.edu](mailto:Victoria.Funk-1@ou.edu)

Office Hours: Weds & Fri 10:30 am – 12 pm. Location TBA.

Kevin Hooper – [khooper1@ou.edu](mailto:khooper1@ou.edu)

Office Hours: Mon 1:30-2:30 pm & Weds 10:30-11:30 am, 414 DAHT.

### **Course Information:**

Lecture Times: Mon & Weds, 12:30 pm to 1:20 pm

Lecture Location: Dale Hall 0128

Course Websites: [canvas.ou.edu](http://canvas.ou.edu); [explorehistory.ou.edu](http://explorehistory.ou.edu)

Discussion Sections: Thursdays and Fridays.

## **Course Description**

This course introduces you to the social, political, economic, and cultural history of the United States from the era of European colonization through the end of the Civil War. Its central theme is the tension between America's founding principle as a nation dedicated to individual liberty, justice, and human perfection and the violence it created through warfare, slavery, and territorial expansion. Through course lectures, readings, writings, assignments, and discussions, you will examine a variety of historical topics from this long period: the economic, social, and cultural diversity of the North American colonies; the competition between empires in colonial North America; the political and legal invention of the United States; western expansion, the spread of slavery, and the dispossession of Native Americans; the emergence of a modern two-party political system; the multiple effects of industrialization, immigration, and urbanization; and the political conflict over slavery that produced the Civil War.

One key way in which we will explore these topics is to analyze them as historians do. Rather than merely reciting 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 Exam (150 points)**

You will take one midterm exam during the semester. It will be held in lecture on Oct 10. This exam will consist of IDs and one essay question. It is worth 150 points, or 15% of your final grade.

### **First Paper (100 points)**

Your first paper is a 1000-word analysis of primary documents, due on September 24. You will use (up to) four documents, which I will provide to you on September 7.

### **Research Paper Prep and Final Draft (250 points)**

Your second paper is a 2000-word research paper, due November 28. You will have homework assignments throughout the semester that help you prepare for this paper, which will be a part of your final grade. The first two homework assignments – the Paper Topic/Research Plan and Annotated Bibliography – will be worth 25 points each. The draft of your Introduction/Thesis Statement is worth 50 points. And the final draft is worth 150 points, or 15% of your final grade.

### **Quizzes (100 points)**

There will be six unannounced quizzes during lecture this semester, and each will count for 20 points. You can drop the lowest score. These quizzes should be relatively easy for anyone who has been coming to lecture, taking notes, and paying attention. You cannot make any of these quizzes up for any reason. If you aren't in class on the day of a quiz, you will take a zero on it.

### **Discussion Section Participation (200 points)**

200 points, or 20% of your grade, will be based on the quality and quantity of your participation in your discussion sections. This course will work best with the completion of weekly assignments and active participation in those classes – thus you're expected to come to discussion sections ready to participate actively, which means having done the work and being prepared to talk about it. A student who attends every discussion section but rarely speaks can expect a participation grade no better than a C. If you are shy, speak with your TA about it during office hours. Our goal is to get you more involved; your goal should be the same.

### **Final Exam (200 points)**

At the end of the semester, you will take a final exam worth 200 points, or 20% of your final grade. Testing both reading and lecture material, this exam will demand that you reproduce historical knowledge as well as produce historical arguments. Like the midterm, the exam will consist of IDs, which will be drawn from key terms during lecture, and an essay section, which will include both a cumulative essay and one that only covers the second half of the course.

### **A Brief 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%

## Readings

The following books are required reading, and may be purchased either online or at the University Bookstore:

Black Hawk, *Life of Black Hawk* (Penguin, 2008). ISBN: 978-0143105398

Jonathan Fetter-Vorm and Ari Kelman, *Battle Lines: A Graphic History of the Civil War* (Hill and Wang, 2015). ISBN: 978-0809094745

Richard Godbeer, *Escaping Salem: The Other Witch Hunt of 1692* (Oxford, 2005). ISBN: 978-0195161304

There are also required readings on canvas, either in pdf form or as hyperlinks to other websites. Note also that the amount of reading varies from week to week. Look ahead in your syllabus. If you have a heavy workload coming up, you might want to get a head start on it.

There is also a recommended textbook for the course. It is not required to purchase, but those who want additional context should use it:

James Henretta, et al., *America: A Concise History*, Vol. 1, 6th ed. (Bedford/St. Martins, 2015). ISBN: 978-1457648565

## Attendance Policy

### The Most Important Rule

You are responsible for all material presented, handouts and assignments distributed, and announcements made in lecture, discussion section, and online. Even when you miss a lecture or discussion section, this holds true.

### Lecture Attendance

For logistical reasons – i.e. too many students to count – there is no formal attendance policy for lectures. The course, however, is structured so that it is impossible to do well if you do not attend lectures regularly. Plus, you may miss a quiz. In the end, if you miss a lecture, you will miss a significant amount of new and important information that is not covered in any of the readings. Attendance at all lectures is therefore **STRONGLY** recommended.

## **Discussion Attendance**

Class attendance in discussion sections is mandatory. Completed writing assignments, including the papers, can be handed in only at the beginning of discussion section. Quizzes or other short assignments you do in those sections cannot be made up. You cannot email them to your TA.

### **Let me clarify the attendance policy.**

If you miss no more than one discussion section, there is no need to provide any explanations. If you miss more than one, though, you need to approach your TA with a valid reason for the absences and provide some kind of documentation like a doctor's note. Do not plan to skip a discussion section early on and then, when you get sick and come with a doctor's excuse for two missed sections, expect there to be no penalty.

## **Other Matters**

### **Communication**

I will answer all emails within 24 hours (excluding weekends). Please provide a signature with your full name so I know with whom I am communicating, as well as a proper greeting: "Dear Professor Malka," etc. Please also include a proper closing, such as "Sincerely," etc. I will not respond to rude messages. At the same time, all inquiries about grades must be handled in person and cannot be discussed over email. The same rules of communication apply for your TA.

### **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 the TAs 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.

### **Canvas**

Course materials including the syllabus, course calendar, lecture slides, weekly readings, and various 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](http://www.ou.edu/drc)).

### **Extra-Curricular Activities**

Students involved in OU official extra-curricular activities should inform the TAs and myself at the beginning of the semester of any known scheduling conflicts.

### **In-class Behavior**

This class is to be an inclusive, safe, clean, and respectful environment. Be considerate of one another (and me) and refrain from distracting activities. Do not read the paper, gossip, or catch up your electronic correspondence. If you use a laptop or other electronic device to take notes, do not surf the web. Phones, pagers, blackberries, and other devices must be turned off or completely silent – not on vibrate – during lectures and discussion sections. No taping or digital recording of lectures is allowed. No texting or other electronic communication is allowed. People violating this rule will be asked to leave.

Please arrive to each lecture and discussion on time and plan on staying to the end, as it is disruptive to me and other students who are trying to listen and take notes. Please do not begin packing up before class has been dismissed.

Some of the imagery and descriptions in this course of subjects (such as slave life) 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.

### **Late Work**

All deadlines are firm unless extensions are made due to certifiable medical emergency. If you anticipate having trouble meeting any of the deadlines, please speak with your TA to discuss possible alternatives. You should know, however, that we rarely grant extensions except in the most serious cases, and do not grant reprieves for poor planning. For the written assignments, a letter grade will be deducted for every day the paper is late. Anything turned in more than five days after the due date will receive no better than an "F." Anything turned in more than a week after the due date will receive a ZERO.

Make-up exams will not be given except in the case of documented medical emergency or pre-approved, documented OU-related event (i.e. team sports travel). Please note the exam dates. Medical emergencies usually entail symptoms such as open wounds, profuse bleeding, and/or being knocked unconscious. General malaise ("not feeling well"), scratchy throats, headaches, hangnails, athlete's foot, hangovers, bad hair days, breaking up with boyfriend/girlfriend, family vacations, sister's/friend's/your own wedding, or simply failing to study for the exam, and other minor physical or mental conditions are not excusable. In other words, if you didn't go to the emergency room for it, it's most likely NOT a medical emergency and you should haul it to class. Please tell your mother/travel agent/rich uncle not to plan your family holiday trip to grandma's/Florida/Swiss Alps until after you take the final exam.

### **Academic Responsibility**

Plagiarism, or presenting someone else's words and ideas as your own, is a serious integrity violation that could earn students an F on the assignment or course. All of your written work should thus be

your own. In using someone else's words, you must use quotation marks and cite the relevant author, work, and page numbers in a footnote. If you paraphrase someone else's words and/or argument, you must also provide a citation. Let us be clear: taking another author's work without citation, whether or not you use direct quotations, constitutes plagiarism. 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>

Other forms of academic dishonesty include:

- Submitting academic work that has been previously submitted – in whole or in substantial part – in another course, without prior and expressed consent of the instructor.
- Obtaining information from another student or any other unauthorized source (including electronic sources), or giving information to another student via such devices, with the intent to deceive while completing an examination or individual assignment.
- Purchasing or selling academic assignments. This includes purchasing or selling class notes through commercial note-taking companies. Any course-related materials, presentations, lectures, etc., are the instructor's intellectual property and may be protected by copyright. Selling class notes through commercial note taking services, without the written advance permission of the course instructor, could be viewed as copyright infringement and/or an academic integrity violation. Copyright (2018) Dr. Adam Malka.

## Schedule of Lectures, Readings, and Assignments

\* = texts available on or through Canvas.

### *Week 1: Memory*

Aug 20      Today's History

Aug 22      The Discovery of Europe

Section Assignment: Read \*Kyle Ward, *History in the Making*, 26-29 (Canvas).

### *Week 2: Society*

Aug 27      Early Virginia's Ordeal

Aug 29      Sex and the City on a Hill

Section Assignment: Read *Escaping Salem*, pp. 1 – 87.

### *Week 3: Authority*

Sept 3      No Class – Labor Day

Sept 5      Consolidating English Rule in the Colonial Northeast

Section Assignment: Read *Escaping Salem*, pp. 88 – 171.

*Week 4: Property*

Sept 10 Slavery in Colonial North America

Sept 12 The Colonial System

Section Assignment: Read \*Morgan, "Slavery and Freedom"  
Read \*Higginbotham, "The Ancestry of Inferiority (1619-1662)"  
Read \*Selected VA Statutes Relating to Indentured Servants  
Read \*Runaway Slave Ads

*Week 5: Crisis*

Sept 17 Contingencies and Conflicts

Sept 19 No Class

Section Assignment: Read \*Woody Holton, "'Rebel against Rebel': Enslaved Virginians and the Coming of the American Revolution"  
Read \*Proclamation of Earl of Dunmore, November 7, 1775  
Read \*Thomas Jefferson, Original Rough Draft of the Declaration of Independence (1776)

*Week 6: Independence*

Sept 24 Waging War; **\*First Paper Due\***

Sept 26 Creating the Constitution

Section Assignment: Read \*The U.S. Constitution and Bill of Rights  
Read \*Madison, Federalist #10  
Read \*William Hogeland, "Constitutional Conventions"

*Week 7: Partisans*

Oct 1 Hamilton's Plan

Oct 3 Jefferson's Empire

No section this week; study for the midterm.

*Week 8: Empire*

Oct 8 The War of 1812

Oct 10 Midterm

Section Assignment: Listen to the album \*"Hamilton."  
Read \*"World Wide Enough" and \*"Make 'em Laugh"  
Read \*Rampolla, "Writing a Research Paper"

*Week 9: Market*

Oct 15 From Coercion to Contract

Oct 17 Freedom to Starve; **^Final Paper Topic and Research Plan Due^**

Section Assignment: Read excerpt of \*Report from The New York Society for the Prevention of Pauperism (1818)  
Read \*Rules and Regulations of Salem Almshouse (1816)  
Read excerpt from \*Report by The Boston House of Industry (1821)  
Read \*Melville, "Bartleby, the Scrivener" (1853)

*Week 10: Liberalism*

Oct 22 Home and Work

Oct 24 Reforming Men and Women

Section Assignment: Read \*Letters between Catherine Beecher and Angelina Grimké (1837)  
Read \*Seneca Falls Declaration of Sentiments (1848)  
Read \*Wellman, "Women's Rights, Republicanism, and Revolutionary Rhetoric in Antebellum New York"  
Read \*Greeley, et al., "Women and Work" (1854)

*Week 11: Politics*

Oct 29 A Firebell in the Night

Oct 31 The Second Party System

Section Assignment: Read *Life of Black Hawk* (pp. 9 – 98 mandatory; pp. vii – xxviii recommended)

*Week 12: Slavery*

Nov 5 The Family, Black and White; **^Annotated Bibliography Due^**

Nov 7 Fighting Over Slavery

Section Assignment: Watch the film *12 Years a Slave*, available to rent at Amazon, iTunes, or YouTube. There will also be showings.  
Read \*Douglass, "What to the Slave is the Fourth of July?"

*Week 13: Expansion*

Nov 12 Engines of Conquest

Nov 14 Texas, Mexico, and the Coming Storm

Section Assignment: Review \*Rampolla, "Writing a Research Paper"

*Week 14: Sectionalism*

Nov 19 Section Over Party; **^Introduction and Thesis Statement Due^**

Nov 21 No Class - Thanksgiving

Assignment over the break: Write research paper.

*Week 15: Disunion*

Nov 26 Secession

Nov 28 Who Freed the Slaves? **^Research Paper Due^**

Section Assignment: Read \*Stephens, "Corner Stone Speech" (1861)

Read \*Mississippi Declaration of Secession (1861)

*Week 16: Revolution*

Dec 3 Republics of Suffering

Dec 5 The Second American Revolution

Section Assignment: Read *Battle Lines*

**\*Your Final Exam is at 1:30 pm on December 14 in 0128 Dale Hall.**