

Term Information

Effective Term Spring 2024
Previous Value Spring 2020

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding 100% DL approval

What is the rationale for the proposed change(s)?

The faculty member is planning to offer this online.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4005
Course Title Seminar in Early American History
Transcript Abbreviation Seminar Early US
Course Description Advanced research and readings on selected topics in Early American History.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: A grade of C or above in History 2800, and any 3000-level History course; or permission of instructor.

Previous Value

Prereq or concur: English 1110.xx, a grade of C or above in History 2800, and any 3000-level History course; or permission of instructor.

Exclusions

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0102

Subsidy Level

Baccalaureate Course

Intended Rank

Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Students will become competent in the research methodologies and writing styles favored by historians focused on the early American period.

Content Topic List

- Topics will vary and will focus on issues in the study of Early American History

Sought Concurrence

No

Attachments

- 4005 Seminar Syllabus In-Person.docx: Syllabus - In-Person

(Syllabus. Owner: Getson, Jennifer L.)

- 4005 Syllabus DL.docx: Syllabus - DL

(Syllabus. Owner: Getson, Jennifer L.)

- History 4005 DL Cover Sheet (signed).pdf: DL Cover Sheet

(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

COURSE CHANGE REQUEST
4005 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/13/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	11/01/2023 01:43 PM	Submitted for Approval
Approved	Soland, Birgitte	11/01/2023 01:44 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/13/2023 05:08 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/13/2023 05:08 PM	ASCCAO Approval



Syllabus

History/4005

Seminar in Early American History

Semester Year

3 Credit Hours

Online, Synchronous, R 2:15pm – 5:00pm

Course overview

Instructor

- Margaret Sumner
- Sumner.27@osu.edu
- Course Zoom Link
- Office Hours
 - Zoom Link

Note: My preferred method of contact is email.

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" as you write, revise, and refine your historical writing. 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 in a PowerPoint presentation. The final written draft is due at the end of Week 15.

How this online course works

Mode of delivery

This course is 100% online via synchronous delivery via Zoom. Zoom invitations will be posted in advance to Carmen "Announcements." We will meet for one weekly zoom session per week.

Pace of online activities

This course is divided into weekly modules that are released one week ahead of time. Because the scheduled class is on Thursday afternoon, new modules will open Thursday at noon, and all weekly content will be due no later than Thursday at 11:59am in order to prepare for the discussion session the following morning. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.



Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

You are expected to log in to the course in Carmen for every scheduled class period (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible. Your attendance and participation grades depend on your logging in, completing all assigned work satisfactorily and on time, and demonstrating engagement with the course materials and themes through both written and online discussion.

Live sessions and office hours

The weekly synchronous class meeting is required and office hours are optional.

Course materials and technologies

Textbooks

Required

1. Joyce Appleby, *Inheriting the Revolution, The First Generation of Americans*, (Harvard Univ. Press)
2. Nathan Hatch, *Democratization of American Christianity*, Yale University Press (1991)
3. Latin Sheriff, Carol, *Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862*, Hill & Wang (1997)
4. Manisha Sinha, *The Slaves Cause: A History of Abolition*, Yale University Press (2016)



5. Patricia Cohen, *The Murder of Helen Jewett*, Vintage Books: (1999)
6. Walter Johnson, *River of Dark Dreams, Slavery and Empire in the Cotton Kingdom*, Belknap Press: An Imprint of Harvard University Press, 2013.
7. Elizabeth Varon, *Disunion! The Coming of the American Civil War 1789-1859*, The University of North Carolina Press; Reprint edition (2010).

***Required JOURNAL ARTICLES will be posted on CARMEN

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: shelp@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested



- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated



Assignment Category	Points and/or Percentage
Attendance & Participation	10%
Class Discussion Presentation	10%
Research Paper Proposal	10%
Research Paper Rough Draft	10%
“Writing workshop” assignments	30%
Research Paper Final Draft	30%
Total	100%

Description of major course assignments

Assignment #1 – Attendance & Participation

- **Description**

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 our online 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.)

Academic integrity and collaboration guidelines

Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face. At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

Assignment #2 – Class Discussion Presentation

○ Description

Once during the semester each student will lead class discussion about the assigned readings. Students may work individually, or in groups of two. A sign-up sheet will be sent around on Week 2 so that you may choose the 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. You should have 6-8 discussion questions.

- **Academic integrity and collaboration guidelines**

You are welcome to consult any of your readings and collaborate with your peers to prepare for leading discussion.

Assignment #3 – Research and Writing Workshop Series

- **Description**

The major focus of this class is a research paper, which you will develop in progressive steps throughout the semester. In addition to the major assignments described below (assignments 4, 5 and 6) you will also do 10 smaller assignments to prepare. More detailed instructions will be discussed in class and be available on Carmen, but the below outline provides a general overview of what you should expect. Each component will be worth 10 points of the overall Workshop series grade (100).

1. Zoom meeting with librarian regarding your topic
 - a. Turn in a summary of your meeting that includes a brief description of your chosen topic to Carmen (150-250 words).
2. Short Annotated Bibliography
 - a. Turn into Carmen and be prepared to discuss in class (1 primary and 1 secondary source, with 100-150 word summary of each source).
3. Paper Outline
 - a. Turn into Carmen and be prepared to discuss in class (2 pages).



4. Paper Introduction
 - a. Turn into Carmen and be prepared to discuss in class (2 pages)
 5. Individual meeting with instructor
 6. Editor's Report (Peer review)
 - a. Turn into Carmen and be prepared to discuss in class (Peer review of paper & editor's report with one example of something the paper did well and one example of a suggestion for improvement. 150-200 words)
 7. Revision
 - a. Turn into Carmen and be prepared to discuss in class (Revised draft & summary with two examples of changes you've made to the paper. 150-200 words).
 8. Presentation – Dress Rehearsal
 - a. PowerPoint – no more than 5 slides, presentation – (5-7 minutes)
 9. Citation Questions
 - a. Turn into Carmen and be prepared to discuss (3 questions)
 10. Presentation – Final
 - a. PowerPoint – no more than 5 slides, presentation (5-7 minutes)
- **Academic integrity and collaboration guidelines**



Your written assignments should be your own original work. Another person may proofread your assignments before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the Chicago Manual of Style to cite the ideas and words of your paper.

Assignment #4 – Research Proposal

- **Description**

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 four historians and discuss three specific primary sources.

Academic integrity and collaboration guidelines

Your written assignments should be your own original work. Another person may proofread your assignments before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the Chicago Manual of Style to cite the ideas and words of your paper.

Assignment #5 – Research Paper Rough Draft

- **Description**

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.

Academic integrity and collaboration guidelines

Your essay should be your own original work. Another person may proofread your assignments before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the Chicago Manual of Style to cite the ideas and words of your paper.

Assignment #6 – Final Paper

- **Description**

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

- **Academic integrity and collaboration guidelines**

Your written assignments should be your own original work. Another person may proofread your assignments before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the Chicago Manual of Style to cite the ideas and words of your paper.

Late assignments



Please be advised that I do not accept any late assignments without a valid, documented excuse. You must have documentation of the reason you were unable to submit the assignment. Please do not ask to submit an assignment late, after the due date, if you do not have a documented excuse. If you feel that you are going to have trouble submitting an assignment on time, please reach out to me as soon as possible before the due date. That will give me a greater amount of flexibility in helping you complete things successfully.

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-4357(HELP) at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within 7 days.

Preferred contact method



E-mail is the quickest way to contact the instructor with pressing questions, but major concerns should be reserved for office hours. When you e-mail, please be sure to put the course number in the subject line so I know which course you are enrolled in. I will reply to emails within 24 hours on days when class is in session at the university. I do not regularly check my email on the weekends.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.



Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.



Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:
<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help



is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-



19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

WW = Writing Workshop Assignment

Date of Class	Topic	What is due today? (assignments are due on Thursday at 11:59 am unless otherwise noted)
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Week 1	Revolutionary Beginnings: Of the Republic and its Historians	Appleby, <i>Inheriting the Revolution</i> CARMEN: Breen, Wood, Freeman
Week 2	The Religious Republic? The Second Great Awakening and its Historians	Hatch, <i>Democratization of American Christianity</i> CARMEN: Roberts, etc.
Week 3	The History of “The North”	Sheriff, Carol, <i>Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862</i> CARMEN: Clark, etc.
Week 4	The “Steamboat Sublime” – and Historians of American slavery	Walter Johnson, <i>River of Dark Dreams</i> CARMEN: Oakes, etc. ** Be sure and meet with Librarian about possible topics before the end of Week 5!
Week 5	Writing about Ideals in Action: Historians of Reform	Manisha Sinha, <i>The Slaves Cause: A History of Abolition</i> CARMEN: Ginzberg, etc. WW1 Meeting Summary Due



Proposal	Proposal Due	DUE FRIDAY OF WEEK 5 @ 11:59pm
Week 6	Research Strategies: Where Revelation meets Reality	CARMEN: Readings 1 (on Source Interpretation, “Life in the Archives”) WW2 –Annotated Bibliography Due. Be prepared to talk about your sources in class. Why are they important to your research?
Week 7	Crafting a Narrative: Cohen’s Epic of Popular Culture, Crime, and the Early American City	Patricia Cohen, <i>Murder of Helen Jewett</i> WW3 – Paper Outline Due. Be prepared to give a brief summary of your outline in class.
Week 8	Wrapping up the Early Republic: Was the Nation on the Road to War - or Not?	Elizabeth Varon, <i>Disunion</i> WW4 – Paper Introduction Due. Be prepared to discuss your introduction in class.
Week 9	No Class Meeting	WW5 - Individual Conferences
Week 10	No Class Meeting	WW5 - Individual Conferences
Rough Draft	Rough Draft DUE	DUE FRIDAY @ 11:59PM OF WEEK 10



	<i>Once you submit draft to CARMEN, you will receive a colleague's draft to edit. Complete editor's report before next class.</i>	
Week 11	Revision-o-Rama: The Editor's Opinions	CARMEN: Readings 2 (on Revision) WW6 – Peer Review and Editor's Report Due. In class, provide example of what your historian did well - and what needs improvement.
Week 12	Revision-o-Rama: The Historian's Response	WW7 – Revision Due. 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	WW8 - Research Presentation (Dress Rehearsal): 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) WW9 – Citation questions due. Bring three questions to class about citations in your research.



Week 15	Presentations	WW10 – Presentation (Final) Class will present their work in an online forum. Final Draft Due on FRIDAY @ 11:59pm of Week 15

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

Time: TBA

Room: TBA

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" as you write, revise, and refine your historical writing. 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 in a PowerPoint presentation. The final written draft is due at the end of Week 15.

Required Readings:*****BOOKS (tentative)**

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

*****Required JOURNAL ARTICLES will be posted 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 our 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 during one class session.** 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 “Writing Workshop” series during the last five weeks of class.**

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 four historians and discuss three 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:

GE Historical Study: Expected Learning Outcomes Students recognize how past events are studied and how they influence today's society and the human condition.

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.

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. 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

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

Date of Class	Topic	What is due today?
Week 1	Revolutionary Beginnings: Of the Republic and its Historians	Appleby, <i>Inheriting the Revolution</i> CARMEN: Breen, Wood, Freeman
Week 2	The Religious Republic? The Second Great Awakening and its Historians	Hatch, <i>Democratization of American Christianity</i> CARMEN: Roberts, etc.
Week 3	The History of “The North”	Sheriff, Carol, <i>Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862</i> CARMEN: Clark, etc.
Week 4	The “Steamboat Sublime” – and Historians of American slavery	Walter Johnson, <i>River of Dark Dreams</i> 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, <i>The Slaves Cause: A History of Abolition</i> 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”)

		1 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, <i>Murder of Helen Jewett</i> Research Presentation: 2 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, <i>Disunion</i> Research Presentation: 3 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 4
Week 10	No Class Meeting	Individual Conferences
Rough Draft	Rough Draft DUE <i>Once you submit draft to CARMEN, you will receive a colleague's draft to edit. Complete editor's report before next class.</i>	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. 5
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 6
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! 7
Week 14	Plagiarism- Abusing Other People's Ideas. . .	CARMEN: Readings 3 (on Intellectual Theft) Bring three questions to class about citations in your research 8
Week 15	Presentations	Class will present their work in a forum - to each other and invited campus guests. 9 Final Draft Due on FRI of Week 15

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.