

Introduction

HISTORY 1151 AMERICAN CIVILIZATIONS, 1607-1877

Instructor: Abby Schreiber

Online course, office hours via meetings.io as agreed or by appointment

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Online courses require continual attention and participation from the students who are enrolled. Unlike traditional courses where you spend several hours per week learning through lectures or in-class discussion, you will spend nearly all of your time on this course working independently. **You should expect to spend at least 10-12 hours per week on course assignments.** This course will not be easier than a traditional course, it may in fact be more difficult. Please carefully consider this time commitment.

All students must be officially enrolled in the course by June 22, 2012. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course surveys the political, constitutional, social, and economic development of the U.S. from the Colonial Period through the Era of Reconstruction.

Course Requirements

Books

This course will be based mostly off of the RTAP, three monographs and several articles. The books are available at SBX (you can buy the monographs online but the RTAP can only be purchased at SBX). **DO NOT buy the RTAP online**, it will not include the correct chapters. Copies of these books are on reserve at Thompson Library. The articles will be available on Carmen.

Required Books:

William Cronon, *Changes in the Land*, ISBN: 978-0809016341

Seth Rockman, *Scraping By: Wage Labor, Slavery, and Survival in Early Baltimore* ISBN: 978-0-8018-9007-9

Eric Foner, *Forever Free: The Story of Emancipation & Reconstruction*, ISBN: 978-0375702747

Retrieving the American Past, History 151 – A. Schreiber Summer 2012. (make sure you have the right instructor, there are many versions that look the same but have different contents) - you can also use the A. Schreiber Spring 2012 version (because it has the same chapters) if you have a friend who took the course that term.

Technology

Somewhat obviously, you will need internet access to complete all assignments in this class.

This course will be hosted through Carmen, so expect to spend much of your time using that website (www.carmen.osu.edu). I encourage you to create an avatar or upload a (G-rated) photo of yourself on your Carmen profile so I, and your classmates, can associate a face with your name. You should also provide a short introduction in your discussion group's "Introduction" board.

You will need to download the LockDown Browser to take the quizzes. You will be prompted to do this when you first take the Syllabus Quiz. If you are using a computer in a campus lab, LockDown should already be installed. LockDown makes it impossible for you to use any other functions of your computer while you are working on the quiz.

I will be using meetings.io for video conferencing. If you would like to participate in office hours, you will need a webcam (or, at the very least a microphone).

You will be asked to use the OSU Library website (www.library.osu.edu) to access several articles and other resources. If you have never used the library website, familiarize yourself with it as soon as you can.

Grade Scheme & Expectations

Your grade is based mostly on your ability to show that you are completing the assigned readings and thinking critically about their content. Since I won't have the opportunity to hear your voices in a classroom setting, online discussion is an important part of your grade in this class.

Discussion and internet assignments (40%)

Weekly Content Reviews (40%)

Book Essay (20%)

Timeliness Policy:

The course is organized into weekly units, which begin at 12:00 am Monday (EST) and end at 11:59 pm Sunday (EST). Each week's discussion and content reviews will only be open during that week, so early or late participation will not be allowed. This means you must complete your discussion board posts and content reviews by 11:59 pm Sunday each week. Exceptions to this will only be considered on an individual basis, and students who are unable to participate in weekly discussion on time should expect to fulfill their responsibility through additional assignments. If you will be in a different time zone at any point in the term, it is your responsibility to keep track how that will impact your cutoffs. Please note, even though the quarter officially ends on August 3, you will have until 11:59 pm August 5 to complete the last week's assignments (and those who choose to write the final paper will have until August 12 to submit it - with the exception of graduating seniors).

Book Essays are due as listed on the assignment calendar (July 1, July 29, August 12). Late submissions will not be accepted. Graduating seniors who choose to write the third essay need to submit it by August 8.

There is no midterm or final exam.

Grading Scale:

- 93 - 100 (A)
- 90 - 92.9 (A-)
- 87 - 89.9 (B+)
- 83 - 86.9 (B)
- 80 - 82.9 (B-)
- 77 - 79.9 (C+)
- 73 - 76.9 (C)
- 70 - 72.9 (C-)
- 67 - 69.9 (D+)
- 60 - 66.9 (D)
- Below 60 (E)

Expectations:

From Students:

Discussion posts should be well-developed and should cite content from the readings (including page numbers or links as appropriate). The length expectation for posts is 250-300 words. Posts will only receive credit when they show the writer's engagement with the content and with other posters. You are required to read the posts of other class members, and respond to them appropriately. This means that you should post at least once by Friday

at midnight, so your classmates have 48 hours to respond to your post. Discussion posts will be graded on a weekly basis, and you are expected to post 2-4 times per week. Respect for your classmates and instructor is required. Do not make comments in posts that you would not say in person.

Internet assignments will require you to engage with a wide range of materials from historic data to museum collections. These assignments are meant to enhance discussion by allowing you to engage with and interpret materials available on the internet. These assignments will be shared with the class via designated discussion boards on Carmen. The precise expectations for each assignment are described in the weekly schedule.

Weekly Content Reviews (Quizzes) will be multiple choice and short answer reading quizzes hosted on Carmen. They are meant to test whether you have completed the assigned reading.

The Book Essay (student will write ONE essay) will be an analytic writing piece of 3-4 pages (12 pt font, double spaced). The essay should show your understanding of the text and should address all aspects of the assigned writing prompt. Each book will have several prompts from which you may choose one. Your writing should be more than a simple book report. It will address your chosen writing prompt through specific references to the book. No outside materials are required, though the inclusion of other primary sources is welcome. A guide to paper writing is posted on Carmen, and you must open this document before you will be allowed to access the writing prompt documents. I am happy to accept rough drafts at least 48 hours before the deadline for each essay. Once graded, there will be no option to rewrite the essay (the rapid pace of the summer session will not allow for this, sorry).

I am willing to consider alternatives to a traditional essay, such as a related primary source round up on www.vuvox.com or www.prezi.com, a song, interpretive dance, reenactment, play, or any other creative or expressive work that is created by the student(s) under the guidance of the instructor. Anyone wishing to pursue a non-essay project should contact the instructor before proceeding to gain approval and understand expectations.

From Instructor:

Students should expect responses to personal emails within 24 hours (except over the weekend). I will post a few short lectures to help explain the context of some of the course content. I will make myself available on meetings.io at agreed upon times. While it is not required to interact in this fashion, it may facilitate your discussion posts or help you to make connections in the material if you are feeling lost. I will also be lurking on the discussion boards and posting regularly there. During the summer session, I will be out of the country for about 2 weeks. Hopefully, the house where I will be staying will have reliable internet access and my role in this course will be uninterrupted. If that is not the case, I will make every effort to check in on the course and my email as often as possible.

Weekly Schedule & Assignments

Before you tackle your first week assignments, there are a few things you need to do. First, download the syllabus (which you should have done since you are reading this!) and read it. Pay close attention to the amount of reading and consider the time commitment required to succeed in this class. Second, take the syllabus quiz. You must get a 100% in order to access the quiz for Week 1 (you will have 2 attempts to do that). Finally, you must enroll yourself in a discussion group (named for the Presidents). I have already enrolled you in an Internet Assignment group (named for colors). Once you are enrolled in a discussion group, introduce yourself on the appropriate board. Finally, familiarize yourself with Carmen - some of the content (articles and writing prompts) will be available all the time whereas other content (quizzes and discussion boards) will only be available to you during specific timeframes.

Week 1: New World Encounters - June 18-24

Required Reading:

William Cronon, *Changes in the Land*

Stahle, et al. "The Lost Colony and Jamestown Droughts" *Science* 280 (April 24, 1998), pp 564-567.

Discussion Questions:

Enroll yourself in a discussion group (named for a President) and check to see which Internet Assignment group you are in (named for a color).

The discussion prompts are meant to stimulate discussion. You do not have to "answer" all of them. You may also raise your own questions, it is highly encouraged.

- A) What is Cronon's thesis or main argument? How does he show (or prove) this?
- B) What sorts of evidence does Cronon cite throughout the book? What challenges are created by some of these sources?
- C) How did Indians and Europeans express ownership of land and other resources? How do the ideas of ownership and sovereignty complicate this issue?
- D) How does the transition of wampum from a "highly valued token of personal power and wealth" to "money" help us understand the relationship between Indians and Europeans? (p 95)
- E) Was conservation on the minds of Indians or Europeans? Why or why not?

Internet Assignment:

Visit the online exhibit "Mapping Colonial America" (<http://www.history.org/history/museums/mappingExhibit.html>) and read about the maps under the tabs "Discovery & Exploration" and "Boundary Disputes." In the week's Internet Assignment board, discuss

with your classmates the interesting features of whichever map seems most interesting or enlightening to you. Why did it strike you as important or curious? Does it shed light on patterns of settlement and exploration? Does it reveal anything about the primary interests of the European empire that created the map? Be sure to clearly identify the map in your post.

Book Essay 1: Due July 1 by 11:59 pm

See separate document for essay prompts.

Week 2: The Atlantic World: Culture, Goods, and Slavery - June 25-July 1

Required Reading:

RTAP "The Salem Witchcraft Scare"

Slave Voyages Database "A Brief Overview of the Trans-Atlantic Slave Trade" by David Eltis (<http://goo.gl/i9aOJ>) and "Introductory Maps" (<http://goo.gl/FKhAC>)

Anderson, Jennifer, "Nature's Currency: The Atlantic Mahogany Trade and the Commodification of Nature in the Eighteenth Century"

Discussion Questions:

- A) The RTAP provides 4 interpretations of the Salem witch trials (along with some primary sources). Which do you find most convincing (and why)? What is the argument? What is the author's evidence? What, if anything, is missing from the argument?
- B) Why did the witch trials end according to this interpretation? Do any of the primary sources support the argument? Do any weaken it?
- C) Does Anderson understand commodities like mahogany in the same way that Cronon did? How are their arguments the same (or different)?
- D) Historians like to think of the various relationships, discoveries, and trade routes of this period in terms of an "Atlantic World" where Europeans, Africans and indigenous people met and interacted. How do these authors describe the Atlantic World? Do any of the authors who deal with the Salem Witch Trials speak directly about Atlantic influences? Why discuss the Salem witches and Mosquito Coast Baymen in the same week?

Internet Assignment:

After reading the Introduction Essay and viewing the Introductory Maps, navigate to the "Search the Voyages Database" section. Here you can see all the raw data that has been compiled. Under the "Custom Graphs" tab, create a graph of your choice. You can limit the time frame, and choose variables such as gender, age, crew size, slaves embarked or disembarked, and many others. You can also choose to create a line, pie, or bar chart. Create a graph that answers a question, for example: "How did the ratio of men to women change over time?" "Did crew size matter in slave survival rates?" Once you create your chart, take a screen shot or save the image, and post it to the Internet Assignment discussion board for week 2. You should write about 200 words interpreting the chart - explain what you were

seeking to answer and what the chart shows. You should also respond to several of your classmates' posts.

Week 3: American Revolution - July 2-8

Required Reading:

RTAP "Women and the American Revolution"

Paul A. Gilje, "Loyalty and Liberty: The Ambiguous Patriotism of Jack Tar in the American Revolution," *Pennsylvania History* 67, no. 2 (Spring 2000), pp. 165-193.

John W. Shy, "Hearts and Minds in the American Revolution," in *A People Numerous and Armed: Reflections on the Military Struggle for American Independence*. Ann Arbor: University of Michigan Press, 1990, 163-180.

Discussion Questions:

- A) What is Republican Motherhood? What was the alternative to (or what came before) it?
- B) Was the Revolution a moment of great, and lasting, change for women?
- C) Compare the socially acceptable role of women and of seamen (eg Jack Tar). Are there similarities? Differences? Can we take these two groups of people and say something about the dominant cultural and societal beliefs and practices?
- D) Gilje spends a lot of time describing the polyglot nature of seamen (and, obliquely, American soldiers as well). If historical subject are so diverse, and so multi-motivated, how can we say anything about "Americans," "patriots," or "colonists" generally? How does Gilje deal with this problem?
- E) How important is context in the work of modern historians? Do you think Shy asked his question about the motivations of Revolutionary Americans because of the "hearts and minds" question that came out of the long-term fighting in Vietnam? What might have impacted the other historians that we read for this week (or past weeks)?

Internet Assignment:

Access the Early American Imprints (Series 1) database through the OSU Library website. Search the database to find pamphlets written in the years leading up to and including the American Revolution. Notice where they were published and by whom. Are the publishers Patriots or Loyalists? How do they define liberty, democracy, and rights? Record the citation information (Author, date, title, place of publication) and post it on the appropriate discussion board along with your 300-400 word analysis of the document.

Week 4: Politics and Expansion - July 9-15

Required Reading:

RTAP "Lewis and Clark: The Opening of the American West"

John R. Howe, Jr., "Republican Thought and the Political Violence of the 1790s,"

American Quarterly 19 (1967), 147-65.

Discussion Questions:

- A) Several of the authors in the RTAP chapter call for a rewriting of the history of the Lewis & Clark expedition. Why do they see this as necessary? What do they propose to change? Did their essays change the way you think about Lewis & Clark, or the expansionism narrative more generally?
- B) What explains the making of the legend of Sacagawea? How has this myth-making served the purposes of American writers?
- C) After reading the selection of letters from Lewis and Clark, how can you characterize these men? Do their reports seem believable and accurate, or should we (like Cronon was of his European travelers) be suspect of their reports because of their bias?
- D) Does Howe's description of the early republican ideology strike a chord with issues in today's political climate? What parallels do you see? Would you say that this is a case of history repeating itself, or do you think the different contexts make this an invalid comparison?
- E) What issues were at the root of debate between Jeffersonian Republicans and Federalists? How were they resolved?

Internet Assignment:

Visit the website for Drayton Hall (www.draytonhall.org) and skim all sections of the "Overview" tab. Then, choose one of the categories under the "Research" tab (People, Architecture, Landscape, History, Collections) and read the essays provided, paying special attention to the portions related to the period from 1770-1815. In your post in the appropriate thread on the Internet Assignment tab, discuss the role(s) of slavery, politics and/or economy. How important is the house and its unique history of use and preservation to our understanding of southern history in this period? What aspects of the site did you find most interesting? I urge you to spend time on the virtual tour of the house - it's an incredible space.

Week 5: The Early Republic - July 16-22

Required Reading:

Seth Rockman, *Scraping By: Wage Labor, Slavery, and Survival in Early Baltimore*

Discussion Assignments:

See discussion board for discussion prompts

Book Essay 2: Due July 29 (by 11:59 pm)

See separate document for essay prompts.

Week 6: Utopias and Reform - July 23-29

Required Reading:

RTAP "Growing up in Nineteenth-Century America"

RTAP "American Utopias, 1830-1860"

Paula Baker, "The Domestication of Politics: Women and American Political Society, 1780-1920" *The American Historical Review* v 89, no 3 (June 1984).

Discussion Assignments:

A) Though Roth's excerpt does not mention the demographic shift in the US, we know that young people were the largest demographic in the country at this time. Do you think that fact changes how you accept his argument?

B) How do the stories of Robinson and Siringo support the essays written by Roth and Horowitz? Is there any reason to be suspicious of these autobiographies? What motivated Robinson and Siringo to record their stories?

C) According to Bestor, the role of utopian communities has been debated since the early 19th century. Were they forward-facing, progressive examples, or were they "arrested civilizations," unwilling to meet the challenges and complications of a modern society and economy?

D) Bestor says that "the means which the communitarian proposed [to reform society] are in large measure outmoded today." (p 162) Thus, we can conclude that he would argue that communal societies such as those in the 19th century would not exist in our 21st century society. Do you agree? Why or why not?

E) What is Baker's thesis? What types of evidence does she use to prove her argument? Is her analysis of the role of women in conflict with or in harmony with other readings we have completed this quarter (specifically thinking of the Republican Motherhood RTAP chapter, but you may think of others)?

Internet Assignment:

Access the National Archives Digital Collections (www.digitalvaults.org). Search for petitions dating from 1820-1860, and choose one that seems interesting to you. Post a link to the document on your discussion board, and include the background info and as much context as you can provide (date, petitioners, location, reason for petitioning, etc). See how your choice compares to the others in your discussion group.

Week 7: Sectional Crisis, Civil War & Reconstruction - July 30-August 5

Required Reading:

Edward Ayers, *What Caused the Civil War?*, 131-143 (available on Carmen)

Eric Foner, *Forever Free*

Discussion Assignments:

- A) Ayers argues that “We really need a series of questions that combine the structural explanation of the fundamentalists with the dynamic explanation of the revisionists...We must push below the surface of familiar events to see how people throughout the social order thought of themselves and their responsibilities.” (133) How, if at all, does this challenge your understanding of the Civil War? Do you think the Valley of the Shadow project is adopting his suggestion in their project?
- B) The role of print and the media is emphasized in all your assigned reading this week. As we are currently in the midst of a major shift in information exchange, the widespread adoption of the Internet, do you see resonances? Or, do you think historians overstate the importance of news/media in this historic context?
- C) When historians study the history of laws/legal process, it is often debatable whether laws changes as a reaction to social and cultural change or act as catalysts for social-cultural change. In “The Peculiar Institution,” Foner gives an overview of legal change that relates to slavery and racism. What would he say about the relationship between law and culture? Do you agree?
- D) Again this week, we have a strong emphasis on the visual culture of the period. What art forms are these historians considering (and what might they be leaving out)?
- E) We discussed the economy quite a bit in the Antebellum period as a major cause for the outbreak of the Civil War. How does the economy factor in during Reconstruction? Is it important historically, or are the social, cultural and legal issues on which Foner spends most of his time more critical?

Internet Assignment:

Choose two documents from the Valley of the Shadow archive that show some comparison (letters from an individual before and after the war, letters from a northern and southern soldier, and so on). Post links to those letters, and a short description of why you chose them and what the comparison reveals. Compare your choices to the others in your discussion group. What themes come up most often? What is left out of the letters and diaries that you would expect to read?

Book Essay 3: Due August 12 (by 11:59 pm); **August 8 (11:59 pm) for graduating seniors**

See separate document for essay prompts.

Required Addenda

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>