HIST 1483: American History, 1492-1865
Fall 2015
Tuesday/Thursday, 3:00-3:50, Dale Hall 211

Professor Matthew Kruer
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Office Hours: T 4-5pm; W 2-4pm; and by appointment

Graduate Teaching Assistants (GTAs)
Chelseaball@ou.edu
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Alexandra Mogan
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Stephen Barnett
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Misty Peñuelas
Email: penuelas68@ou.edu
Office Hours: T 4-5pm; Th 2-3pm;
and F 12:30-1:30pm

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Office Hours: T 6-7:30pm; Th 4-5:30pm

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 US 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 methods 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), an in-class midterm, 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>
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<tbody>
<tr>
<td>Document-based Paper</td>
<td>100</td>
<td>Sept. 25</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>150</td>
<td>Oct. 20</td>
</tr>
<tr>
<td>Bibliography &amp; Introductory Paragraph</td>
<td>25</td>
<td>Oct. 30 and Nov. 13</td>
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<tr>
<td>Research Paper</td>
<td>225</td>
<td>Nov. 24</td>
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<tr>
<td>Final Exam</td>
<td>250</td>
<td>Dec. 16</td>
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<tr>
<td>Discussion Section Participation</td>
<td>250</td>
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The following shows the corresponding point totals and final grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
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<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>
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</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 readings in the course. 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 other course content.

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 welcomed for the purposes of taking notes during lecture, but please refrain from texting, emailing, tweeting, facebooking, instagramming, 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 and surfers from class without warning.

Office Hours

My goal in this course is to help you succeed in learning how to become a good historian. Please feel free 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, and is required on discussion days. GTAs will take attendance in discussion.

D2L (Desire2Learn)
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.

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 that could earn students an F on the assignment or the entire course. Please familiarize yourself with OU’s Student Guide to Academic Integrity (integrity.ou.edu/students_guide.html).

Disability Accommodations
Any student in this course who has a disability that may prevent them from fully demonstrating their abilities should contact me as soon as possible so we can discuss 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/.

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:

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**

<table>
<thead>
<tr>
<th>Week One</th>
<th>Aug. 25</th>
<th>Introduction: Interpreting American History</th>
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<tbody>
<tr>
<td></td>
<td>Aug. 27</td>
<td>The Old Worlds We Have Lost: Medieval Europe and North America</td>
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<tr>
<td>Assignments</td>
<td></td>
<td>• Murrin, pp. 1-23</td>
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<tr>
<td></td>
<td></td>
<td>• Becker, “Everyman His Own Historian”</td>
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| Week Two       | Sept. 1 | Visions of a New World: Native American Encounters with the Spanish, French, and Dutch |
|                | Sept. 3 | Visions of a “Nova Britania” I: Tsenacomoco and Virginia |
| Assignments    |         | • Murrin, pp. 23-59 |
|                |         | • Sources for Document-based Paper on explorehistory.ou.edu: |
|                |         | • Smith, “Generall History of Virginia” |
|                |         | • “Declaration of the State of the Colony and Affaires in Virginia” |
|                |         | • Strachey, “Historie of Travaile into Virginia Britannia” |
|                |         | • View the “Working the Evidence” online video before section |

| Week Three     | Sept. 8 | Visions of a “Nova Britania” II: Wabanaki and New England |
|                | Sept. 10| Beaver Wars: Conquest, Dislocation, and Turmoil East of the Mississippi |
| Assignments    |         | • Murrin, pp. 59-77 |
|                |         | • Winthrop, “A Model of Christian Charity” |
|                |         | • View the “Thesis” online video before section |

| Week Four      | Sept. 15| Anarchy and Rebellion: Anglo-Indian Wars and the Transformation of English America |
|                | Sept. 17| Middle Passages: The Creation of an Atlantic Slave System |
| Assignments    |         | • Murrin, pp. 78-115 |
|                |         | • Equiano, “Interesting Narrative” |
|                |         | • View both “Paragraphs” videos before section |
Week Five
Sept. 22 From Colonies to Provinces: Making “British America”
Sept. 24 More than Thirteen Colonies: Greater Britain and Its Rivals
Assignments • Murrin, pp. 116-141
• Breen, “An Empire of Goods”
Document-based paper due in section on Sept. 25

Week Six
Sept. 29 “Gloomy and Dark Days”: The Long War for the West Begins
Oct. 1 From Resistance to Revolution: The Crisis of the British Empire
Assignments • Murrin, pp. 141-197
• Calloway, “The First War of Independence”

Week Seven
Oct. 6 Many Wars for Independence
Oct. 8 Many Revolutions
Assignments • Murrin, pp. 198-219
• Paine, Common Sense
• Declaration of Independence
Topic for Research Paper due in section on Oct. 9

Week Eight
Oct. 13 Confederations: New Fronts in the Long War for the West
Oct. 15 Republicanism Reborn, or Betrayed? The Battle over the Constitution
Assignments • Murrin, pp. 219-236
• The Federal Constitution
• The Federalist, No. 10
• Brutus, No. 1

Week Nine
Oct. 20 Midterm Examination
Oct. 22 Debating the Future of the Revolution: Faction and Schism in the 1790s
Assignments • Murrin, pp. 237-255
• Jefferson, “Notes on the State of Virginia”
• Knox, “Report… Relative to the Northwestern Indians”
• Hamilton, “Report on Manufacturers”

Week Ten
Oct. 27 The Virginia Dynasty: The Ascendance of Jefferson and the Republicans
Oct. 29 The Last Wars for Independence: The Winning—and Losing—of the West
Assignments • Murrin, pp. 255-276
• Zagarri, “Morals, Manners, and the Republican Mother”
Annotated Bibliography due in section on Oct. 30
Week Eleven
Nov. 3 The New Generations of the 1820s
Nov. 5 The “Peculiar Institution”: Antebellum Slavery
Assignments • Murrin, pp. 277-333
• Journeymen Cordwainers of Philadelphia, Statement of Grievances
• View 12 Years a Slave before section
• View “Research Introduction” video before section

Week Twelve
Nov. 10 “The Democracy”: Andrew Jackson and the Politics of the Common Man
Nov. 12 The White Republic: Indian Removal, Black Slavery, and Westward Expansion
Assignments • Murrin, pp. 334-400
• Letter of Chief John Ross of the Cherokees to Andrew Jackson
• View both “Integrating Quotations” online videos before section

Introduction and Thesis Statements due in section on Nov. 13

Week Thirteen
Nov. 17 Awakenings: Women, Religion, and the Culture of Political Reform
Nov. 19 “The Wolf by the Ears”: Pro-Slavery, Anti-Slavery, and Abolitionism
Assignments • Murrin, pp. 401-429
• Garnet, Speech to the National Convention of Colored Citizens
• Calhoun, “Slavery as a Positive Good”

Week Fourteen
Nov. 24 No class—turn in research paper and have a great Thanksgiving!
Discussion Sections DO NOT meet this week.
Research paper due on Nov. 24

Week Fifteen
Dec. 1 Another War for the (Far) West: Manifest Destiny and the U.S.-Mexico War
Dec. 3 A House Divided Against Itself: the 1850s
Assignments • Murrin, pp. 430-490
• Benton, “Oregon Question” speech
• Seward, “Irrepressible Conflict” speech

Week Sixteen
Dec. 8 Disunion: The U.S. Civil War
Dec. 10 Summing Up
Assignments • Murrin, pp. 491-560
• Selections from McPherson, What They Fought For

FINAL: Wednesday, December 16, 4:30-6:30pm