HISTORY 151 AMERICAN CIVILIZATIONS, 1607-1877

Instructor: Abby Schreiber

Meeting Time: Tues & Thurs, 1:30-3:18 pm

Meeting Location: Macquigg Lab 159

Office Hours: Tues & Thurs, 3:30-4:30 or by appointment

Office: Dulles 009

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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.

Required Texts (available only at SBX): A hard copy of each book will be on reserve at the library

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

2. *American Stories: A History of the United States,* 2nd edition v. 1. ISBN: 9780205036561. Students should purchase access to the MyLab content, and should feel free to purchase the digital version of the book instead of the paper version. The course ID for MyLab is schreiber93143.

Course readings are designed to give you both a solid foundation of the historical narrative and access to historiographical debates and primary documents. The textbook provides the narrative, while the RTAP and other assigned readings will be the basis of our in class discussions and the individual papers.

Assignments:

Quizzes (20%): Quizzes are accessed through MyLab/Mastering http://pearsonmylabandmastering.com, and can be completed at your own pace. They are open book, and are meant to be a review of your reading.

Participation/Attendance (20%): Participation is expected, and usually takes the form of listening to the comments of others, actively participating in activities, and engaging in discussions about assigned readings. Attendance is expected, and in recognition of the fact that things do come up, each student is allowed 2 no-excuse-necessary absences. After this, unless through a documented illness or contingency, students will lose 1% of their participation grade for each absence. This means that if you never come to class, the highest possible grade you can hope for is a B-. On the other hand, if you come to every class and participate regularly you can boost your C average to a solid B.

Paper (20%): Each student will write ONE 4-5 page response paper to one chapter of the RTAP. Papers should be submitted via email to the instructor *before the class meets* to discuss your chosen reading. In answering the questions, students should adopt a typical essay format, providing an argument (thesis) and supporting their position with evidence from the primary and secondary sources provided. Sources besides the RTAP need not be consulted.

 Paper 1: (due Jan 19 before class) Can the historical arguments of Pleck, Ayers, or Lane help us understand the surge in violence after 1965? Which aspects of their arguments are applicable and which are not? Why?

Paper 2: (due Jan 26 before class) How did Benjamin Rush and Judith Murray define Republican Motherhood, and which is most convincing? Judging from JQ Adams’ speech, did women’s roles change at all between the 1770s and 1830s?

Paper 3: (due Feb 9 before class) Many Americans feared that the market revolution would threaten the values of independence. Were these fears justified? How would one define and measure such changes?

Paper 4: (due Feb 16 before class) Is Monroe’s description of a harmonious American republic too idyllic? Are there reasons why consensus is not something to pursue? What public issues seem to you to have been the most important in the creation of the second party system?

Paper 5: (due Feb 23 before class) Does Nat Turner appear to have been a fanatic or a shrewd planner and leader? What was the role of religion in the revolt?

Midterm (20%): The midterm will be comprised of 2 essays and 5 short answer/IDs. It will be written in class.

Final (20%): The final will be the same format as the midterm, with questions focused on the material that we cover in the second half of the quarter.

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

Schedule of Assignments:

Readings should be completed before class on the day they are assigned.

Quizzes may be completed at your own pace, either as you read or as a prep tool for exams.

Week 1: New World Encounters and the Atlantic World

 Jan 3: First meeting, introduction and expectations

 Jan 5: *American Stories* ch 1 & 2

Week 2: Colonial Society and the Slave Trade

 Jan 10: *American Stories* ch 3

Jan 12: Access and investigate the Slave Trade Database, [www.slavevoyages.org](http://www.slavevoyages.org). Read all parts of the “Brief Overview” essay by David Eltis http://www.slavevoyages.org/tast/assessment/essays-intro-01.faces

Week 3: Culture, Goods, and Practices

 Jan 17: *American Stories*, ch 4, and Anderson, Jennifer L., “Nature’s Currency: The Atlantic Mahogany Trade and the Commodification of Nature in the Eighteenth Century,” *Early American Studies: An Interdisciplinary Journal* 2.1 (2004) 47-80. (article is available through library website)

 Jan 19: *RTAP* “Violent Crime in Early America”

 \*\*Paper 1 due before class

Week 4: American Revolution

 Jan 24: *American Stories* chs 5 & 6

 Jan 26: *RTAP* “Women and the American Revolution”
 \*\*Paper 2 due before class

Week 5: The Early Republic

 Jan 31: *American Stories* chs 7& 8

 Feb 2: **MIDTERM EXAM**

Week 6: Many Revolutions: Market, Transportation, Society

 Feb 7: *American Stories* ch 9

 Feb 9: *RTAP* “The Market Revolution”

 \*\*Paper 3 due before class

Week 7: Politics and the Shaping of American Democracy

 Feb 14: *American Stories* ch 10

Feb 16: *RTAP* “The Development of American Political Parties”

 \*\*Paper 4 due before class

Week 8: Slavery, Utopias, and Reform

 Feb 21: *American Stories* chs 11 & 12

 Feb 23: *RTAP* “Nat Turner and Slave Resistance”

 \*\*Paper 5 due before class

Week 9: The Antebellum Period – Sectional Crisis

 Feb 28: *American Stories* ch 13

 March 1: *American Stories* ch 14

Week 10: Civil War and Reconstruction

 March 6: *American Stories* ch 15

 March 8: *American Stories* ch 16

Final Exam is **Monday March 12, 1:30-3:18** pm in our regular classroom

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>