**History 4005 Seminar in Early American History Spring XXXX**

Time: Tuesdays 8-10:45am Room: Library 219

Professor Margaret Sumner Email: sumner.27@osu.edu

Office: Morrill 110 Office Hours: Thursdays 9-10:00

(or by appointment)

**Course Description:**

In this 4000-level seminar, we will spend the first half of the semester discussing the important historical interpretations, theoretical approaches, and research methodologies favored by historians who study the history of the early American republic. These required course readings (books and journal articles) will provide you with the intellectual groundwork needed as you choose an early American topic to research for the required seminar paper. The proposal for this paper is due at the end of Week 5. During the second half of the semester, you will write a rough draft by Week 10, meet me for an individual conference/feedback session, and participate in the activities of the seminar’s “writing workshop.” In the workshop, you will complete a set of short writing activities for class discussion, participate in a round of peer-revision of drafts with your colleagues, work on “troubleshooting” writing, source, and citation issues, and ensure that your project will be “presentation ready” by rehearsing a PowerPoint presentation. During the last week of class, you will present your work to the OSU-Marion community. The final paper draft is due at the end of Week 15.

**Required Readings:**

**\*\*\*BOOKS**

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| Joyce Appleby, *Inheriting the Revolution, The First Generation of Americans*, ( Harvard Univ. Press)    Nathan Hatch  *Democratization of American Christianity,*  Yale University Press (1991)  Sheriff, Carol, *Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862*  Hill & Wang (1997)  Manisha Sinha,  *The Slaves Cause: A History of Abolition*  Yale Univ. Press (2016) | Patricia Cohen  *The Murder of Helen Jewett*  Vintage Books: (1999)    Walter Johnson  *River of Dark Dreams, Slavery and Empire in the Cotton Kingdom*  Belknap Press: An Imprint of Harvard University Press, 2013  Elizabeth Varon  *Disunion! The Coming of the American Civil War 1789-1859*  The University of North Carolina Press; Reprint edition (September 15, 2010) |

**\*\*\*Required JOURNAL ARTICLES and WRITING WORKSHOP READINGS on CARMEN**

**Academic Misconduct** **– Plagiarism will not be tolerated in this class dedicated to historical writing!!!**

All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on 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>).

**Citation Policy: Historians LOVE footnotes and you will too!**

All citations used in writings assignments for a history course should follow the **Chicago Style** used by historians. You will find links to the online handbook for this citation style (with examples) via the “Learn” section on the OSU-Marion Library webpage. We will discuss this historical citation style in class this semester during our “Writing Workshop.”

**Student Obligations and Grading System:**

**A.** **Participation (25%)**

This course is organized as a seminar – a conversation around a table. It is not a lecture course. Your participation grade is measured by the extent of your discussion in class. It includes your efforts in any possible in-class writing assignments, various short homework assignments, the viewing and discussion of Power Point presentations, film clips, images, and websites in class, and assignments given to small discussion circles. Each student is expected to complete all reading assignments in time for class, and arrive ready to discuss them in an informed manner. Students are expected to exhibit collegial behavior in our class (i.e. actively participating in group activities, respecting colleagues’ opinions, displaying common polite courtesies, turning off cell-phones, no texting during discussion, etc.) Along with being a good colleague, you will be expected to:

\*\*lead class discussion about assigned readings on one day. A sign-up sheet will be sent around on Week 2 so that you may choose date. You will be the discussion leader so you must come prepared with an activity that will spark discussion for at least one hour – and a set of questions that will prompt your colleagues to discuss connections between your reading and past assigned readings. See CARMEN for guidelines.

\*\*complete all assigned Research Presentations as you participate in the seminar “Writing Workshop”

**B. Research Proposal (15%)**

The Proposal will be five pages. You must describe your research topic, explain how historians have debated and argued about it based on specific issues, and state where you stand in this scholarly conversation. You must also describe the relevant primary sources you plan to use to support your position. For a successful proposal, use at least three historians and discuss two specific primary sources.

**C. Rough Draft (20%)**

Students must turn in **no less than 10 pages of *coherent* narrative writing** that includes your paper’s introductory section (with stated thesis) and a body that includes paragraphs that support the thesis with a discussion of evidence from both primary and secondary sources. Relevant footnotes/endnotes must also be included. One of your colleagues will be reading this draft and providing feedback to you for revision purposes. You will also receive feedback on this draft from me.

**D. Final Draft (40%)**

A successful seminar paper with footnotes runs from 20-25 pages. This page count does not include the bibliography.

**Important Student Information:**

**Disability Services** - The University strives to make all learning experiences as accessible as possible.  If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please contact **Julie Prince** in the Office for Disability Services (ODS) to request appropriate accommodations.  ODS is located in 128 Maynard Hall and can be reached by phone at 740-725-6247 or via email at [marionds@osu.edu](https://email.osu.edu/owa/redir.aspx?C=Dl4gx57WDO3s0qIFRki1KYG-CgMYdAzAx4z4irnC9-u9dV6grujUCA..&URL=mailto%3amarionds%40osu.edu).  After registering with ODS, make arrangements with me as soon as possible to discuss your accommodations so they may be implemented in a timely fashion.

**Enrollment/Financial Aid/Attendance Reporting** - Enrolling officially and on time is solely the responsibility of the student. Regularly attending class is critical in achieving academic success.  If you receive some form of financial aid, such as the Pell Grant and/or the Federal Direct Student Loan, ***federal regulations require you to attend classes*.**  In part, this is why your instructor records attendance. Maintaining ***satisfactory academic progress*** (SAP) is important in preserving your future eligibility for financial resources. The Ohio State University is required by federal law to verify the enrollment of students who participate in Federal Title IV student aid programs (Federal grants and student loans) and/or who receive educational benefits through the Department of Veterans Affairs. It is the responsibility of the university to identify students who do not commence attendance or who stop attendance in any course for which they are registered and paid. Non-attendance is reported by each instructor, and can result in a student being administratively withdrawn from the class section. Please contact the Financial Aid Office located in Maynard Hall, room 100 at 740-724-6389 for information regarding the impact of course withdrawals on financial aid eligibility.

**Drug, Alcohol & Mental Health Concerns** - The Marion Campus has a licensed mental health counselor on staff to guide you on getting help with personal matters that may distract you from performing well in your studies.  If you believe a counselor can be of assistance regarding topics such as persistent sadness, feeling overwhelmed, difficulty making a decision, anxiety, or substance abuse, contact the Office of Counseling & Wellness at 740-725-6349 or [beary.4@osu.edu](https://email.osu.edu/owa/redir.aspx?SURL=sx6qtV9xF_KpdcOBhcAjPQ5CKSHpHPxRCa35wh9m1ixzfsgYaKrSCG0AYQBpAGwAdABvADoAYgBlAGEAcgB5AC4ANABAAG8AcwB1AC4AZQBkAHUA&URL=mailto%3abeary.4%40osu.edu)

**Official university grade scale:**

A 92.6 and above B- 79.6-82.5 D+ 67.6-69.5

A- 89.6-92.5 C+ 77.6-79.5 D 62-67.5

B+ 87.6-89.5 C 72.6-77.5 E below 62

B 82.6-87.5 C- 69.6-72.5

**Course Schedule**

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| Date of Class | Topic | What is due today? |
| Week 1 | Revolutionary Beginnings: Of the Republic and its Historians | Appleby, *Inheriting the Revolution*  CARMEN: Breen, Wood, Freeman |
| Week 2 | The Religious Republic? The Second Great Awakening and its Historians | Hatch, *Democratization of American Christianity*  CARMEN: Roberts, etc. |
| Week 3 | The History of “The North” | Sheriff, Carol, *Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862*  CARMEN: Clark, etc. |
| Week 4 | The “Steamboat Sublime” – and Historians of American slavery | Walter Johnson, *River of Dark Dreams*  CARMEN: Oakes, etc.  \*\* Be sure and meet with OSUM Librarian about possible topics before the end of Week 5! |
| Week 5 | Writing about Ideals in Action: Historians of Reform | Manisha Sinha, *The Slaves Cause: A History of Abolition*  CARMEN: Ginzberg, etc. |
| **Proposal** | **Proposal Due** | **DUE FRIDAY OF WEEK 5** |
| Week 6 | Research Strategies: Where Revelation meets Reality | CARMEN: Readings 1 (on Source Interpretation, “Life in the Archives”)  Bring in a chosen primary and secondary source from your proposal for discussion activity |
| Week 7 | Crafting a Narrative: Cohen’s Epic of Popular Culture, Crime, and the Early American City | Patricia Cohen, *Murder of Helen Jewett*  **Research Presentation**: Bring in a one page outline of your paper |
| Week 8 | Wrapping up the Early Republic: Was the Nation on the Road to War - or Not? | Elizabeth Varon, *Disunion*  **Research Presentation**: Bring in a two page draft of your introductory section. Can you also provide us with a conclusion? |
| Week 9 | No Class Meeting | Individual Conferences |
| Week 10 | No Class Meeting | Individual Conferences |
| **Rough Draft** | **Rough Draft DUE**  *Once you submit draft to CARMEN, you will receive a colleague’s draft to edit. Complete editor’s report before next class.* | **Due Friday of Week 10** |
| Week 11 | Revision-o-Rama: The Editor’s Opinions | CARMEN: Readings 2 (on Revision)  **Research Presentation**: Provide example of what your historian did well - and what needs improvement. |
| Week 12 | Revision-o-Rama: The Historian’s Response | **Research Presentation:** Revise your draft according to your editor’s directions. Present us with two examples of changes you’ve made |
| Week 13 | Learning to be Public Historians – Dress Rehearsal | **Research Presentation**: Give us a PowerPoint presentation of your project on just five slides. No more! |
| Week 14 | Plagiarism- Abusing Other People’s Ideas. . . | CARMEN: Readings 3 (on Intellectual Theft)  Bring three questions to class about citations in your research |
| Week 15 | Presentations | Class will present their work to OSU-Marion Community  **Final Draft Due on FRI of Week 15** |