Course Syllabus
History 1483: United States, 1492-1865
Spring 2014
Physical Science Center 201
Lecture: Mondays and Wednesdays, 12:30-1:20

Professor Kevin Butterfield
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Office: Carnegie 219
Office Hours, Thursdays 1:00-4:00 and by appointment

Course description:
This course is an introduction to the origins and history of the United States of America from the fifteenth century to the end of the Civil War. With lectures, discussion, readings in primary documents and historical monographs, and independent research and writing, this course will examine major developments in American society and politics over four centuries of its history. The goals are to provide a framework for understanding the history of the American nation through the Civil War; to develop critical reading, listening, writing, and research skills; and to examine some of the central themes that have shaped the development of American society, such as the struggles for democracy and freedom and the contested definitions of such things as citizenship and civic equality.

Each student is required to read the assignments in the following books:


There will be two in-class exams—a midterm and a final, all held in Physical Science Center 201. The final will be held on May 5, 2014, from 1:30-3:30. All tests are closed book.

There will be two writing assignments based on primary materials. All students will use a set of documents provided on the course website for the first paper. Students will select a topic for the second paper based on the document list provided on the website. Additional details, writing tutorials, and library research guides will be provided separately.

Attendance:
Regular attendance is expected at all lectures and discussions. Roll will be taken in discussion sections. Failure to attend all lectures and discussions substantially diminishes your ability to succeed in the course.
**Classroom policies:**
The use of laptops is permitted during lecture, but Web browsers must remain closed. The professor recommends, however, that note taking be done with paper and pen. Cell phones should be turned off. Anyone with a university-approved disability that necessitates the use of a computer in class should contact the instructor at the earliest opportunity.

**Assessment:**
With the exception of your attendance grade, all work will be graded on an A-F scale and cumulatively calculated based on the following point system.

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Points</th>
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<tbody>
<tr>
<td>First paper</td>
<td>100</td>
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<tr>
<td>(draft, 25 points; final submission, 75 points)</td>
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<tr>
<td>Midterm exam</td>
<td>200</td>
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<tr>
<td>Research paper</td>
<td>200</td>
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<tr>
<td>(introduction, abstract, and bibliography, 25 points; final submission, 175 points)</td>
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<tr>
<td>Final exam</td>
<td>300</td>
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<tr>
<td>Discussion participation/attendance</td>
<td>200</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
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**For exams:**
Work of “A” quality demonstrates full mastery of the facts and interpretations found in the readings, lectures, and class discussion plus your independent assessment and evaluation of the material. Writing of “A” quality must be clear and concise, and (for essays) must present a carefully reasoned, well-supported thesis. Work of “B” quality demonstrates a sound understanding of the readings and lectures but fails to analyze that material thoroughly. Writing of “B” quality must be clear, presenting and supporting a well-thought-out thesis. Work of “C” quality demonstrates a working knowledge of the material and a minimum of interpretation. Writing of “C” quality must be understandable, presenting and supporting a thesis. Work failing to reach this minimum level will receive a “D” or “F”. No writing that is marred by excessive factual or grammatical errors or sloppy composition can receive an “A” or “B” grade.

**For papers:**
Additional guidelines will be provided through the course website. The grading criteria for the papers are similar to those described above for the in-class exams. Writing of “A” quality must be clear, thoughtful, and concise, and must present a carefully reasoned, well-supported thesis based on your independent assessment and evaluation of the material. Work of “B” quality demonstrates a sound understanding of the material but fails to provide a thorough and thoughtful analysis. Writing of “B” quality must be clear, presenting and supporting a well-thought-out thesis. Work of “C” quality demonstrates a working knowledge of the material and a minimum of interpretation. Writing of “C”
quality must be understandable, presenting and supporting a thesis. Work failing to reach this minimum level will receive a “D” or “F”. Please remember to proofread and carefully edit your papers. No writing that is marred by excessive “typos,” grammatical errors, or sloppy composition can receive an “A” or “B” grade.

**Regrade Policy:**
As your professor and your teaching assistants, we take seriously our responsibility to make sure that students understand fully the assignments and grading procedures. If you feel that your assignment was not given an adequate grade, you may request a regrade.

To request a regrade you must:

1. First write up in one paragraph your request and make an appointment to meet with your teaching assistant. In your request, briefly spell out your reasons and make an argument. Saying that you put in tremendous effort on a particular assignment is not an argument. At that appointment, go over in detail with your TA the assignment and your TA’s written comments. Give your reasons and point out where you thought you had answered all the parts of the question. If, in going over the assignment, it becomes clear that some items should have been given more credit, your teaching assistant may raise the grade. There is no risk that your grade will be lowered.

2. If the issues remain unresolved after meeting with your teaching assistant, you may make an appointment to see me within two weeks of the assignment’s return.

3. At that appointment, give me a new copy of the assignment (without comments). Also hand in your request and the copy with your teaching assistant’s written comments. I will regrade the entire assignment according to the grading rubric outlined above and assign a new grade. No “curve” will be applied. Your new grade could be higher or it could remain the same. If I determine that your teaching assistant was too generous and gave you credit for items not fully explained or poorly communicated, however, I will lower your grade. This grade will be final. I will not honor requests for regrades if more than two weeks have passed since the assignment’s return.

**Academic dishonesty** includes but is not limited to cheating on assignments or examinations; plagiarizing (presenting someone else’s writing or ideas as your own—see below); falsification of research; or submitting the same or substantially similar papers for more than one course without the prior consent of all instructors concerned.

On plagiarism: All assignments, especially formal written work, should properly acknowledge words and ideas that are not your own. Students are expected to express themselves and to sustain an argument in their own prose. They should not submit written work that does not properly acknowledge their sources or that includes excessive quotations of the work of others. If you want to quote from a published work, you must put that passage in quotation marks and include a proper citation. If you wish to express in your own words something that another author has written, you should include reference to the author to indicate that the ideas are hers/his and not yours.
University and classroom policies

Disability: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities. Further information can be also be found by contacting the Disability Resource Center (Goddard Health Center, Room 166, www.ou.edu/drc).

Absences: Attendance in discussion section will be kept and factored into the participation grade. It is each student’s obligation to inform the section leader of absences prior to the absence, including those justified by religious observance, legally required, or provost-approved, university-sponsored activity. It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.

Weekly assignments

[Most readings come from the Foner and Paine texts. Unless otherwise noted, all material listed as “Document assignment” can be found on explorehistory.ou.edu under “Paper Two: Sources.” All material as “Video Assignment” can be found on explorehistory.ou.edu under “Writing Tutorials.”]

Week 1: Encounters

Readings: Foner, chap. 1
- January 15: Collision of Cultures
- Discussion section: Introduction

Video assignments: “Course introduction” (home page); “Reading and Note-Taking”

Week 2: Planting Colonies

Readings: Foner, chap. 2
- January 20: NO CLASS (Martin Luther King, Jr., Holiday)
- January 22: Virginia
- Discussion section: Jamestown

Video assignments: “Working the Evidence” and “Paper One: Directions”
Document assignment: “Colonial America, no. 3: The Labor Problem in Colonial Settlements” (both primary and secondary source)
**Week 3: Planting Colonies, Continued**
Readings: Foner, chap. 3
- January 27: Puritan New England
- January 29: West Indies and the Middle Colonies
- Discussion section: Puritans in New England/Submit A-C-E Cards for Paper One

**Week 4: Transformations**
Readings: Foner, chap. 4
- February 3: Revolutions, 1676-1730
- February 5: Awakenings and a Modern Society
Discussion section: **Draft of Paper One due**
Video assignments: “College-Level Introduction”
- Additional resources: Writing workshop for History 1483/1493, “Verb Power,” Dale Hall 103
  - Sunday, February 2, 6:00-7:30 p.m.
  - Monday, February 3, 7:00-8:30 p.m.

**Week 5: Crisis of Empire**
Readings: Foner, chap. 5
- February 10: Warring for the New World
- February 12: Colonial Resistance
- Discussion section: Society and Rebellion
Video assignments: “Paragraph Unity”; “Common Misconceptions”
Document assignment: “Revolutionary America, no. 1: The Working Class in Revolutionary America” (primary source only)
- Additional resources: Writing workshop for History 1483/1493, “Sentence Craft I,” Dale Hall 103
  - Sunday, February 9, 6:00-7:30 p.m.
  - Monday, February 10, 7:00-8:30 p.m.

**Week 6: The American Revolution**
Readings: Paine, *Common Sense*, vii-xxxv, 3-38, 115-121
- February 17: Revolutionary Ideas
- February 19: The American Revolution
- Discussion section: Paine’s America; **First essay due (final)**
Video assignments: “Punctuation” videos (both, found under “Style and Syntax”)
Document assignment: “Common Sense” (Paine 3-38)
- Additional resources: Writing workshop for History 1483/1493, “Sentence Craft II,” Dale Hall 103
  - Sunday, February 16, 6:00-7:30 p.m.
  - Monday, February 17, 7:00-8:30 p.m.
**Week 7: Creating a Republic**  
Readings: Foner, chaps. 6-7; Paine, *Common Sense*, 121-134  
- February 24: Creating a Republic  
- February 26: The Constitution  
- Discussion section: Review for midterm

**Week 8: A New Federal Republic**  
Readings: Paine, *Common Sense*, 161-175  
- March 3: **Midterm Examination (in class)**  
- March 5: The Age of Federalism  
- Discussion section: Washington’s Farewell Address (1796)  
  Video assignment: “Paper Two: Directions”  
  Document assignment: Washington’s Farewell Address (Paine, 161-175)

**Week 9: An Unfinished Revolution**  
Readings: Foner, chap. 8  
- March 10: The Age of Jefferson  
- March 12: From Republican Motherhood to Separate Spheres  
- Discussion section: Creating a Republic of Citizens; **Paper topic due**  
  Document assignment: “Revolutionary America, no. 10” (primary source only)

**Week 10: SPRING BREAK**

**Week 11: A New Union**  
Readings: Foner, chap. 9  
- March 24: The War of 1812 and the Era of Good Feelings  
- March 26: Political Transformations  
- Discussion section: TBD

**Week 12: A New Generation**  
Readings: Foner, chap. 10  
- March 31: “General Jackson Conquers Every Thing”  
- April 2: A New Law  
- Discussion section: Jacksonian Democracy  
  Video assignment: “Carlo on Curtis: A Sample Introduction”  
  Document assignment: “A New Nation, no. 3” (both primary and secondary source)

**Week 13: Home and Work**  
Readings: Foner, chap. 12 [note: *chap. 11 has been assigned for next week*]  
- April 7: Work  
- April 9: Home
• Discussion section: Work and Home, Men and Women; Annotated Bibliography and Thesis Paragraph due
Video assignment: “Integrating quotations”
Document assignment: “Complaint of a Lowell Female Factory Worker” (1845) (to be distributed to class)

**Week 14: Two Americas**
Readings: Foner, chap. 11
- April 14: Manifest Destiny
- April 16: American Slavery as It Was
- Discussion section: 1840s America
  Video assignments: “Structure: Forward Momentum” and “Bridge Sentences”
  Document assignments: John O’Sullivan, “Annexation” (1845) (to be distributed to class); “A New Nation, no. 10” (both primary and secondary source)

**Week 15: The Darkest Hour**
Readings: Foner, chap. 13
- April 21: Abolition and the Crisis of Union
- April 23: Dred Scott, John Brown, and Abraham Lincoln (Research Paper due in class, April 23—submitted electronically and as hard copy)
- Discussion section: The Crime against Kansas
  Document assignment: “A New Nation, no. 15” (primary source only)

**Week 16: The Chorus of the Union**
Readings: Foner, chap. 14
- April 28: The Civil War
- April 30: Conclusion
- Discussion section: Review for final

**Final exam, May 5—1:30-3:30 P.M.**