HISTORY 1151: American Civilization to 1877

Instructor: Lisa Zavorich
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Please include the course number, 1151, in the subject heading of your emails.

Course Description

This course surveys the political, constitutional, social, and economic development of the U.S. from the Colonial Period through the Era of Reconstruction. This course will examine the major events of the period from the perspectives of both the South and the North (and the West, to some degree). Throughout the course, we will think about how much of early American history we can tell as a rational story, and how much of it differs based on varying sectional experiences. This course, in conjunction with HIS 1152, furnishes one of the sequence requirements for the GEC and GE. Not open to students with credit for History 150.01, 151 or 2001.

Course Objectives

History courses develop students’ knowledge of how past events influence today’s society and help them understand how humans view themselves. In this course, I hope that students will:

1. Acquire a perspective on history and an understanding of the factors that shape human activity.
2. Display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
4. Improve the effectiveness of their written and oral communication skills through exams, papers, and class discussions.

Policies and Procedures

All students must be officially enrolled in the course by the end of the second full week of the term. 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.

This course may be used to fulfill GEC requirements.
Academic Misconduct

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).

Disability Services

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.

Required Readings

The textbook for the course is available at the university bookstore (Barnes & Noble), SBX, UBX, and online retailers. RTAP is a customized reader for this course and must be purchased through SBX. All other readings will be available on the Carmen website for this course (look under “Content”). A copy of Give Me Liberty! and a copy of the RTAP are also on 2-hour reserve at Thompson Library.


Retrieving the American Past, customized reader for this course published by Pearson and available at SBX (make sure to purchase the reader with this course number and my name [Zavorich] on it)

Articles, documents, and book excerpts available on Carmen, https://carmen.osu.edu/

Assignments and Grading

Grades in the class will be assigned based on the following:

15% - Participation (including attendance and participation in class discussion)
20% - In-class reading quizzes (will be announced in advance)
20% - Two 2-to-3-page comment papers (worth 10% each) each examining one of the assigned primary source documents – we will discuss additional details about this assignment in class.
20% - Midterm (in-class on Wednesday, July 3)
25% - Final (during the designated exam period, Monday, July 29 from 2-3:45), with possible option of final paper
Comment papers must be double-spaced in 12-point font with 1-inch margins. Please make sure to cite any and all sources that you use to write your paper using a standard citation format such as MLA or Chicago style. All comment papers are due in class on the due date. Late papers will result in a reduction of final grades by one letter grade (10%) for each day late, except in cases of illness or emergency, with proper documentation. In these cases, please contact me as soon as possible (before the paper is due if you can).

For assigning letter grades, I use the standard OSU 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)

Attendance

Attendance is a very important component of the course. I expect you to attend class, including arriving on time and participating attentively throughout. I also expect you to silence your cell phones for the duration of class. If you might need to receive a call related to an emergency, please see me before class. Texting, chatting online, and other activities unrelated to the class will not be tolerated and will result in a 0 for your participation grade for the day.

I allow two unexcused absences per term (the equivalent of four absences in a regular 14-week semester); after that, I will begin lowering your overall course grade by 2% per class missed. If you are unable to attend class due to a legitimate reason such as illness, funeral, or family emergency, please let me know as soon as possible (ahead of time if you can). I may ask for a doctor’s excuse on official stationary or similar documentation.

Please especially try to let me know ahead of time if you need to miss a quiz or exam so we can schedule a make-up. I do not allow make-ups for quizzes except in cases of excused absence with documentation. If you miss an exam without letting me know ahead of time and cannot provide a valid excuse with documentation, I reserve the right to lower the grade on your make-up exam by one letter grade.

If an ongoing situation arises which might significantly affect your attendance or make it difficult for you to do well in the course, please come and talk to me about it. I want you to do well, and I will try to assist in any way that I can. Please do not wait until the end of the
semester to come to me with these kinds of concerns. The sooner I know that the situation exists, the more effectively I can work with you to come up with good options.

Office Hours

My office is in Dulles Hall 009 (in the basement, just outside of the elevators). My office hours are Monday, Wednesday and Friday, 10:30 am to noon. Please stop by with any questions or concerns you may have. If you are unavailable during my regular office hours, please contact me, and we will set up an appointment at another time. I can also be reached via e-mail, which I check regularly throughout the day on weekdays and several times on weekends. I will do my best to respond to your e-mails within 24 hours.

Schedule

*Please remember that the length of this summer course (seven weeks) is half the normal length of this course in a regular semester. The readings and assignments are the same, however, which means that you will be reading more pages per week than you are used to reading in a semester course.

Pre-1492 Native America & Atlantic Exploration and the Struggle for Empire, 1492-1607

Week One
Monday, June 10
Introductions

Wednesday, June 12
Foner, *Give Me Liberty!,* 1-43
Bartolomé de Las Casas, excerpt from *Brief Account of the Devastation of the Indies* (1542) [Carmen]

English Colonial America, 1607-1763

Friday, June 14
Foner, *Give Me Liberty!,* 45-86
Symonds, “Virginia: A Sermon Preached at White Chapel” (1609) [Carmen]
Freethorne letters [Carmen]
Smith, “Massacre in Virginia” [Carmen]
Law and Slavery in Maryland [Carmen]

Week Two
Monday, June 17
Foner, *Give Me Liberty!,* 88-127
RTAP – Pestana, “Salem Witchcraft Crisis”
*New England Primer* excerpt [Carmen]

Wednesday, June 19
Foner, *Give Me Liberty!,* 130-174
RTAP – *Sinners in the Hands of an Angry God*, Jonathan Edwards
Rahhahman and Bradley, Narratives of the Slave Trade [Carmen]
RTAP – An African American Perspective on Liberty, Phyllis Wheatley, 1774

**The American Revolution, 1763-1783**

**Friday, June 21 - *Primary source comment paper due***
Foner, *Give Me Liberty!,* 176-209
RTAP – *Common Sense*, Thomas Paine, 1776 (excerpt)

**Week Three**
**Monday, June 24**
RTAP – Cornell, “Radicalism of the American Revolution”

**Wednesday, June 26**
Foner, *Give Me Liberty!,* 211-245
RTAP – Women’s Education, Judith Sargent Murray, 1798
Abigail Adams letters [Carmen]

**Building a New Nation, 1783-1801**

**Friday, June 28**
Foner, *Give Me Liberty!,* 247-279
RTAP – Federalist #10, James Madison, 1787
Debate over the Ratification of the Constitution (1787-1790) [Carmen]

**Week Four**
**Monday, July 1**
Foner, *Give Me Liberty!,* 281-315
Washington’s Farewell Address [Carmen]

**Wednesday, July 3**
*Midterm*

**Economy, Party Politics, and Manifest Destiny in the New Nation**
**Friday, July 5**
Foner, *Give Me Liberty!,* 317-350
“A Week in the Mill” & “A Second Peep at Factory Life,” from *The Lowell Offering* [Carmen]

**Week Five**
**Monday, July 8**
Foner, *Give Me Liberty!,* 352-389
“Election Day in Kentucky, 1830” & “July 4, 1837” [Carmen]
Andrew Jackson, Bank Veto Message [Carmen]
Wednesday, July 10
RTAP – “Manifest Destiny”
RTAP – Memorial and Protest of the Cherokee Nation, 1836

**The Antebellum South, 1820-1860**

Friday, July 12
Foner, *Give Me Liberty!,* 391-425
RTAP – *Narrative of the Life of Frederick Douglass,* Frederick Douglass, 1845 (excerpt) + *Incidents in the Life of a Slave Girl,* Harriet Jacobs, 1861 (excerpt)
Sarah Morgan, diary excerpts [Carmen]

**The Antebellum North, 1820-1860**

*Week Six*
Monday, July 15 *Primary source comment paper due*
Foner, *Give Me Liberty!,* 427-459
RTAP – *Woman in the Nineteenth Century,* Margaret Fuller, 1848 (excerpt)
Seneca Falls Declaration [Carmen]

**Sectionalism and Secession, 1820-1861**

Wednesday, July 17
Foner, *Give Me Liberty!,* 461-491, 494-501
RTAP – The Lincoln-Douglas Debates, 1858
Davis and Stephens on Secession [Carmen]
Stowe, *Uncle Tom’s Cabin* excerpt [Carmen]
Rush, *North and South, or Slavery and Its Contrasts* excerpt [Carmen]
Website – “Uncle Tom’s Cabin and American Culture” - http://utc.iath.virginia.edu/index2f.html (browse)

**The Civil War, 1861-1865**


*Week Seven*
Monday, July 22
Foner, *Give Me Liberty!,* 503-545
RTAP – Diary of a Union Soldier, John Quincy Adams Campbell, 1861-1863
Emancipation Proclamation [Carmen]
Lincoln, “Gettysburg Address” [Carmen]
Lincoln, “Second Inaugural Address” [Carmen]
Reconstruction, 1863-1877

Wednesday, July 24
Foner, *Give Me Liberty!*, 546-583
Thaddeus Stevens, Excerpts from a Speech Delivered in Lancaster County (Sept. 6, 1865) [Carmen]

Friday, July 26
RTAP – “Black Rights During Reconstruction”

*Final Exam* – Monday, July 29, 2-3:45 pm in our regular classroom
Some Tips for Success in this Course

Understanding Primary and Secondary Sources

Historians use both primary and secondary sources to make arguments about the past, and we will be using both in this course. It is a common misperception that primary and secondary sources refer to the sources that are more important versus the sources that are less important to a historian’s work, but the true definition for historians is actually somewhat different.

“Primary sources are items that are directly associated with their producer or user and the time period in which they were created. Examples include diaries, newspaper articles, government documents, clothing photographs, oral interviews, and news broadcasts. A primary source reflects the authority and perspective of someone who directly experienced what they are describing. Secondary works are analyses and interpretations based on primary sources and other sources, which can include other secondary works such as books and journal articles... A secondary source usually reflects the authority and perspective of a professional historians who did not experience what they are describing but who is trained to analyze primary sources and contextualize them within a bigger picture.” (from Jenny L. Presnell, The Information-Literate Historian: A Guide to Research for History Students (New York: Oxford University Press, 2013), 113)

For example, Give Me Liberty!, the textbook for the course, is a secondary source. Some of the RTAP readings are secondary sources as well, such as Paul Boyer and Stephen Nissenbaum’s interpretation of the Salem witchcraft crisis. Other documents in the RTAP are primary sources, such as the official court documents detailing the case against Bridget Bishop. Other examples of primary source documents we will be reading include the Frethorne letters, Washington’s Farewell Address, and Uncle Tom’s Cabin. With some sources, it is difficult to figure out whether they should be classified as primary or secondary, so if you have questions as you are preparing your primary source comment paper, please let me know!

Avoiding Plagiarism

Excerpted from Pearson Custom Publishing Retrieving the American Past Instructor Website

What is plagiarism? Plagiarism is the failure to acknowledge your sources or the act of making it appear that someone else's work is your own. It often results from the unintentional failure to document sources accurately. All sources must be documented—not just print media, but interviews, broadcast media, and electronic sources as well. Internet or other electronic sources may need particular attention. Downloading information is so easy that it is equally easy for a writer to underestimate just how much he or she is relying on the electronic source. However, whether deliberate or not, plagiarism is a crime within the academic community and can result in serious consequences for the student writer and researcher.

Why should you care? Plagiarism is a form of dishonesty. The academic community relies upon the reciprocal exchange of ideas and information to further knowledge and research. Using
information without acknowledging its source violates this process and cheats writers and researchers of the credit they deserve for their work and creativity.

Whenever you use information, facts, statistics, opinions, hypotheses, and ideas from outside sources, it is essential that you document them. Outside sources include:
- books
- Web sites
- periodicals
- newspapers
- material from electronic databases
- radio or television programs
- interviews
- speeches
- letters and correspondence, including e-mail

Your documentation must be thorough and correctly placed within the body of your paper and in the bibliography that follows your paper, according to the documentation style you are using. Common knowledge, such as widely known information about current events, famous people, geographical facts, or familiar history, normally does not need to be documented. However, if you are in doubt about whether information is common knowledge, the safest strategy is to provide documentation.

Seven Rules to Help You Avoid Accidental Plagiarism

1. Provide clear attribution of outside sources; this can be done with parenthetical citations, lead-in or signal phrases, or a combination thereof. Attributions may contain the name of the author and that individual's professional affiliation or the name of the organization that provided the information for your paper. Introductory phrases such as "Senator Johnson observes" or "According to the President's Initiative on Race" clearly identify your source and incorporate the information smoothly into your paper.

2. Identify all words and phrases taken from sources by enclosing them within quotation marks, unless those words or phrases are commonly used expressions or clichés.

3. Follow all quotations, paraphrases, and summaries of outside sources with appropriate and complete citations. Citations should immediately follow the material being quoted, paraphrased, or summarized. Information provided in your attribution, such as the name of the author, does not need to be repeated in the citation.

4. Use your own words and sentence structure when you paraphrase. A paraphrase should capture a specific idea from a source but must not duplicate the writer's phrases and words.

5. Be certain that all summaries and paraphrases of your sources are accurate and objective. You must clearly distinguish your own views and ideas from those of your sources.

6. Include all print and retrievable electronic sources in the References page that follows the body of your paper. Be sure that all the required information for each entry
is accurate and complete. Personal communication, such as letters and e-mail, should be
cited parenthetically but does not appear on the References page.

7. **Provide documentation for all visual images, charts, and graphs from printed or**
**electronic sources.** Be certain to accurately record the URL for Internet sources so that
your citation will be correct. Images, charts, and graphs require documentation whether
they are "pasted" into your paper as illustrations or summarized within the text of your
paper.