

**HIS 200–S7**

**LOCAL HISTORY**

**FALL 2019 - 3 CREDIT HOURS**

**SEVEN SATURDAYS: 8/31, 9/7, 9/14, 9/21, 9/28, 10/5, 10/12**

**8:30 A.M. – NOON, CL 104**

**DR. PETER ROBINSON**

ADM 29

513/244-4207 (office)

513/659-4038 (cell)

(Call at reasonable hours, please.)

Email: [pete.robinson@msj.edu](mailto:pete.robinson@msj.edu)

**OFFICE HOURS:**

MW – 1:00-3:00 p.m.

TR – 12:30-1:30 p.m.

Class Days – Noon-1:00 p.m.

Other hours by appointment.

**PREREQUISITES:** Traditional students are required to get their advisor's approval to register due to the accelerated pace of the course.

**COURSE FEE:** \$65 to cover admissions and most other costs of weekly site visits.

**DESCRIPTION:** This course explores the development of the Greater Cincinnati area, primarily from the late eighteenth century to the present, using the Cincinnati region as a model for discussing American urban growth in general. It considers the people, places, events, and issues that formed this small but hugely significant part of the country and discusses how they helped to shape and were shaped by the larger history of the United States of America. As you complete the course, you will be encouraged to think about how and especially why this area evolved as it did during the past two and a half centuries and what this evolution can tell us about the challenges facing our community and our country today. This fall, the course will place special emphasis on the history of Mount St. Joseph University during this, its centennial year.

During the coming few weeks, we will approach local history as a dynamic conversation among diverse and fascinating peoples of different cultures, colors, faiths, and economic classes. Like us, the historical actors of the past were complex human beings with different strengths and weaknesses who struggled to survive day-to-day, and who often disagreed strenuously over how to shape their community. We will consider the past, not as a series of dead names, dry facts, and rigid truths (which may be how you are accustomed to thinking of history), but as a lively collage of characters and contested ideas about everything from human freedom to cultural preference. Such ideas are constantly being debated by people in a free democracy and we will use the past to engage these ongoing debates.

Also, HIS 200 will give you practice honing the skills associated with being a historian but that apply to other disciplines as well. Historians ask questions, gather information in the form of primary and secondary sources (speeches, letters, newspapers, interviews, photographs, even places), and then they weave this evidence into an explanation about how and why they think things happened in the past. This fall, we will focus on discovering historical questions and developing the critical skills for addressing them as we celebrate the Mount's 100<sup>th</sup> birthday.

**Please note that HIS 200-S7 is an accelerated course, and the reduced class time will be offset by greater demands outside of class. It is expected that you will devote an average of approximately sixteen (16) hours of independent study in preparation for each meeting.**

**IF YOU CAN NOT ATTEND EVERY CLASS OR OTHERWISE MEET THESE EXPECTATIONS, PLEASE DO NOT TAKE THIS COURSE.**

**OBJECTIVES / LEARNING OUTCOMES:** Every course at the Mount adopts certain Learning Outcomes and Performance Indicators that are vital to a liberal arts education. Specifically, during our brief time together we will work toward achieving the following objectives and their associated learning outcomes:

- to examine key themes, events, and individuals that motivated the historical development of Mount St. Joseph University and Greater Cincinnati (Learning Outcome: Cultural Competence; Performance Indicator: Cultural self-awareness - Articulate the norms and biases of one's own culture.);
- to consider the significance of these themes, events, and individuals to contemporary local and national citizenship (Learning Outcome: Social Responsibility; Performance Indicator: Civic Engagement - Describe how individual actions can be personally and collectively beneficial.);
- to actively consider the diverse and often competing cultures that constitute Greater Cincinnati and the role this diversity plays in hindering and promoting social equality (Learning Outcome: Cultural Competence; Performance Indicator: Awareness of other cultures - Demonstrate understanding of the values, beliefs, biases, and practices important to members of another culture; and Learning Outcome: Social Responsibility; Performance Indicator: Social change - Explain how social injustice is perpetuated and overcome.);
- to recognize and be critical of historical arguments (Learning Outcome: Critical Thinking; Performance Indicator: Information literacy - Use appropriate scholarly evidence to support a position.);
- to develop—through writing, oral presentations, and other means—useful methods of constructing historical arguments (Learning Outcome: Communication; Performance Indicator: Effective language and style - Write using language that is clear, fluent, and consistent with conventions of Standard English; and Learning Outcome: Communication; Performance Indicator: Oral Presentation – Deliver an effective oral presentation designed to enlighten or persuade; and Learning Outcome: Critical Thinking; Performance Indicator: Synthesis - Formulate an opinion or draw a conclusion based on a questioning of assumptions, an analysis of relevant evidence, and a synthesis of scholarly perspectives.).

**TEXTS:** The following text is required:

- Hagedorn, Ann. *Beyond the River: The Untold Story of the Heroes of the Underground Railroad*. New York: Simon & Schuster, 2004.  
[One copy has been placed on reserve in the Mount library and can be checked out for seven days at a time.]

Other assigned items (including articles, documents, photos, and web links) will be grouped together in weekly “packets” and available via **Blackboard** (indicated on the assignment schedule below; log on at <https://blackboard.msj.edu/> after July 26). Other assignments may be distributed as handouts. Always bring the assigned text(s) with you to class or be ready to access electronic sources via laptop computer or smartphone.

**CLASS FORMAT AND EXPECTATIONS:** While this class will incorporate some lecture, it will rely most heavily on discussion inspired by your responses to the reading and writing assignments. We also will embark on frequent visits to historically significant sites in the area. In order to facilitate intelligent class discussion and utilize these experiences to the fullest, it is vital that all assignments be completed on time. Again, although a precise time commitment is difficult to estimate, it is expected that you will spend, on average, approximately sixteen hours outside of class in preparation for every class meeting.

**ACADEMIC INTEGRITY:** Please be reminded that plagiarism and other forms of academic dishonesty are very serious offenses and carry consequences, including failure on the assignment in question and potential expulsion. Please refer to the “Academic Honesty” section in the undergraduate catalog for the definitions and penalties associated with academic misconduct. This information is online at <http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/academic-honesty/>.

### **CLASSROOM DECORUM:**

Please be on time for class. Your time and mine are valuable, so we will begin promptly. If extraordinary circumstances cause you to be late, please do your best to let me know beforehand and enter the classroom as quietly and unobtrusively as possible. If you are more than ten minutes late, I reserve the right to consider you absent for the entire class. You are expected to stay for the entire time. If you must leave early, please let me know beforehand. I reserve the right to consider early departures as absences.

Do not study for other classes, read other materials, engage in private conversations, or sleep in class.

Light refreshments are permitted in class (such as water, hot beverages, and snacks) but partaking of them should not interfere with class in any way. Please leave the classroom clean.

Smartphones, headphones, and other personal electronics must be turned off and out of sight during class.

This class follows a “screens down” policy, meaning that the use of laptop computers is prohibited during class time unless we are accessing sources together or I specifically approve their use.

**SPECIAL NEEDS:** In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more of such major life activities as walking, seeing, hearing, or learning. Students with documented disabilities or other special needs who require accommodation for HIS 200 (use of a laptop for notes, for example) are encouraged to speak to me and make use of the services of Project EXCEL. Also, you should contact Meghann Littrell, the Director of the Learning Center and Disability Services, to present documentation and develop individualized accommodation plans. She can be reached by phone (244-4524), email at [meghann.littrell@msj.edu](mailto:meghann.littrell@msj.edu), or in person at Room 156 Seton. Additional information can be found at <http://www.msj.edu/academics/disability-services/>.

**ATTENDANCE POLICY:** **Attendance is required at all class sessions. Please do not take this course if your Saturday schedule is in conflict with any of our meetings.**

One exception may be made in extreme circumstances at my discretion. Also at my discretion, additional work will be assigned to partially compensate for a missed class. **Missing one class likely will prevent you from receiving better than a grade of “good achievement” (B) in the course. Missing a second class will prevent you from receiving better than a grade of “satisfactory achievement” (C), and missing more than two classes will result in a failing grade, regardless of other grades in the class.** As stated above, I reserve the right to consider you absent for the entire class if you are more than ten minutes late or leave early without prior notification. Communication is key!

### **OTHER GENERAL POLICIES:**

**WRITING REQUIREMENTS:** All written work produced out-of-class (responses to discussion questions, book review, final paper, e.g.) must be typewritten in **standard 12-pt. type, double-spaced, and must use one-inch margins all around.** Most assignments will be submitted via the “Weekly Packets and Assignments” link on Blackboard. Printed work, if required, also must be stapled if more than one page.

**Submit final, polished drafts of which you are proud.** All work must show evidence of proofreading for errors in spelling, syntax, punctuation, and grammar. Points will be deducted for unmet requirements and late submissions. Five points (half a letter grade) will be awarded to written assignments that have benefited from consultation with the Writing Center. This free resource can be a priceless aid in helping you write effectively. This is not a proofreading service; rather, you can meet with a writing consultant who will give you valuable feedback and address your questions or frustrations concerning the writing process and the standards of written English. Call 244-4202 for an appointment or see [https://mymount.msj.edu/ICS/MSJAcademics/Learning\\_Center/Writing\\_Center.jnz](https://mymount.msj.edu/ICS/MSJAcademics/Learning_Center/Writing_Center.jnz) (you must be logged on to myMount). I must receive notice of the consultation from the Center prior to the due date of the assignment.

**EMAIL:** Do not hesitate to contact me at any time with questions, comments, or concerns. While I check and respond to my email faithfully, it may take me 24-48 hours to read and respond to your message. **No assignments will be accepted via standard email unless I specifically approve or request this beforehand.**

## **EVALUATION:**

**DISCUSSION AND PARTICIPATION :** Your engagement with the material will be evaluated regularly. Discussion will be a prominent component of our class meetings and you are strongly encouraged to take an active part. I may call on you to contribute your insight. It is true that different people participate in different ways, however. Therefore, in addition to in-class discussion, you also will earn participation credit by contributing to the on-line discussion board on Blackboard. You must post at least one contribution to the board between class meetings, except for the week of September 7-14, when you must post at least two contributions. Posts should be meaningful and substantive, and engage our class material and/or discussions in a specific and original way. We will discuss this further at the first class (no postings are required prior to our first meeting).

- Oral and Blackboard participation together will constitute 15% of your final grade. Additional posts will constitute extra credit if they meet the criteria.

**TYPED RESPONSES TO DISCUSSION QUESTIONS:** Your typed responses to the assigned discussion questions will help you to organize your thoughts, participate effectively in class discussions, and fully appreciate visits to historical sites. Your answer to each question should be well thought out, organized, and be at least 125 words in length. It must take the form of at least one well-developed paragraph (no outlines or bullet lists). Responses also must conform to the writing requirements above.

- You will submit typed responses to discussion questions via Blackboard prior to the first, second, and fourth class meetings (this includes the pre-assignment). Collectively these assignments will account for 30% of the final grade.

**WEEKLY QUIZZES:** Brief quizzes near the beginning of each class will serve as reading checks, reward those who have been faithfully completing the assignments, and help initiate discussion.

- The average of the quiz grades will account for 10% of the final grade.

**GROUP PHOTO PROJECT:** You will work with a partner in the University archives to analyze and document photographic evidence of the Mount's past. The results of your work will be displayed on the Mount's Ohio Connect digital archive in connection with the Mount's centennial celebration.

- You and your partner will work together to submit photographs and their accompanying captions at class on September 14. You also will give a brief presentation that day to share your process and findings. This assignment will be discussed in greater detail in class and will account for 10% of the final grade.

**BOOK REVIEW:** You will read a book of your choice from the Mount library's collection of local history titles, and submit a written review of it.

- After studying examples of effective, concise scholarly book reviews, you will add to your knowledge of local history scholarship by reading and submitting a brief review of your chosen title (three double-spaced pages) by September 28. This assignment will be discussed in greater detail in class and will account for 10% of the final grade.

**FINAL PAPER:** This paper—due by the final class meeting on Saturday, October 12—will demonstrate your ability to craft a historical argument and to support it with appropriate primary and secondary sources found in class and through your own research.

- In this paper—which should be four to six double-spaced pages long (1,200 to 1,800 words)—you will make a historical argument connecting some aspect of the Mount's history to that of the Greater Cincinnati region and the larger American experience. You might approach this assignment from an economic, political, cultural, or class perspective. You also must submit a brief prospectus describing your topic in advance. This assignment will be discussed in greater detail in class and will account for 25% of the final grade.

**SCALE FOR FINAL GRADE:** A = 90%-100%, B = 80%-89%, C = 70-79%, D = 60-69%, F = below 60%

**IMPORTANT DROP DATES:** You can drop this class any time prior to September 14 without any record of the class. Should you drop between September 14 and September 28, inclusive, you will receive a grade of "W" for the class. You cannot drop the class after September 28.

**INCOMPLETE GRADES:** Please refer to the "Incomplete Grades" section in the undergraduate catalog for the policy concerning incomplete grades. This information is online at <http://regtest.msj.edu/undergraduate-catalog/rights-policies/academic-policies/incomplete-grades/>.

**COURSE SCHEDULE:** Class topics and the pre-assignment appear below. Future assignments will be further defined and finalized in class and, like the rest of this syllabus, are subject to change with appropriate notice. (Note: we will travel to each off-campus site using a Mount van when available and our own vehicles when necessary. If you have a reliable car or minivan, please consider driving on one or more Saturdays if asked. While the course fee covers admissions and most travel costs, please plan to help compensate your driver for gas and wear and tear if we use private cars.)

### **FIRST SATURDAY: AUGUST 31**

**Title for Today:** Waters, Borderlands, and Frontiers: Early History of the Region

**Site Visits (tentative):** North Bend; Anderson Ferry; Northern Kentucky Riverwalk

#### **PRE-ASSIGNMENT**

**Read by today:** Read/study the materials in Blackboard Packet #1 (log on to Blackboard at <https://blackboard.msj.edu/> after July 26 and click the “Weekly Packets and Assignments” link); read *Beyond the River* (Preface, Part I (pages 1-132), and pages 285-287); read this syllabus fully (the first quiz will include one or two general questions on it).

**Submit by class time to Blackboard “Weekly Packets and Assignments” link:** Typed responses to discussion questions (see “Pre-assignment Questions” below).

### **SECOND SATURDAY: SEPTEMBER 7**

**Title for Today:** History Begins at Home: The Past is All Around Us

**Site Visits (tentative):** Various campus locations; Mount Archives

**Read/view/study by today:** *Beyond the River* (Part II (pages 133-197)); other material in Blackboard Packet #2.

**Submit by class time to Blackboard “Weekly Packets and Assignments” link:** Typed responses to discussion questions in Packet #2; at least one post to Blackboard discussion forum.

### **THIRD SATURDAY: SEPTEMBER 14**

**Title for Today:** Ethnicity and Class in the Queen City of the West

**Site Visits (tentative):** Findlay Market, Studio San Giuseppe

**Read/view/study by today:** Items in Blackboard Packet #3; prepare for photo presentations.

**Submit by class time:** Two Blackboard discussion posts as described in Blackboard Packet #3 (one will briefly describe the book you have chosen to review); photo presentations and archive forms.

### **FOURTH SATURDAY: SEPTEMBER 21**

**Title for Today:** “Angels of the Battlefield” and the Second American Revolution

**Site Visit (tentative):** Camp Dennison / Waldschmidt House

**Read/view/study by today:** *Beyond the River* (remainder); book for review (review due next week); other material in Blackboard Packet #4.

**Submit by class time to Blackboard “Weekly Packets and Assignments” link:** Typed responses to discussion questions in Packet #4; at least one post to Blackboard discussion forum.

### **FIFTH SATURDAY: SEPTEMBER 28**

**Title for Today:** Highs and Lows in Early Twentieth Century Cincinnati

**Site Visit (tentative):** Brewing Heritage Trail Tour in OTR (guests welcome, cost TBD)

**Read/view/study by today:** Items in Blackboard Packet #5.

**Submit by class time to Blackboard “Weekly Packets and Assignments” link:** Book review; prospectus for final paper (these assignments will be discussed in class); at least one post to Blackboard discussion forum.

### **SIXTH SATURDAY: OCTOBER 5**

**Title for Today:** “The Charity of Christ Urges Us”: Wartime Responses

**Site Visit (tentative):** Cincinnati Museum Center

**Read/view/study by today:** Items in Blackboard Packet #6.

**Submit at class:** At least one post to Blackboard discussion forum; continue researching/writing final paper.

### **SEVENTH SATURDAY: OCTOBER 12**

**Title for Today:** Back to the Future: The Recent Past and Present Challenges

**Site Visit (tentative):** brunch/lunch at Camp Washington Chili

**Read/view/study by today:** Items in Blackboard Packet #7.

**Submit at class:** Final paper.

**PRE-ASSIGNMENT QUESTIONS:** After completing pages 1-132 and 285-287 of *Beyond the River* and studying the materials in Blackboard Packet #1, answer all of the questions below. Submit your typed, double-spaced responses to Blackboard by class time on August 31, and be prepared to discuss your answers with your colleagues. Be sure to conform to all the “Writing Requirements” above, and remember that each answer should be at least 125 words in length and written in complete paragraphs (no outlines or bullet lists). Also, be sure to support your answers with specific references to the book or the other relevant materials in the Blackboard packet. Although formal citations and a works cited page are not necessary, be sure to include in-text citations and page numbers for your references (for example: “...as stated in *Beyond the River* on page 84...”). The more specific you can be in defending your claims with evidence, the better.

1. Begin by briefly describing your personal connection to the Greater Cincinnati region, if any. To what extent is this area part of your personal or family history? If you are new to this area, describe the circumstances that brought you to the region. Has your experience with the area been what you expected? Why or why not?
2. Based on your long or short experience with the Cincinnati region, what adjectives (at least two) would you use to describe it and why? How did these adjectives come to apply to the region? In other words, how do you think the region’s history has shaped these impressions? Reflect on this week’s readings for possible clues.



3. John Rankin's attitudes toward slavery, liberty, and citizenship differed from those of many of his fellow early American citizens. Based on your reading of *Beyond the River* thus far, discuss at least two factors that were most influential in shaping Rankin's attitudes? In other words, what separated Rankin (and others who believed as he did) from others who lived along the Ohio frontier, and why?
4. Based on Kimberly Wilson's brief history of the College of Mount St. Joseph (Mount St. Joseph University since 2014), which period strikes you as most pivotal or significant? In other words, when during its first eighty years of existence did the Mount "come into its own" or establish itself as the institution you recognize today and whose centennial we celebrate today? It might be a specific event or year, or a more extended period, or it may have to do with a specific person's contributions. Be sure to defend your choice with clear reasoning and specific references to the reading.
5. After reading "About These Packets" on Blackboard as well as pages 285-287 of *Beyond the River*, describe in your own words the difference between primary and secondary historical sources. Based on this understanding, do you think *Beyond the River* is a credible work of history or not? What leads you this conclusion?
6. Study closely the illustration, "Fort Washington, 1792." Now, imagine yourself the author of a published history of the Cincinnati region and write an informative caption for the illustration based on knowledge gained through the readings (especially *Beyond the River* and the two parts of "Taming the Ohio Wilderness, 1788-1830"). Your caption should do more than simply name Ft. Washington and give the year. It should also offer insight on the early history of Cincinnati to your reader in some way. Your caption must be written in complete sentences and must be at least 40 but no more than 75 words long. (This is shorter than the 125-word requirement for the other questions.)

**The Pre-Assignment must be completed and submitted through Blackboard by the start of our first class meeting on August 31. Feel free to contact me if you have any questions, preferably by email.**