

## **HIST 1483: American History to 1865**

Fall 2019

PHSC 201

MW, 12:30pm – 1:20pm

**Instructor:** Professor Lauren Duval

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

Office Hours: M: 4:30pm-5:30pm; W: 10:00am-11:30am, and by appointment, DAHT 416

### **Discussion Leaders:**

Jake Blackwell

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Jay Casey

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Ryan Brumbelow

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Office Hours: M: 11:20am-12:20pm; W: 10:30am-11:30am, DAHT 306

### **Course Description**

If you want to understand contemporary America, then you must contend with its colonial past. This course covers the early American past by examining the convergence of cultures and peoples that structured early American life—beginning with the first encounters between Natives, Africans, and Europeans, through the creation of the United States, the expansion of the American nation-state, and ultimately, the violence of civil war. As Native peoples, West Africans, and western Europeans made their lives together on the North American continent, their interactions changed the social, economic, political, and actual landscapes of the continent. Examining both large processes and the daily lives of ordinary men and women, this course will help you gain a better understanding of the people that inhabited early America and the world that they lived in. We will explore how people responded to one another and to the systems and institutions that they created and lived within, ones shaped by various categories and hierarchies of difference—including race, ethnicity, social status, and gender. These processes were central to the creation of early American society and their legacies have lasting relevance for the history of the United States, including the present day.

This course has several objectives intended to support and inspire your intellectual exploration. First, it will increase your familiarity with the content of early American history through primary and secondary source analysis. Secondly, this course will challenge you to consider diverse perspectives on the past, especially those voices that are often marginalized in mainstream narratives, and it will ask you to think your way into the minds and experiences of historical actors. Additionally, this course will encourage you to reflect on how economic, social, political, and cultural power operated in the past so that you may more fully assess their historical legacies, in both the period under consideration and today. Finally, this course will introduce you to the historian's craft and the various lenses that historians use to interpret the past and craft historical arguments. It will ask you to think critically about the history that historians produce—and why that matters. Accordingly, we will study what happened in the past. But we will also pay close attention to the ways in which historians have interpreted that past, exploring questions of evidence, method, and, most especially, interpretation.

## Why is this course important?

Everything has a history. Developing academic and personal skills to find, assess, and revise material from the past will give you a sophisticated view of the present. Understanding how arguments are put together with facts and logic and making them yourself is essential to academic and lifelong success. You will improve your ability to communicate verbally and in writing and will hone your ability to read and think critically. These skills will serve you well through the rest of your OU career and beyond.

## Course Structure

Class meets three times per week—two lectures and one discussion section. Lectures will not recapitulate the readings and your *engaged* attendance at both lectures and discussion is strongly recommended.

**Lectures** provide a vital point of entry into a topic. They will not tell you everything you need to know (you are expected to find out some of this yourself through assigned readings and discussion), but they will guide you through the key issues, concepts, and themes. Think of them as a scaffolding for your own reading and thinking.

**Discussion sections** will explore the assigned reading for the week. It is expected that you have completed the reading, thought deeply about it, and arrive prepared to contemplate and deliberate it with your classmates. Your role in discussion is twofold: **to listen** to comments from your classmates and the discussion leader and **to contribute** by defending or developing your point of view, asking questions, or responding to points brought up by others. You will get more out of discussions if you actively participate in the conversation and should aim to say something, at least once, each meeting.

## Required Readings

All required course readings will be available through Canvas, JSTOR, or links in this syllabus. It is expected that you **print out course readings and bring them to discussion section**.

If you are trying to access readings and course materials from off campus, you must first log in to the database (JSTOR, Project Muse, etc.) with your OUNetID (4x4) and password via the OU library website: <https://libraries.ou.edu/eresources>.

## Recommended Text:

Joseph Locke and Ben Wright, ed., *The American YAWP*, vol I. (Stanford University Press, 2018), <http://www.americanyawp.com/>

*This text is not required but is freely available online and provides extra context for lectures and readings. If you find yourself confused or in need of further explanation, please consult The YAWP.*

**Exploring U.S. History:** The History Department created the Exploring U.S. History website to help you find instructions on papers, tutorials on writing, and links to the primary and secondary sources required for the papers: <http://explorehistory.ou.edu>

## Course Requirements

**Reading:** Critical reading is a skill, and one that will be crucial to your success in this course. It is not enough to simply skim the readings before discussion section. In order to effectively participate in discussion, you must actively engage with the assigned readings—interrogate them, even. Underline, take

notes, ask questions. Be skeptical about what you are reading. Contextualize it with what you already know and what you are learning in class, including previous readings. Active reading is an exercise in thinking as much as it is a way of consuming new information.

**Discussion:** This course is built around group interaction, discussion, and collaborative learning. You will be expected to come to class each week having done the readings, *thought carefully about them*, and be prepared to contribute to class discussion. Advance preparation is crucial to your success in this course and the success of the class. We will provide study questions each week to guide you in your engagement with the readings.

Everyone is required to actively participate in weekly class discussions. This does *not* mean that you should try to talk as much as possible. Rather, you should endeavor to ask critical questions of the readings, your fellow students, and the discussion leader. Strive to pose comments—however brief—that raise unspoken questions, respond thoughtfully to your classmates, or shed new light on our discussion. **Remember, quantity does not necessarily equal quality.**

#### **Tips for Discussion Preparation**

- *Do not automatically accept a source as simply “true” or “false.”* Instead, ask “whose interests does this source represent?” and “how do these interests shape the source?”
- Read all the way to the end of the text.
- *Look for patterns.* Don’t let yourself get lost in a flood of details or narrative.
- *Listen for silences.* What is missing? What does a source seem to avoid mentioning?
- Take notes on *specific examples* of each issue you are examining and include page numbers.
- Take time before class to look at your notes and think about the larger implications of the patterns and examples which you have identified.
- And remember, it is okay to disagree with your classmates—but it is not acceptable to attack them for holding different points of view

**Writing:** Honing your analytical writing skills is an important part of this course. Written assessments will ask you to think critically about primary and secondary source material and analyze them within the context of the course. By the end of the semester, you will put your knowledge and your skills to work in a brief, original research paper.

**Writing Assistance:** We are eager to assist you in preparing for papers and exams. Please visit us in office hours. We will also hold History Write Nights prior to the due dates for the two papers where faculty and teaching assistants will be available to assist you. Additionally, we are happy to look at drafts, but please plan ahead—do not email them to us at midnight the night before they are due.

### **Assignments and Grading**

Students can earn up to 1000 points in this class.

#### **Discussion Section Participation (250 points)**

250 points, or 25% 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. Our goal is to get you more involved; your goal should be the same.

**Weekly Discussion Question:** 50 of your discussion points are for weekly discussion questions, to be submitted to your discussion leader at the time they specify. Late questions will not be accepted.

**Discussion Responses:** For those of you who simply cannot bring yourselves to speak in group settings or feel that your discussion participation could have been stronger, there is another option available for receiving evaluation for the discussion portion of your grade. You can email a discussion response to your discussion leader **by 6:00pm** of the day of the discussion for which you did not orally participate. **Please note, you may not submit a response in lieu of attendance.** These responses should include your thoughts on the assigned readings, as well as comments on the issues raised by your classmates in the discussion. **Your response should not be a regurgitation of others' ideas, and it should definitely NOT be simple summary of the readings.** Rather, it should reflect your own independent thinking—issues that strike you from the readings, questions they raise, points that you would like to explore more fully, criticisms you may have of an author's or classmate's interpretation, reflections on the perspective of a primary source, etc.

#### **Article Analysis (100 points)**

You will submit an article analysis of a **secondary source** (article or book chapter) assigned for either **week 3, 4, or 5**. You only need to complete one and the choice of article is yours. The assignment is due at the beginning of class on the day that we discuss your chosen reading in discussion section. Instructions are on Canvas.

#### **First Paper (150 points)**

Your first paper is a 1000-word analysis of primary documents, due in week 6. You will use a **minimum of three documents**, which I will provide to you.

#### **Midterm Exam (100 points)**

You will have an in-class midterm exam during the semester. You will be allowed to bring **one singled-sided page of notes** to the exam, which must be submitted with the test. The exam will consist of several IDs and one essay question. We will give you a prep sheet one week in advance with three essay questions. On the exam, we will select two questions from the prep sheet; you are required to answer one.

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

Your second paper is a 2000-word research paper, is due on **Monday, November 25<sup>th</sup> by 11:59pm**. 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 of these assignments—the Paper Topic/Research Plan and Annotated Bibliography—will be worth 25 points each. The draft of your Introduction and Outline, due Week 12, is worth 50 points. The final draft of the research paper is worth 150 points.

#### **Final Exam (150 Points)**

Like the midterm, your final exam will consist of several identifications and an essay, which you will have ahead of time. It will be a take-home exam and is due by **11:59pm on Tuesday, December 10<sup>th</sup>**.

Here are the rubrics that I use for assigning letter grades in this course:

<b>A</b>	All course requirements met. Work demonstrates full understanding of course material and an original, engaged perspective on the subject. Few, if any, grammatical or errors. Proper citations. Excellent work overall.
<b>B</b>	All course requirements met. Work demonstrates full understanding of course material (or satisfactory understanding of course material and an original perspective on the subject). Some spelling/grammar or citation errors. Good work.
<b>C</b>	All course requirements met, work shows satisfactory understanding of material. Several spelling/grammar or citation errors. Satisfactory work.
<b>D</b>	Work fails to meet minimum course requirements, either in timely completion of requirements or in demonstrating satisfactory understanding of course material. Significant spelling/grammar errors. Minimal citation.
<b>F</b>	Work falls far below minimum course requirements either in timely completion of requirements or in demonstrating satisfactory understanding of course material. Significant spelling/grammar errors that detract from the piece. Minimal or no citation.

**Discussion participation rubric:**

<b>A</b>	Rarely or never absent; engaged; thoughtful and insightful comments that move the discussion forward (i.e. doesn't talk just to talk)
<b>B</b>	Absent infrequently; high quality contributions that enrich discussion
<b>C</b>	Absent periodically; limited or uninspired participation in discussion (i.e. talking just to talk)
<b>D/F</b>	Frequently absent; virtually silent

**Course Policies**

**Expectations:**

1. **Come to class.** Each lecture and discussion section will introduce new material and has carefully designed activities to help you learn, practice new skills, and apply course readings and new ideas.
2. **Be on time, stay for the whole class, and be polite by not talking when I'm talking.** I don't post lecture notes or slides, so coming to lecture is the only way you can get the material that you will be tested on in exams. We will talk about how to take notes, how to listen, and how to succeed in this class. Learning how to focus and take notes is a crucial skill that you'll use the rest of your life.
3. Turn your **phone on silent (not vibrate)** before class begins.
4. Take responsibility to know when assignments are due and plan your time accordingly.
5. **Come to class with an open mind and a willingness to engage in discussion with your fellow classmates.** Above all, this course is about intellectual exploration and learning to think. An atmosphere of mutual respect, collaboration, and tolerance is vital to this process. We will 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.

6. **Ask for help if you need it. Ask questions of me, the discussion leaders, your classmates.** Get to know the range of academic and personal support that OU offers as well as the team of helpful teachers in this class.

**Attendance:** Your attendance in both lecture and discussion section is crucial for your success in this course. Weekly discussion section participation accounts for 25% of your grade; if you are going to be absent from discussion section because of illness or an emergency, you must contact your discussion leader ahead of class. An excused absence is an absence that we have excused by email. I'd prefer if this occurred before the absence takes place, but I do understand that things happen. If you miss a discussion section and would like an excused absence, please contact either me or your discussion leader as soon as possible and we will evaluate the situation. Please note that internships or work-related absences are not necessarily excused absences until we sign off on them. **Finally, if you miss class it is your responsibility to get notes about what you missed from a fellow classmate.**

**Late Papers, Missed Exams, and Make-up Work Policy:** A missed exam or discussion section will be counted as a zero, unless you notify me or your discussion leader in advance and provide sufficient documentation. I do not offer extra-credit assignments and typically do not allow make-up work.

#### **Phones, Laptops, and Technology:**

- Please turn your phone on silent and put it away for the duration of class. No texting or other electronic communication is allowed; likewise, the recording of lectures is prohibited.
- **I encourage you to take lecture notes by hand.** This is based on research about how distracted we are by technology, how much multi-tasking erodes our ability to focus, and how much it disturbs other people. Taking notes by hand improves retention and promotes deeper understanding because it requires you to process and evaluate what you are hearing, rather than rote transcription. Moreover, wi-fi simply makes the urge to browse, shop, chat, or go on social media too tempting.
- That being said, **if you choose to take lecture notes on a laptop, you must sit in the designated laptop section at the back of the classroom** and I'd recommend that you **disable wifi during class.** The discussion leaders will monitor the laptop section. The first time they catch you off task, you will be given a warning; if it happens again, you will be asked to leave.
- Discussion section laptop policies will be set by your discussion leader.

**Elite “notetakers” and course materials:** So-called “elite note takers” are prohibited in this class. Similarly, you may not share your papers or exams with any future students of this class. Posting notes online and/or selling them violates my intellectual property as it's done without my consent. If you are caught as an “elite note-taker” or buy from a “elite note-taker” you may receive a zero in this class.

**Professionalism:** One crucial aspect of professionalism entails effective management of all the information that has been provided to you, so you can fulfill your work responsibilities. Before you send an email to your GTA or professor with any questions consult this syllabus, Canvas, and <http://explore.ou.edu>. Most likely your question will be addressed in one of these resources.

**Email Policy:** I aim to respond to emails within 24 hours (weekends excluded). Please review assignments ahead of time so that you have ample opportunity to email your questions or come to office hours. Please note, I do not accept assignments over email without prior arrangement. All inquiries about grades must be handled in person and cannot be discussed over email.

**Email Etiquette:** Please model your e-mails on business memos. This enables faster, easier, and more effective responses. What does this mean in practice?

- Use a **subject heading** that identifies the class and the issue at hand. (HIST 1483: Question about Midterm)
- Identify yourself by **both first and last name.**
- **Make a request that is both specific and reasonable.** It isn't helpful to know that you think the reading is hard; it is helpful to know that you are confused by the issues raised in the last three paragraphs of the reading.
- Finally, although this should go without saying, all requests should be accompanied by **"please"** and **"thank you."**

**Office Hours:** My goal in this course is to help you succeed in learning how to become a successful historian. Together we can develop a strategy for improving your performance. I encourage you to visit me during office hours if you are encountering any problems during class, if you need help with assignments, or if you would just like to talk about issues raised in the course. I'll have office hours every **Monday from 4:30pm-5:30pm, Wednesday from 10:00am-11:30am, and by appointment.**

### University Policies and Campus Resources

**Academic Integrity:** Academic dishonesty will not be tolerated in this class under any circumstances. Plagiarism is the stealing of words, phrases, ideas, intellectual structures (that is, the order of an argument), and/or concepts without proper attribution. All work must be your own. A fundamental part of historical practice is wrestling with and engaging existing scholarship. It is expected that you credit these sources and carefully cite the words and ideas of others. To do otherwise is plagiarism. I take issues of academic dishonesty very seriously and will report all incidents to the Office of Academic Integrity. By enrolling in this course, you have acknowledged your awareness of OU's Integrity Code and are expected to adhere to its standards: ([http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)).

**Writing Center (Wagner 280):** Staffed by OU students, open to all students, and helps with all stages of the writing process. Drop-in hours or by appointment: <http://www.ou.edu/writingcenter/about>.

**Academic Support:** The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities and learning differences. Students must be registered with the Disability Resource Center (DRC) prior to receiving accommodations. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. Once you have completed the DRC process, please contact Professor Duval to schedule a meeting so that we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

**Accessibility and Disability Resource Center (ADRC):** Goddard Health Center, Room 166.  
Phone: 405.325.3852. Email: [drc@ou.edu](mailto:drc@ou.edu). Online: [www.ou.edu/drc](http://www.ou.edu/drc).

**Extra-Curricular Activities:** Students involved in OU official extra-curricular activities should inform me and your discussion leader at the beginning of the semester of any known scheduling conflicts.

**Religious Observance:** It is University policy to excuse absences that result from religious observances and to reschedule examinations and required classwork that may fall on religious holidays, without penalty. If your plans to observe a religious holiday conflict with lectures, discussions, assignment or exam dates, please notify me as soon as possible in order to make appropriate arrangements.

**Title IX Resources:** For any concerns regarding gender-based discrimination, sexual harassment, sexual assault, dating/domestic violence, or stalking, the University offers a variety of resources. To learn more or to report an incident, visit <http://www.ou.edu/eoo>. Please be advised that the professor and discussion leaders are required to report instances of sexual harassment, sexual assault, or discrimination to the Sexual Misconduct Office.

### Schedule of Meetings and Assignments

*The following syllabus is a detailed description of the course; however, it is subject to change. Students are responsible for staying up-to-date with any alterations in the course program and for checking Canvas and email regularly for course announcements, reminders, and updates.*

#### Week 1: The Historian's Craft

Monday, August 19: Introductions, ground rules, syllabus

Wednesday, August 21: The History of Colonial History

Discussion Section Assignment:

- Listen to *Ben Franklin's World* (also available through any podcast app):
  - “Why Historians Study History,” January 22, 2016, [0:00 – 14:41].  
<https://www.benfranklinworld.com/why-historians-study-history-doing-history/>
  - “Michael McDonnell, The History of History Writing,” June 28, 2016, [15:32 – 41:13].  
<https://www.benfranklinworld.com/episode-088-michael-mcdonnell-history-history-writing/>
- Daniel Richter, “Prologue: Early America as Indian Country,” in *Facing East from Indian Country*, (Harvard University Press, 2001), 1-10.

#### Week 2: Old Worlds

Monday, August 26: Native Ground

Wednesday, August 28: Colonial Precedents and Imperial Contests

Discussion Section Assignment:

- Christina Snyder, “The Lady of Cofitachequi: Gender and Political Power among Native Southerners,” in *South Carolina Women, Their Lives and Times* (University of Georgia Press, 2009), 11–25.
- Corn Mother (Penobscot origin story).
- *El Requerimiento*, 1513, <https://teachingamericanhistory.org/library/document/requerimiento/>

**\*\*\*You must complete ONE article analysis on a secondary source in either Week 3 (DuVal), 4 (Morgan), or 5 (Grandjean)—your choice\*\*\***

### **Week 3: Worlds Collide**

Monday, September 2: No class, Labor Day

Wednesday, September 4: Mutual Discovery in New Spain and New France

Discussion Section Assignment:

- “A Gaspesian Indian Defends His Way of Life, 1641,” *American Yawp*, <http://www.americanyawp.com/reader/colliding-cultures/a-gaspesian-indian-defends-his-way-of-life-1641/>
- Kathleen DuVal, “Negotiators of a New Land, 1650-1740,” in *The Native Ground: Indians and Colonists in the Heart of the Continent* (University of Pennsylvania, 2006), 62-102.

### **Week 4: The Early Chesapeake**

Monday, September 9: Roanoke and Jamestown

Wednesday, September 11: The Development of the Chesapeake

Discussion Section Assignment:

- Philip D. Morgan, “Virginia Slavery in Atlantic Context, 1550 to 1650,” in *Virginia 1619: Slavery and Freedom in the Making of English America*, ed. Paul Musselwhite, Peter C. Mancall, and James Horn, (University of North Carolina Press, 2019), 85–107.
- “‘Our Plantation Is Very Weak’: The Experiences of Richard Frethorne, an Indentured Servant in Virginia, 1623,” <http://historymatters.gmu.edu/d/6475>
- Excerpts from the Diary of William Byrd

**\*\*\*Start working on Paper 1—due in two weeks\*\*\***

### **Week 5: The Northeast**

Monday, September 16: The Puritans and their Neighbors

Wednesday, September 18: Witchcraft and War

Discussion Section Assignment:

**\*\*\*Last opportunity to submit Article Analysis\*\*\***

- Katherine A. Grandjean, “New World Tempests: Environment, Scarcity, and the Coming of the Pequot War,” *The William and Mary Quarterly* 68, no. 1 (2011): 75–100.
- Thomas Morton Reflects on Indians in New England (1637), <http://www.americanyawp.com/reader/the-new-world/thomas-morton-reflects-on-indians-in-new-england-1637/>

### **Week 6: Establishing British America**

Monday September 23: New Netherland/York and the Mid-Atlantic

Wednesday, September 25: Carolina and the English Caribbean

Discussion Section Assignment:

**\*\*\*Paper 1 DUE (instructions on Canvas and Exploring U.S. History site)\*\*\***

- Be prepared to discuss the sources that you analyzed for your paper.

- Wendy Anne Warren, “‘The Cause of Her Grief’: The Rape of a Slave in Early New England,” *The Journal of American History* 93, no. 4 (March 1, 2007): 1031–1049.

### **Week 7: Situating Early America in the Atlantic World**

Monday, September 30: Africa and the Atlantic Slave Trade

Wednesday, October 2: Religion and Politics in the Early Eighteenth Century

Discussion Section Assignment:

- Randy J. Sparks, “Gold Coast Merchant Families, Pawning, and the Eighteenth-Century British Slave Trade,” *The William and Mary Quarterly* 70, no. 2 (April 1, 2013): 317–340.
- Excerpt from *The Interesting Narrative of the Life of Olaudah Equiano* (1789)
- Print of the Slave Ship *Brookes*, <http://www.americanyawp.com/reader/slave-ship-brookes/>

### **Week 8: What’s colonial about colonial America?**

Monday, October 7: Eighteenth-Century Borderlands and Imperial Contests

Wednesday, October 9: **MIDTERM EXAM**

Discussion Section Assignment:

- **Sections do not meet. Work on your second paper topic and research plan.**
- Read Mary Rampolla, “Writing a Research Paper”

### **Week 9: A World of Goods**

Monday, October 14: Imperial Ties, Colonial Cultures

Wednesday, October 16: The Road to Rebellion

Discussion Section Assignment:

**\*\*\*Submit second paper topic and research plan\*\*\***

- Serena Zabin, “The Informal Economy,” in *Dangerous Economies: Status and Commerce in Imperial New York* (University of Pennsylvania Press, 2009), 57–80.

### **Week 10: Resistance and Revolt**

Monday, October 21: Declaring Independence

Wednesday, October 23: The American Revolution

Discussion Section Assignment:

- Benjamin H. Irvin, “Tar, Feathers, and the Enemies of American Liberties, 1768-1776,” *The New England Quarterly* 76, no. 2 (2003): 197–238.
- Philip Dawe, “The Bostonians Paying the Excise-Man, or Tarring and Feathering,” (London, 1774).

### **Week 11: Making the Nation**

Monday, October 28: Creating the Republic

Wednesday, October 30: Party Politics

Discussion Section Assignment:

**\*\*\*Submit Annotated Bibliography\*\*\***

- **Listen:** Hamilton (also available on Spotify)  
[https://www.youtube.com/playlist?list=PLjQpKlmm\\_hsWKxfhW-kO3ZR\\_uwBTFmmGt](https://www.youtube.com/playlist?list=PLjQpKlmm_hsWKxfhW-kO3ZR_uwBTFmmGt)

Alexander Hamilton	Helpless	Non-Stop
My Shot	Satisfied	Cabinet Battle #1
The Schuyler Sisters	Guns and Ships	The Room Where it Happens
Farmer Refuted	History Has Its Eyes on You	Cabinet Battle #2
You'll Be Back	Yorktown (the World Turned	I Know Him
Right Hand Man	Upside Down)	The Election of 1800
A Winter's Ball	What Comes Next?	

Lyrics (Optional): <https://genius.com/albums/Original-broadway-cast-of-hamilton/Hamilton-original-broadway-cast-recording>

- **Watch:** History and Hamilton, the Musical, Roundtable Discussion, Society for the History of the Early American Republic, New Haven, Connecticut, July 22, 2016, CSPAN. [0:00-29:30]:  
<https://www.c-span.org/video/?412622-2/history-hamilton-musical>

## **Week 12: The Early American Republic**

Monday, November 4: Defining the Nation

Wednesday, November 6: Home and Work

Discussion Section Assignment:

**\*\*\*Submit Introductory Paragraph and Research Paper Outline\*\*\***

- Seth Rockman, "Chapter 6: The Hard Work of Being Poor" in *Scraping By: Wage Labor, Slavery, and Survival in Early Baltimore* (Johns Hopkins University Press, 2008), 158-193.

## **Week 13: Looking West**

Monday, November 11: Expanding the Republic

Wednesday, November 13: Indian Removal

Discussion Section Assignment:

- Listen to "This Land" podcast, episodes 1-4 (approx. 30 minutes each), <https://crooked.com/podcast-series/this-land/> (or via any podcast app)
- **Bring any questions/issues you have regarding the second paper—due in two weeks!**

## **Week 14: Rising Sectionalism**

Monday, November 18: Debating Slavery and Suffrage

Wednesday, November 20: Lives Under Slavery

Discussion Section Assignment:

- Tera Hunter, “‘Until Distance Do You Part,’” in *Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century* (Cambridge, MA: Belknap Press, 2017), 23-60.
- Watch *12 Years a Slave* (2013). Available on reserve at Bizzell Library or you can rent through Amazon video.

*\*\*This film presents a realistic portrayal of slavery, including violence and rape. If for any reason you are uncomfortable watching the movie, please come see either me or your discussion leader.\*\**

### **Week 15: Happy Thanksgiving!**

Monday, November 25: No class, work on your research paper.

**\*\*\*Submit second paper by 11:59pm (via Canvas)\*\*\***

Wednesday, November 27: No class, Thanksgiving Break

Discussion Section Assignment: No class, Thanksgiving Break

### **Week 16: Disunion**

Monday, December 2: Secession

Wednesday, December 4: Civil War

Discussion Section Assignment: Legacies of Early America (read/watch/consider)

- CBS This Morning, “Whitney Plantation museum confronts painful history of slavery,” April 8, 2015, <https://www.youtube.com/watch?v=JfC8X2Os2z4> [0:00 – 6:40]
- Farah Stockman, “Monticello Is Done Avoiding Jefferson’s Relationship with Sally Hemings,” *New York Times*, June 16, 2018.
- Monticello Online Exhibit: “The Life of Sally Hemings” <https://www.monticello.org/sallyhemings/>
- Gillian Brockell, “Some white people don’t want to hear about slavery at plantations built by slaves,” Retropolis, *The Washington Post*, August 8, 2019.
- *The Atlantic*, “Mitch Landrieu on the Problem with Confederate Monuments,” 2017. <https://www.theatlantic.com/video/index/536697/the-controversial-decision-to-take-down-confederate-monuments/>
- Kevin M. Levin, “Why I Changed My Mind about Confederate Monuments,” *The Atlantic*, August 19, 2017. <https://www.theatlantic.com/politics/archive/2017/08/why-i-changed-my-mind-about-confederate-monuments/537396/>

<b>Final Exam</b>
Submit final exam by <b>11:59pm on December 10<sup>th</sup></b> (via Canvas)
Late exams will not be accepted.