

## Introduction

### HISTORY 151 AMERICAN CIVILIZATIONS, 1607-1877

Instructor: Abby Schreiber

Online course, office hours via Google Hangout 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 10-15 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 the end of the second full week of the quarter. 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.

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, 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 that you should purchase and several articles that will be available through the library website or Carmen. I ordered a textbook for those who are more comfortable with that format, however the textbook is not required to purchase. These books are only 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.

Required Books:

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

Richard Bushman, *Refinement of America*, ISBN: 978-0679744146

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

*Retrieving the American Past*, History 151 – A. Schreiber SP 2012. (make sure you have the right instructor, there are many versions that look the same but have different contents)

Suggested Textbook:

*American Stories*, Brands et al, ISBN: 978-0205036561 (You can also buy a digital version of this textbook through the publisher's website <http://goo.gl/SF6El>)

## 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](http://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 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 Google docs and Google Hangout for office hours. If you do not already have a Gmail account, sign up for one (<http://goo.gl/P4dhf>) so you can take advantage of all aspects of the course. Please use your real name so I know who you are! If you would like to participate in the Google Hangouts (not required), you will need a webcam.

You will be asked to use the OSU Library website ([www.library.osu.edu](http://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 and end at 11:59 pm Sunday. 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. Please note, even though the quarter officially ends on June 1, you will have until 11:59 pm June 3 to complete the last week's assignments (and those who choose to write the final paper will have until June 10 to submit it).

Book Essays are due as listed on the assignment calendar (April 8, May 13, June 10). Late submissions will not be accepted. Graduating seniors should make note of the late due date for the third option and plan accordingly since your final grades will be due a few days before that date.

There is no midterm or final exam.

**Grading Scale:**

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
60-67	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 250-350 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. Discussion posts will be graded on a weekly basis.

Respect for your classmates and instructor is expected. Do not make comments in posts that you would not say in person.

Internet assignments will require you to engage with an 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. Individual assignments will describe the precise expectations for each assignment.

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

The Book Essay (students will choose ONE book to write on) will be an analytic writing piece of 4-5 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 more than 1 prompt from which you may choose. 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.

I am willing to consider alternatives to a traditional essay, such as a related primary source round up on [www.vuvox.com](http://www.vuvox.com) or [www.prezi.com](http://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 make myself available on Google chat and hangouts at agreed upon times (for chat, expect about 10 hours per week; for video hangouts, expect 2 hours per week). 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.

## **Weekly Schedule & Assignments**

### **Week 1: New World Encounters and the Atlantic World**

Required Reading:

William Cronon, *Changes in the Land*

Suggested Reading:

*American Stories*, ch 1 & 2

Discussion Assignments:

See discussion board for discussion prompts

Book Essay (Option 1): Due April 8 by 11:59 pm

See separate document for essay prompts.

## **Week 2: Colonial Society and the Slave Trade**

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>)

Suggested Reading:

*American Stories*, ch 3

Discussion Assignments:

See discussion board for discussion prompts

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: Culture, Goods, and Practices**

Required Reading:

Richard Bushman, *Refinement of America* "Gentility, 1700-1790"

Suggested Reading:

*American Stories*, ch 4

Discussion Assignments:

See discussion board for discussion prompts.

Internet Assignment:

Identify a collection object on a museum website that illustrates (or disproves) one of Bushman's arguments. Some museums that have very comprehensive online collections are the Philadelphia Museum of Art, the Metropolitan Museum, Museum of Fine Arts Boston, and the V & A Museum. You should feel welcome to explore other museum collections instead. Post a link to the collection object and write a short entry on why you chose it and how it relates to Bushman's argument. You should also read and respond to several of your classmates' choices.

#### **Week 4: American Revolution**

Required Reading:

RTAP "Women and the American Revolution"

Jesse Lemisch, "Jack Tar in the Streets: Merchant Seamen in the Politics of Revolutionary America," *The William and Mary Quarterly* v 25, no 3 (July 1968), pp 371-407.

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.

Suggested Reading:

*American Stories*, chs 5 & 6

Discussion Assignments:

See discussion board for discussion prompts

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 5: The Early Republic**

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.

Suggested Reading:

*American Stories*, chs 7 & 8

Discussion Assignments:

See discussion board for discussion prompts

### **Week 6: National Identity & Culture**

Required Reading:

Richard Bushman, *Refinement of America* "Respectability, 1790-1850"

Suggested Reading:

*American Stories*, ch 9

Discussion Assignments:

See discussion board for discussion prompts

Book Essay (Option 2): Due May 13 (by 11:59 pm)

See separate document for essay prompts.

### **Week 7: The Age of Jackson**

Required Reading:

RTAP "Growing up in Nineteenth-Century America"

Donald Ratcliffe, "The Crisis of Commercialism: National Political Alignments and the Market Revolution, 1819-1844," in Stokes and Conway, eds., *The Market Revolution in America*, 177-201. (On Carmen)

Suggested Reading:

*American Stories*, ch 10

Discussion Assignments:

See discussion board for discussion prompts

Internet Assignment:

Find a political cartoon from the Jackson era (you can search online, no need to use a library database). Post this cartoon on the appropriate discussion board, and include some comments about who is depicted and why the cartoon was made. What political issues were represented? You should also compare your cartoon to those found by others in your discussion group.

### **Week 8: Utopias and Reform**

Required Reading:

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).

Suggested Reading:

*American Stories*, chs 11 & 12

Discussion Assignments:

See discussion board for discussion prompts

Internet Assignment:

Access the National Archives Digital Collections ([www.digitalvaults.org](http://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 9: The Antebellum Period & Sectional Crisis**

Required Reading:

Valley of the Shadow "Introductory Essay" <http://www2.vcdh.virginia.edu/AHR/> Be sure to read through all sections in the "Summary of Argument" tab.

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

The Civil War in Art, Essay on Causes of the Civil War <http://civilwarinart.org/exhibits/show/causes/introduction>

Suggested Reading:

*American Stories*, chs 13 & 14

Discussion Assignments:

See discussion board for discussion prompts

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?

### **Week 10: Civil War and Reconstruction**

Required Reading:

Eric Foner, *Forever Free*

The Civil War in Art, Essay on The Military Experience [http://civilwarinart.org/exhibits/show/military\\_experience/introduction](http://civilwarinart.org/exhibits/show/military_experience/introduction)

Suggested Reading:

*American Stories*, chs 15 & 16

Discussion Assignments:

See discussion board for discussion prompts

Internet Assignment:

After viewing the online exhibit about the military experience, visit the Library of Congress' database of Civil War photographs (<http://memory.loc.gov/ammem/cwphtml/cwphome.html>). Choose a photo and link to it on the discussion board. Explain why you chose it and what it reveals about the experience of soldiers or civilians during the war. Compare it to others in your discussion group.

Book Essay (Option 3): Due June 10 (by 11:59 pm)

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>