

# HIST 120: AMERICAN HISTORY SURVEY

American History Survey  
History 120-006  
Fall 2004  
Innovation 204  
MWF 12:30–1:20  
Prof. Paula Petrik

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## **SCHEDULE**

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Monday,  
August 30 — Housekeeping Details and Introduction

Wednesday,  
September 1 — Reading: Syllabus & Website  
<http://www.archiva.net/hist120ay04/index.htm>  
Discussion: “TypePad Orientation”

Friday,  
September 3 — Lecture: “Evidence: Text”

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Monday,  
September 6 — **NO CLASS-LABOR DAY**

Wednesday,  
September 8 — Discussion: “Native American Creation Stories”  
Reading: *Out of Many*, Chaps. 1–3  
*Reader*, “Leonard Crow Dog, Remaking the World...”  
*Reader*, “Origins of Ottawa Society”  
*Reader*, “The Indians of New Netherlands...”

Friday,  
September 10 — **INDIVIDUAL TYPEPAD POST #1: “Creation Stories”**  
(due Monday, 9/13)

How did Native American creation stories change between 1650 and 1910 and how would you account for those changes? Historians are interested in the presence or absence of change over time—how things change or remain the same between one point in time and another point in time or during a period of time. The key is the variable for historians is time. With this definition of history in mind, read the three creation stories and in a three paragraphs discuss how the three stories change over time and what would account for the changes in the indigenous people’s versions of creation.

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Monday,  
September 13 — Lecture: “Evidence: Images”  
Reading: *Out of Many*, Chaps. 4–6

Tuesday,  
September 14 — **LAST DAY TO ADD CLASSES**

Wednesday,  
September 15 — Discussion: “Visual Evidence”  
Reading: Scholars in Action: Cartoons  
<http://historymatters.gmu.edu//mse/sia/cartoon.htm>  
*Reader*, “Society of Patriotic Ladies”  
*Reader*, “The Boston Massacre”

Friday,  
September 17 — **GROUP TYPEPAD POST #2**  
(due Monday, 9/20)

How did the British view the Patriots’ activism in the period leading up to the Revolutionary War? Carefully examine the cartoon, “Society of Patriotic Women, Edenton, North Carolina.” Use the questions accompanying the online materials as well as your notes from the lecture to help develop your thesis and organize your evidence.

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Monday,  
September 20 — Lecture: “What Happened to Paul Revere”  
Reading: *Out of Many*, Chaps. 7–9

Wednesday,  
September 22 — Lecture: “The Election of 1800”

Friday,  
September 24 — **COMMENT TYPEPAD POST #3**  
(due Monday, 9/27)

Select three entries from three different class participants in your assigned response group and comment on their entries. The comments should be about a paragraph in length and may address any aspect of the post, but you should offer at least one positive remark and at least three suggestions for improvement. Once you’ve made your comments, write a line or two in your own post with links to your comments. The links should appear in the following form: Mary Smith, Individual Post #1; Group #1, Group Post #2; John Jones, Individual Post #2.

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Monday,  
September 27 — Lecture: “Jacksonian America”  
Reading: *Out of Many*, Chap. 10–12  
*Reader*, “George Catlin’s Indians”

Wednesday,  
September 29 — Lecture: “The Benevolent Empire”

Friday,  
October 1 — **LAST DAY TO DROP CLASSES**  
**INDIVIDUAL TYPEPAD POST #4: “George Catlin’s Indians”**  
(due Monday, 10/4)

Using *Pigeon’s Egg Head* as an example, what is Catlin’s view of Native Americans and their culture? Historians are interested in the “historical context,” the time, events, culture, society in which events took place or in which people lived and how the historical context may have (or not) influences historical events and actors. Catlin painted his works between in the decades between 1830 and 1850, a time of transformation for the nation’s indigenous people. What was the historical context for Catlin’s paintings?

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Monday,  
October 4 — Lecture: “Evidence: Maps”  
Reading: *Out of Many*, Chaps. 13–14

Wednesday,  
October 6 — Discussion: Hygeia  
Reading:  
Making Sense of Maps  
<http://historymatters.gmu.edu/mse/maps/?PHPSESSID=0abc1f15b6f2a10d5c1717b6fdb51326>  
“Hygeia”  
<http://www.archiva.net/hist120ay04/readings/hygeia.htm>  
“SimUtopia”  
<http://www.archiva.net/hist120ay02/readings/simutopia.html>

Friday,  
October 8 — **GROUP TYPEPAD POST #5: SimUtopia**  
(due Tuesday, 10/12)

How do the spatial arrangements of your Utopia reflect reflect the ideologies of the early nineteenth century? What were your reasons for arranging your community as you did? Before you begin, make sure you have considered the following possibilities. Will your utopia be: A religious community, where all share the same beliefs? What will those beliefs be? A socialist community, with all property owned in common and all work shared equally? A combination of both? Will it be purely a commercial enterprise, designed to make money? Or a non profit experiment? Or an experiment in radical equality? Your community must be able to support itself—will it be agricultural, industrial, or a mix of both? Will it be closed to the rest of the world, or open? Will it be rural in character, or urban? Will there be slavery? Remember, your community must address the concerns of the day—about the excesses of industrialization, about immorality in commercial life, about the changing relations of men and women, about the potential or danger of democratic politics. To design your own utopian community, go online to SimUtopia. Drag the icons at the top of the next page into the “map” space. When you are finished, take a screenshot of your image and include it in a photo album in your blog. On a Wintel machine, press the PRINT SCREEN or PRNT SCN key. On a Macintosh, press COMMAND + SHIFT + 3. You may have to reduce the size and dimensions of your image with an image editing program.

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Monday,  
October 11 — **NO CLASS-COLUMBUS DAY**

Tuesday,  
October 12 — Lecture: “A Nation With a Short History”  
Reading: *Out of Many*, Chaps. 15

Wednesday,  
October 13 — Lecture: “Ho! For California”

Friday,  
October 15 — **COMMENT TYPEPAD POST #6**  
(due Monday, 10/18)

Select three entries from three different class participants in your assigned response group and comment on their entries. The comments should be about a paragraph in length and may address any aspect of the post, but you should offer at least one positive remark and at least three suggestions for improvement. Once you’ve made your comments, write a line or two in your own post with links to your comments. The links should appear in the following form: Mary Smith, Individual Post #1; Group #1, Group Post #2; John Jones, Individual Post #2.

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Monday,  
October 18 — Lecture: “Up at the Big House, Down in the Quarters”  
Reading: *Out of Many*, Chaps. 16–17  
*Reader*, “Wounded Escaping...”  
*Reader*, “Sharpshooter’s Last Sleep”  
*Reader*, “Home of the Rebel Sharpshooter”

Wednesday,  
October 20 — Lecture: “Civil War”

Friday,  
October 22 — **INDIVIDUAL TYPEPAD POST #7: “Civil War Photo Essay”**  
(due Monday, 10/25)

How do the images reflect a particular Civil War theme? Select 6–8 images around a particular theme from American Memory at the Library of Congress and download them. Once you have your images in hand, create a photo album and arrange the images to illustrate your theme. Choose a design that includes an introduction and a cover picture. Write an introduction for your album and captions for your images. The captions, although they can be short, should indicate how the image illustrates your theme and call attention to pertinent details

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Monday,  
October 25 — Lecture: “The Intimate Life  
Reading: *Out of Many*, Chaps. 18–20  
*Reader*, “State v. Rehberg”

Wednesday,  
October 27 — Discussion: “State v. Rehberg”

Friday,  
October 29 — **GROUP TYPEPAD POST #8: “We, the Jury”**

Was Edward Rehberg guilty of murder? Based on the evidence available in *State v. Rehberg*, imagine that you are a jury member in the twentieth century listening to the evidence. In your groups (you actually constitute a petite jury), decide on your verdict. What is the evidence for your decision? What verdict do you believe the nineteenth-century jury reached? What is the evidence for your decision?

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Monday,  
November 1 — Lecture: “Populism”  
Reading: *Out of Many*, Chaps. 21–23

Wednesday,  
November 3 — Lecture: “Progressivism”

Friday,  
November 5 — **COMMENT TYPEPAD POST #9**  
(due Monday, 11/8)

Select three entries from three different class participants in your assigned response group and comment on their entries. The comments should be about a paragraph in length and may address any aspect of the post, but you should offer at least one positive remark and at least three suggestions for improvement. Once you’ve made your comments, write a line or two in your own post with links to your comments. The links should appear in the following form: Mary Smith, Individual Post #1; Group #1, Group Post #2; John Jones, Individual Post #2.

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Monday,  
November 8 — Lecture: “Happy Days Are Here Again”  
Reading: *Out of Many*, Chap. 24–26  
*Reader*, “Father Knows Best”

Wednesday,  
November 10 — Lecture: “Cold War Nation”

Friday,  
November 12 — **INDIVIDUAL TYPEPAD POST #10: “1950s Photo Essay”**  
(due Monday, 11/15)

How do the images reflect a particular theme or trope in the 1950s? Select 6–8 images around a particular theme from American Memory at the Library of Congress or any other public domain collection and download them. Once you have your images in hand, create a TypePad photo album and arrange the images to illustrate your theme. Choose a design that includes an introduction and a cover picture. Write an introduction that includes a thesis for your album and captions for your images that illustrate that thesis. The captions, although they can be short, should indicate how the image illustrates your theme and calls attention to pertinent details.

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Monday,  
November 15 — Lecture: “Evidence: Sound”  
Reading: *Out of Many*, Chaps. 27–29

Wednesday,  
November 17 — Discussion: “Mini-Research Project”

Friday,  
November 19 — **GROUP TYPEPAD POST #11: “Top Ten in the 1970s”**  
(due Monday, 11/22)

Compare the top ten movies in 1970 with the “Top Ten Songs” from 1970? How would you categorize them by genre or type? Are there any differences between the themes evident in the songs and themes in films from 1970? How would you account for those differences? You will need to use search engines on the Internet or the library to develop your list of top ten movies that were the most popular by some measure—box office receipts, highest gross, and so forth. Beware of using someone’s personal list. Lists will vary, so you should provide the source for your list and rationale for your choice.

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Monday,  
November 22 — Lecture: Evidence: Moving Images”  
Making Sense of Films  
<http://historymatters.gmu.edu/mse/film/?PHPSESSID=0abc1f15b6f2a10d5c1717b6fdb51326>  
Telling Stories on Film  
<http://historymatters.gmu.edu/mse/film/try.html>

Wednesday,  
November 24 — **NO CLASS-THANKSGIVING BREAK**

Friday,  
November 26 — **NO CLASS-THANKSGIVING BREAK**

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Monday,  
November 29 — Lecture: “Greed is Good: The 1980s”  
Reading: *Out of Many*, Chap. 30

Wednesday,  
December 1 — Discussion: “How to Read a Movie”

Friday,  
December 3 — **GROUP TYPEPAD POST #12: “Wall Street”**  
(due Monday, 12/6)

To what extent did the movie *Wall Street* reflect the economic culture of the 1980s? Gather your group together and select a time to view *Wall Street*. It’s important that you watch and discuss the film together. To that end, you can reserve a media viewing room in the Johnson Center. The 1st floor group viewing room (134A) will accommodate 5-25 people and the 2nd floor group viewing room (227EB) will accommodate 5-10 people. Inquire at the Media/Reserves desk (1st floor) to access these rooms. You may also reserve a Group Viewing Room in advance by e-mailing [Rachel Kirkland](mailto:Rachel.Kirkland@georgetown.edu) or by calling her at 993-9052. Or, you can rent the DVD and gather together for your own viewing on or off campus.

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Monday,  
December 6

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Lecture: “Getting to 9/11”  
Reading: *Out of Many*, Chap. 31  
September 11 Digital Archive: Don Mercy  
<http://911digitalarchive.org/stories/details/33>

Wednesday,  
December 8

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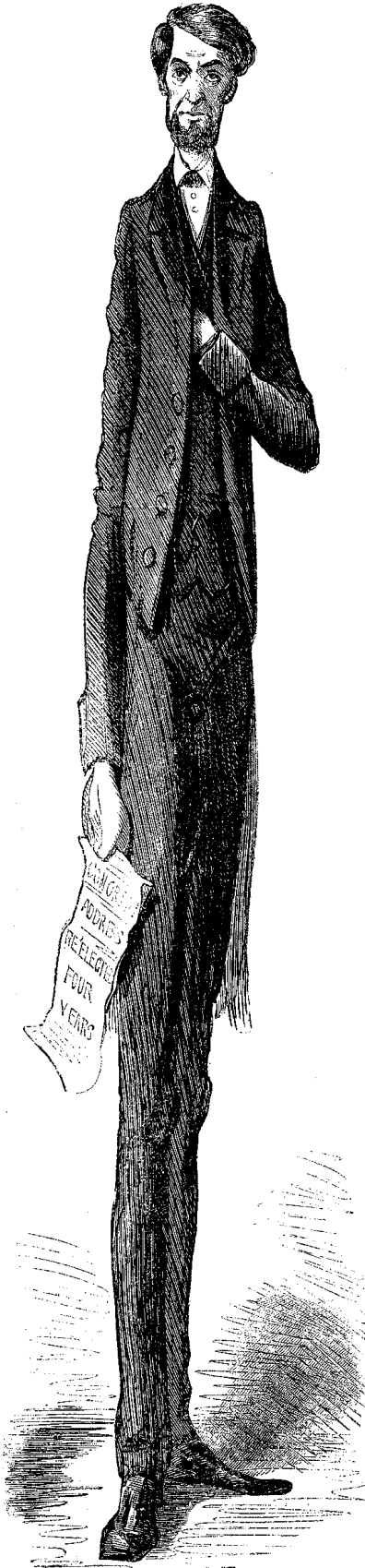
Discussion: “Memory as History”

Friday,  
December 10

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**SELF-EVALUATION DUE**  
**INDIVIDUAL TYPEPAD POST #13: Telling Your Story**  
(due Friday, 12/10)

Where were you when the planes hit the Twin Towers? What did you do? What did you think both before and after. Each generation has its historical moments, a time when we have a clear picture of the events. For one generation, it is the answer to the question: “Where were you when Kennedy was shot?” For another, it is: “Where were you when Challenger blew up?” For still another generation, it is 9/11. For this assignment, go to the September 11 Digital Archive <<http://911digitalarchive.org/>> and write your story. Once you’ve added your story to the archive, make a copy for your TypePad post. You might want to read a few of the entries to get a sense of how people remember the events and their reactions. One of most interesting is Don Mercy’s, a former GMU student and Fedex driver.



### **COURSE**

This course is designed as an introduction to the major themes and arguments in U.S. history from the colonial period to the present as well as an exploration of the different kinds of evidence that are available to historians. This is not an easy course; it is, rather, a reading and writing course that will provide you with the general knowledge and skills commonly identified as appropriate to a one-semester introductory course. Unlike upper division courses this course tends to be a bit more fact oriented but not entirely so. You may or may not improve your Jeopardy performance but will, I hope, learn the usefulness and pleasures of history. To get the most from the course, therefore, the reading assignments should be completed before the date they are due so that you will have time to digest the material thoroughly in preparation for discussion and subsequent writing assignments. You will have to use your time wisely.

### **BOOK**

The following book is required for the course. It is available in the Campus Bookstore.

Faragher et al., *Out of Many*, Concise Edition

### **TYPEPAD**

You are required to obtain a Plus-level subscription to Typepad, a blog. TypePad is available at: <http://www.typepad.com>. All of your writing assignments and projects will be posted to your Typepad blog. The cost is \$8.95 per month or roughly \$27.00 for the semester (the cost of a modest textbook). The best thing to do is sign up for a free trial; this will furnish you with a month's free service. At the end of the semester, you can cancel your subscription. Or, you may discover that you like blogging so much that you retain your subscription. Alternatively, you can obtain the Movable Type software. It is free, but the installation of the software is challenging and you will need to contact your ISP to ensure that the necessary software is in place. Movable Type will install the application for you for a \$40.00 fee, but you will need to arrange to have CGI and MySQL in place. Be aware that most free web page areas do not support CGI or MySQL or charge extra. I do not recommend this option unless you have some solid computer skills and access to a sophisticated ISP, but there may some in the class who can avail themselves of this option.

### **POLICIES**

I am explaining and stating these policies now, in the clearest possible terms, so there can be no dispute over what I expect. If you have questions about my expectations, please raise them. But whenever you ask me to modify my expectations because you failed to plan and use your time efficiently, you put me as well as the rest of the class in the ethically difficult position of applying different standards to different people. I ask that you accept responsibility for your actions rather than put us all in an uncomfortable position.

*Attendance*

At this point in your intellectual development, you should have some sense of personal responsibility. Class attendance, therefore, will be up to you. It will be very difficult, however, to pass the course without attending class because the assignments and exams are the focus of many of the class discussions. In fact, failure to attend class on many occasions will have grave consequences. A word to the wise, in short, should be sufficient.

#### *A Note on Computer Use*

Computers are a great boon to the student writer. But, as with any technology, you must take steps to minimize the problems that computers inevitably cause. Do not expect to get through the semester without having at least one computer crisis. Prepare for this well in advance. Back up your work constantly and have alternative plans for obtaining computer use, if your primary options fail you. We will never accept computer problems as excuses for missed assignments. You must also keep backup copies of submitted assignments—either in electronic form or hard copy.

Similarly, computers and email permit around-the-clock communication. If you have questions or need to apprise the instructor of an emergency situation, contact me via email. Should you need to discuss an issue with the instructor, contact me via email or by phone. If you email me, please put HIST 120 in the subject line; putting something like “Hi” or “Have a question” is a common “spam” technique, and my emailer is trained to junk these messages. Do not, however, expect an immediate response. Many of your questions can be answered by consulting the web site at:

<http://www.archiva.net>

The site contains a duplicate of the syllabus, including the schedule and writing assignments. Since the course makes use of the Internet, you might find it more convenient to use the Web version of the syllabus to make use of the links.

#### *Non-Sexist Language*

George Mason University has also pledged itself to the use of non-sexist language in the classroom. We will support that effort by using both the masculine and feminine forms in our discussions and writing rather than masculine generic terms. For example, we will use instead of simply “men,” men and women; instead of “mankind,” humankind and so on. Such an effort may seem awkward initially, but the effort is well repaid by the gain in the content of class discussion and class writing.

#### *Grades*

Grades, including +s and -s, will be assigned in the following manner. REMEMBER THEY REPRESENT AN EVALUATION, NOT A REWARD. To rephrase Solomon, Smith-Barney, the investment folk, we do grades the old-fashioned way—earn them.

A—Outstanding work, complete mastery of the material presented, combined with some originality.

B—A solid command of the material with some gaps or mistakes in a basically sound essay or discussion.

C—Some knowledge of the material; mistakes and confusion are acceptable if mixed with some understanding. Not a reward for attendance or effort.

D—An incomplete and minimal knowledge of the material, major confusions and errors.

F—A failure to present the material in a reasonably accurate and comprehensible manner.

I—There are no “incompletes” given in this course except in cases of bona fide and documented instances in accordance with the regulations of the university.

P—For a “pass” a “C” average is required.

The nature of the course suggests that breaches of academic integrity will be difficult to accomplish. If, however, a class member engages in plagiarism or other forms of cheating, he or she will receive a zero for that assignment and be reported to the Honor Board for further academic action.

If you receive a grade or criticism that seems unfair or if you desire further explanation, see me. If you come to argue for a better grade, come prepared to present your case in the most coherent and organized manner possible.

### **REQUIREMENTS**

The requirements for the course are as follows: (1) 13 TypePad post (50 pts. each=650 pts.); (2) a self-evaluation (1 page, typed, single-spaced) assessing your performance in the course (not graded but required.).

### **TYPEPAD POSTS**

There are seven posts required for the course. They are due in class on the date stated on the syllabus schedule. Points or partial will be awarded for the following:

1. promptness (0 or 10 pts.)
  2. introduction (1–5 pts.)
  3. thesis (1–5 pts.)
  4. argument (1–10 pts)
  5. evidence (1–5 pts)
  6. grammar (1–10 pts.)
  7. format (1–5 pts.)
  8. bonus (0 or 5pts)
- TOTAL 50+ pts.

Although the posts result in short pieces, a good deal of thinking and drafting is necessary to prepare a good post.



### **WRITING**

George Mason University has made a commitment to improve students’ writing. Toward that end, instruction in writing will be a part of this course. Effective writing is a major component of effective thinking, and, as such, is the foundation for history. (The word, history, comes from the Latin, *historia*, meaning story or chronicle.) Although it is impossible to teach the whole of composition in a semester, it is possible to impart several useful techniques and develop a writing discipline via a continuous schedule of writing

exercises. Should you need some extra help with your writing, the university maintains writing centers at several locations on campus in addition to an online writing program. The writing center will not line-edit the drafts of your posts, but the tutors will help you think through the writing process and offer helpful suggestions. The writing center can be accessed at:

<http://writingcenter.gmu.edu/services/index.html>

## THE GOOD BLOG POST

Students often ask about writing a good post. Essentially, a TypePad entry should be three to four paragraphs—roughly 400-500 words or the equivalent of 1–2 double-spaced pages. You might want to draft your entry in a word processing program first and copy and paste after you have finished. Use a plain text editor, such as Notepad on a Wintel platform or Tex-Edit on a Mac, to avoid pasting in all sorts of weird characters. Although we will discuss the elements of a good post and comment post extensively in class, these paragraphs are offered as a reference and a detailed summary of how your posts will be evaluated.

### *Format*

Online writing and reading differs from print for a variety of reasons. Clarity is the name of the game. Each post should conform to the following format: Post number, post title, underlined or bolded thesis sentence, and space between paragraphs. Titles of books should be italicized, titles of articles or documents should put in quotation marks, and so on. Any links to comments should use the author's name. Do not simply use a URL.

### *Title & Introductory Paragraph*

A good post begins with a good title. A good title gets the reader's attention immediately and sets the tone for the rest of the entry. A title, such as "Entry #1," is not particularly effective or even interesting. Since this is a class, you must number the entries so that the reader knows which assignment you are addressing. Examples might include: "#1: Edenton's Women: Early Politics" or "No. 8: SimUtopia: Pleasantville." You can be much more creative, but your post must have a number. And if you use a catchy title that might be confusing or ambiguous, be sure that the document title(s) is indicated in the first paragraph.

Once you've decided on an interesting title, the next step is framing an introductory. An introductory paragraph can take many forms, but in a short paper, two strategies are usually successful: the brief anecdote or narrative or the quotation. How might these work? Here are two examples.

The *New Yorker* magazine observed, "We believe that the truth can turn up in a cartoon, in one of the magazine's covers, in a poem, in a short story,...." The *New Yorker* statement might well apply to the British reactions to events preceding the Revolutionary War depicted in an early cartoon. [The quotation]

In 1770, Boston citizens skirmished with a small band of British soldiers in front of the Customs House. Although witnesses to the event differed on who was responsible for the starting the altercation, the results were not in dispute—five dead Bostonians. Four years later, the women of Edenton decided to oppose the British Tea Act by boycotting tea. [The short anecdote or narrative]

The last sentence of the introductory paragraph should be the thesis. You should be aware that it is acceptable (and often necessary because of time constraints) to skip the introductory sentences in an essay examination question and begin immediately with a thesis statement.

### *Thesis*

A thesis is a proposition or statement of an argument. It is not "stage direction" (e.g., "In this paper I will tell you about the British and American attitudes toward pre-revolutionary activism, and then I'll show..."). An adequate thesis is a clear, precise, declarative statement: "The British cartoon 'Women of Edenton, North Carolina,' suggests that the British attitude toward patriot activism was \_\_\_\_\_ and \_\_\_\_\_. Obviously, your interpretation of the source will determine what you put in the blanks. Note, too, that this statement identifies the source.

### *Argument*

The body of your post follows the terms of your thesis and outlines your argument, beginning with a transitional sentence. (The easiest way to frame a transitional sentence is to take an important word or phrase from the sentence in the preceding paragraph and build on it.) In the Edenton example, the next paragraph would discuss the first “blank” and include the supporting evidence. The second paragraph would follow with a discussion of the second “blank” (usually its best to put the most compelling evidence last) and its evidence. The third paragraph would take up the conclusion.

A conclusion not only summarizes your argument—usually in a sentence or two—but also discusses its historical significance. The last is the most critical. A conclusion puts your argument into “the big picture,” as Richard Nixon was fond of saying. It is an effort to relate your findings to a broader theme in the course. Does Edenton cartoon say something about how the British viewed patriot seriousness of purpose? Does the image offer any insights into British and American views on gender and politics? Et le voilà—your paper is finished, and you have a nicely ordered 2-3 paragraph post.

### *Evidence*

Evidence is a summary description or a short quotation from the source that supports the point that you wish to make in your paragraphs. For example: “The cartoonist suggested that the patriotic women of North Carolina were \_\_\_\_\_ and \_\_\_\_\_ by depicting the women’s careless parenting (the child under the table) and slovenly housekeeping (spilled food and the dog’s urinating under the table).” If you use a quotation from a source other than the documents that are part of the assignment, you must use quotation marks and a citation. Since footnotes and endnotes are difficult to achieve on the web, we’ll go with the bracketed reference mark [1] at the end of the sentence containing the quoted material and a bracketed reference mark at the end of your post with the source.

### *Grammar*

Grammar and mechanics are important for a variety of reasons—all of them good. All your posts should be grammatically correct in all their particulars. Correctness includes spelling, punctuation, diction, and mechanics. A list of common grammar errors and suggestions for correcting them appears elsewhere.

### *Bonus*

Bonus points are awarded for an especially creative, original, or stylistically sophisticated post.

### **Grammar for Historians & Others**

Here are some common grammatical problems that arise in history papers, listed with the correction mark for each and a solution to the problem. You will find these abbreviations used on your papers, so it is a good idea to look these over.

Shift in verb tense (ST):

“Benjamin Franklin outlines a list of moral improvement for himself because he wanted to become a better person.” (Put “outlines” in the same tense (past): “outlined.”)

Shift in person (SP):

“You really have to appreciate what Christopher Columbus did. I think that he....” (Use the third person singular or plural in writing historical prose: “Readers should appreciate Christopher Columbus’s accomplishments. He....”)

Passive voice (PV):

“The Indians were removed by Andrew Jackson.” (Identify the proper subject of this sentence and rework, as in “Andrew Jackson removed the Indians.”)

Code Word (IMPORTANT)

The code word is “historicity.” Look it up. As the fortune cookie says, “You will reap good fortune shortly.”

Run-on sentence (RO):

The Taney court made the Dred Scot Decision, it did other things.” (Add a semicolon after “Decision” to join two independent clauses properly or use two separate sentences.)

Comma splice (SPLICE):

“Many thought the Mormons were un-American as a result, they persecuted them in several locations.” (Replace comma after “un-American” with a semicolon to join two independent clauses properly.)

Sentence fragment (FRAG):

The Crow caught between the Sioux and white settlement, between a rock and hard place, in the 1870s.” (The sentence needs a verb for its subject, Crow.)

Not a sentence (NS)

Used sometimes to describe a comma splice or sentence fragment or a combination of the two.

Faulty pronoun reference (REF):

“The South disliked the North because of their politics.” (The referent for “their” (“North”) is singular; change “their” to “its” or change “North” to “Northerners.”)

Subject-verb agreement (S/V):

“Each of the Presidential soldiers carry a rifle.” (Each is singular and requires a singular verb; change the sentence to, “Each of the Presidential soldiers carries a rifle.”)

Faulty predication (PRED):

“The belief in Manifest Destiny cannot conceive of Indians having rights.” (“Conceive” is a verb that “belief” is incapable of carrying out. Identify proper subject for the verb: “People who believe in Manifest Destiny cannot conceive...”)

Misplaced modifier (DP)

“Booth shot Lincoln with a derringer, angered by his politics.” (The participial phrase “angered by his politics” cannot modify “derringer”; it must be placed immediately after “Booth.”)

Dangling modifier (MOD):

“Arriving by boat in the New World, the weather was brutal.” (The weather cannot arrive by boat in the New World; identify the proper subject for the first clause, as in “Arriving by boat in the New World, the Puritans found the weather brutal.”)

Faulty parallel structure (| |ISM):

“States prevented women from voting by laws and believing in traditional gender roles.” (A noun, “laws” is listed in series with a gerund, “holding.” Rework so both are the same, as in “laws and beliefs” or “enacting laws and believing.”)

Colloquial (COLL):

“George Washington was a cool dude.” (Substitute non-colloquial phrase for “cool dude,” as in “George Washington was statesman and farmer.”)

Word choice (WW):

“One slave tells of how he was able to get a job after the war and earn enough money to travel to North Carolina to find his long separated mother.” (His mother had probably remained in one piece; substitute “lost” for “separated.”)

Spelling (“sp”)

“The army traveled on it’s belly.” (The word it’s is misspelled and must be corrected.)

Quotations (QUOT)

The Virginia patriots were forceful in their protest. “Give me liberty or give me death.” (The Virginia patriots were forceful in their protest. When Patrick Henry said, “Give me liberty or give me death,” his statement bordered on treason; a quotation needs to be introduced, punctuated, connected to the material that it illustrates, and formatted correctly.)

Other correction comments you may see:

source? What is your source for saying this? Add a citation telling your readers where this came from.

evidence? What is the evidence that supports this argument? You need to incorporate primary or secondary source evidence.

thesis? What is the thesis for the essay? You need to revise your thesis or frame a different proposition or argument.

trans? Where is the transitional sentence? You need to rewrite or include a transitional sentence to move between paragraphs.

[a wavy underline] What is going on here? The prose makes no sense, and the reader cannot understand what you wish to communicate. You need to wholly revise the statement or paragraph.

### **SELF-EVALUATION GUIDELINES**

Oftentimes, a letter grade does not reflect the effort that students put into a course, the amount a student has learned, or the skills that a student has acquired. A self-evaluation is one way of remedying this deficiency by illustrating and documenting your participation in the course from your perspective. This is the time to argue for yourself and put your best foot forward. In fact, it is in your interest to do the best job that you can on this assignment. The self-evaluation should be a one-page, typed single-spaced paper in which you address the following topics:

#### I. Evaluation of your participation in the class

- A. Attendance
- B. Time devoted to the materials
  - 1. blogs
  - 2. group meetings
  - 3. readings
- C. Class participation
  - 1. In-class contributions
  - 2. Group contributions
- D. The ways in which you think you improved or not
- E. The problems you encountered in your effort to complete the class assignments to your satisfaction.
- F. What you would have done differently

- G. Some of the skills or knowledge that you acquired
- II. A general assessment of how you will apply what you have gained (or not) from the class in the future
- III. Other activities of a historical nature that you participated in