HIST 1483-10: U.S. History, 1492-1865
Fall 2014

Professor Rachel Shelden
Email: rachel.shelden@ou.edu
Office Hours: Tuesday 1-3pm, Wednesday 10:30am-12:30pm, or by appointment
Office: DAHT 409C

Lecture: Mondays & Wednesdays, 8:30-9:20am, Dale Hall 0211
Course Websites: learn.ou.edu; exploreushistory.ou.edu

Discussions:
Jim Dupree: jdupree@ou.edu, Office Hours: T 1:45-2:45; R 10:30-11:30 Library Study Carrel 62D
Section 11: 9:30-10:20, Sarkeys Energy Center P0203
Section 16: 1:30-2:20 Carson Energy Center 0441
Erik Moore: erik.a.moore@ou.edu, Office Hours: T 1:30-3:30; R 4:30-5:30, Library Bookmark Cafe
Section 13: 9:30-10:20 Physical Science Center 0416
Section 14: 10:30-11:20 Jacobson Faculty Hall 102
Jesus Perez: Jesus.Perez-1@ou.edu, Office Hours: R 11:30-2, DAHT 306
Section 15: 10:30-11:20 Zarrow Hall 0105
Section 18: 2:30-3:20 Carson Energy Center 0441
Hannah Zinn: hlzinn@ou.edu, Office Hours: W 11:30-12:30, R 11-12, DAHT 306
Section 12: 9:30-10:20 Sarkeys Energy Center P0201
Section 17: 1:30-2:20 Zarrow Hall 0115
Course Description and Objectives
In this course, we will track the rise of American freedom from colonial times to the end of the Civil War. Along the way we will investigate the meaning of the words “slavery” and “freedom” for Americans of all backgrounds – rich and poor, young and old, citizens and non-citizens, white and black, Native American and settler, and more. Together, we will try to understand what freedom and slavery meant on the early North American continent.

One key way in which we will explore these issues is to analyze them the way the historians do. In other words, students will become historians; rather than simply reciting historical 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 American mainland from before contact to 1865.

Assignments and Grading
There are 1000 total points available in this class.

FIRST PAPER: 150 points (paper, 50 points; revision, 100 points)
MIDTERM EXAM: 150 points
DOUGLASS/NORTHUP ASSIGNMENT: 100 points
SECOND PAPER: 250 points (Intro, 25 points; final submission, 225 points)
DISCUSSION: 100 points
FINAL EXAM: 250 points

Papers (1st Paper: 150 points; 2nd Paper: 250 points)
Instructions for completing the papers can be found on the Exploring U.S. History website and in discussion sections.

Exams (Midterm: 150 points; Final: 250 points)
Exams are not intended to test your memorization skills but rather your understanding and analysis of the main themes of the course from lectures, discussion, and readings. Each exam will be cumulative, testing through short answers and essays.

Douglass/Northup Assignment (100 points)
In Week 12 (see schedule below) students will complete a written and oral assignment comparing critical themes in Frederick Douglass’s Narrative with those in the movie 12 Years a Slave. More details will be available in discussions later in the semester.

Discussion (100 points)
Your participation in discussion sections, through thoughtful comments and questions, is a critical element of this course. GTAs will evaluate your contributions on a weekly basis.
**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%

**Policies/Conduct**
This class is to be an inclusive, safe, clean, and respectful environment. Please refrain from using cell phones and other electronic devices while in class. Recording lectures is strictly prohibited. You may use your computers to take notes during lecture but please do not use email, facebook, or other sites that are not relevant to the topic at hand.

**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/or the GTAs 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.

**Attendance and Late Policy**
Attendance at all lectures is STRONGLY recommended. Class is REQUIRED on discussion days. GTAs will take roll in discussion. Please note that failure to attend all lectures and discussions will diminish your ability to succeed in this course.

I do not reschedule exams for unexcused reasons. If you miss an exam for an excused reason you must take responsibility for contacting me or your GTA to reschedule. If you do not reschedule in a timely fashion, you will receive a zero in spite of your excused absence.

**Plagiarism**
Plagiarism (presenting someone else’s words and ideas as your own), collusion, duplicate submission of the same work, providing false information, and theft of exams and other materials are serious integrity violations that could earn students an F on the assignment or course. 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

**D2L**
Course materials including the syllabus, course calendar, lecture outlines, readings, and links will be available on the class D2L site. All students must sign into the D2L site by the end of the first week of class. Please remember that D2L 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 me or the Disability Resource Center as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities. Further information can also be found by contacting the Disability Resource Center (Goddard Health Center, Room 166, www.ou.edu/drc).

**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:**
I have tried to make the reading as inexpensive as possible for this course. The following books are available at the University Bookstore and also Amazon.com or elsewhere online. Do not feel obligated to purchase these books at the bookstore. The editions listed below, however, MUST be the editions you read.

   ISBN: 0312257376

   ISBN: 0312413599

**Recommended Reading:**
This book is available at the bookstore but you may also purchase any edition that you can find elsewhere. The breakdown for reading assignments below is by chapter rather than page number to facilitate ease in acquiring an inexpensive copy.

   ISBN: 978-312485429

*Note: Additional REQUIRED Readings and Videos will be supplied on D2L, the Exploring U.S. History website (marked EUSH on the calendar below), or in class.*
COURSE CALENDAR

WEEK 1: Introductions
Monday, August 18: The Problem of Teleology
Wednesday, August 20: The View from the West
DISCUSSION: Historical Thinking

Assignments:
- Readings: Letter on Columbus’s First Voyage (D2L)
- Recommended Readings: Henretta & Brody, chapter 1

WEEK 2: The Colonial Experience
Monday, August 25: Strategy & Survival in the Chesapeake
Wednesday, August 27: New England & the Puritan Experiment
DISCUSSION: Historical Myths & Mythmaking

Assignments:
- Videos: “Working the Evidence” (EUSH)
- Readings: The four (4) primary sources for Paper #1 (EUSH)
- Recommended Reading: Henretta & Brody, chapter 2

WEEK 3: The Colonial Context
Monday, September 1: Labor Day – No Class
Wednesday, September 3: Slavery in the Atlantic World
DISCUSSION: Historical Perspectives

Assignments:
- Videos: “Thesis” (EUSH)
- Readings: Holton, Black Americans, Introduction (pp. 1-21)
- Recommended Reading: Henretta & Brody, chapter 3

WEEK 4: Consensus & Conflict in British North America
Monday, September 8: The Colonial System
Wednesday, September 10: Contingencies of the American Revolution
DISCUSSION: The Historian’s Toolbox

Assignments:
- Paper #1 DUE in Discussion Sections
- Videos: “Paragraphing”
- Recommended Reading: Henretta & Brody, chapters 4 & 5
WEEK 5: A New Union
Monday, September 15: War
Wednesday, September 17: Creating the Constitution
DISCUSSION: Whose History?

Assignments:
Readings: Holton, Black Americans, pp. 25-80
The Declaration of Independence (D2L)
The U.S. Constitution (D2L)
Federalist X (D2L or EUSH)
Recommended Reading: Henretta & Brody, chapter 6

WEEK 6: A New Nation
Monday, September 22: Ratification
Wednesday, September 24: The Age of Federalism
DISCUSSION: The Historical Product

Assignments:
Revision of Paper #1 DUE in Discussion Sections
Readings: Holton, Black Americans, pp. 81-102

WEEK 7: The Age of Jefferson
Monday, September 29: The Revolution of 1800
Wednesday, October 1: Jefferson’s World
DISCUSSION: Historical Tensions

Assignments:
Readings: Holton, Black Americans, pp. 103-140
Revolutionary America Primary & Secondary Sources #11: “Jefferson on the Separation of Church and State” (EUSH)
Recommended Reading: Henretta & Brody, chapter 7

WEEK 8: Testing the New Nation
Monday, October 6: MIDTERM
Wednesday, October 8: Mr. Madison’s War
DISCUSSION: Accidents of History

Assignments:
RESEARCH TOPIC for Paper #2 DUE
Readings: The Harford Convention (D2L)
Tecumseh on Indians and Land (D2L)
Felix Grundy, “Battle Cry of the War Hawks” (D2L)
**WEEK 9: Revolutions at Home**

Monday, October 13: The Market Revolution  
Wednesday, October 15: The Era of Good Feelings?  
DISCUSSION: Historical Narratives & Arguments

**Assignments:**

- **Readings:** Douglass, *Narrative*, Introduction (pp. 1-40)  
- **Recommended Reading:** Henretta & Brody, chapters 8 & 9

**WEEK 10: The New Democracy**

Monday, October 20: Slavery  
Wednesday, October 22: Reform  
DISCUSSION: Agency in History

**Assignments:**

- **Readings:** Douglass, *Narrative*, chs. 1-9 (pp. 41-79)  
- **Primary and Secondary Sources #14:** “Women’s Rights and Republican Ideals” (EUSH)  
- **Recommended Reading:** Henretta & Brody, chapters 11 & 12

**WEEK 11: The Age of Jackson**

Monday, October 27: The New Middle Class  
Wednesday, October 29: Jackson’s Vision  
DISCUSSION: Historical Borders & Definitions

**Assignments:**

- **DOUGLASS/NORTHUP Assignment DUE**
- **12 YEARS A SLAVE VIEWING**
  - **Readings:** Douglass, *Narrative*, chs. 10-Appendix (pp. 79-125)  
  - **Primary and Secondary Sources #6:** “Indian Removal and Anti-Removal Campaigns” (EUSH)  
  - **Recommended Reading:** Henretta & Brody, chapter 10

**WEEK 12: A Political Nation**

Monday, November 3: Banks & Politics in Jacksonian America  
Wednesday, November 5: The Second Party System & the Election of 1840  
DISCUSSION: Historical Debates

**Assignments:**

- **DOUGLASS/NORTHUP Assignment DUE**  
- **Videos:** “Introductions”
WEEK 13: Democratic Conflicts
Monday, November 10: Territorial Expansion & the Mexican War
Wednesday, November 12: Harriet Beecher Stowe's America
DISCUSSION: The Shapers of History

Assignments:
THESIS PARAGRAPH for Paper #2 DUE in Discussion Sections
Readings: John O’Sullivan, “Annexation” (D2L)
Harriet Beecher Stowe to Gamaliel Bailey (D2L)
Recommended Reading: Henretta & Brody, chapter 13

WEEK 14: The Union in Conflict
Monday, November 17: The “Antebellum” Era
Wednesday, November 19: John Brown, Abraham Lincoln, and the Road to Secession
DISCUSSION: Looking Back at History

Assignments:
Videos: “Integrating Quotations” 1 & 2
Readings: Douglass, Narrative, “What to the Slave is the Fourth of July” (pp. 146-171)

WEEK 15: The Union in Crisis
Monday, November 24: The War for the Union
Wednesday, November 26: Thanksgiving Break – No Class
DISCUSSION: Thanksgiving – No Class

Assignments:
FINAL DRAFT of Paper #2 DUE **IN LECTURE, NOVEMBER 24**

WEEK 16: The Union Reborn
Monday, December 1: The War to End Slavery
Wednesday, December 3: America’s Unfinished Revolution
DISCUSSION: Historical Endings

Assignments:
Readings: Alexander Stephens, “Cornerstone Speech” (D2L)
The Gettysburg Address (D2L)
Abraham Lincoln’s Second Inaugural Address (D2L)
The New Nation Primary & Secondary Sources #22: “Lincoln and the Ethics of Emancipation” (EUSH)
Recommended Reading: Henretta & Brody, chapter 14

FINAL EXAM: Monday, December 8 at 10:30am