

# HIST 120: AMERICAN HISTORY SURVEY

American History Survey  
History 120-002  
Fall 2006  
Robinson B 203  
MWF 12:30-1:20  
Prof. Paula Petrik

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## SCHEDULE

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|---------------------------|---|---|
| Monday,<br>August 28      | — | Housekeeping Details and Introduction<br>Group Project: "A Great Disaster"  |
| Wednesday,<br>August 30   | — | Reading: Syllabus & Website<br>Discussion: "TypePad Orientation"<br><b>Class meets in Innovation 222</b>  |
| Friday,<br>September 1    | — | Lecture: "Text as Evidence"<br><b>TYPEPAD URL DUE</b>   |
| Monday,<br>September 4    | — | <b>NO CLASS-LABOR DAY</b>   |
| Wednesday,<br>September 6 | — | Discussion: "Native American Creation Stories"<br>Reading: <i>Nation of Nations</i> , Chaps. 1-3<br><i>Reader</i> , "Leonard Crow Dog, Remaking the World..."<br><i>Reader</i> , "Origins of Ottawa Society"<br><i>Reader</i> , "The Indians of New Netherlands..." |
| Friday,<br>September 8    | — | <b>Group Meetings</b><br><b>INDIVIDUAL TYPEPAD POST #1: "Creation Stories"</b><br>(due Wednesday, 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 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 11 — Lecture: “Evidence: Images”  
Reading: *Nation of Nations*, Chaps. 4–6  
**LAST DAY TO ADD CLASSES**

Wednesday,  
September 13 — Discussion: Writeboard Orientation  
**Class meets Innovation 222**

Friday,  
September 15 — **Group Meetings**  
**GROUP TYPEPAD POST #2**  
(due Wednesday, 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 18 — Lecture: “What Happened to Paul Revere”  
Reading: *Nation of Nations*, Chaps. 7–9

Wednesday,  
September 20 — Lecture: “The Election of 1800”

Friday,  
September 22 — **Group Meetings**  
**COMMENT TYPEPAD POST #3**  
(due Wednesday, 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 25 — Lecture: “Jacksonian America”  
Reading: *Nation of Nations*, Chap. 10–12  
*Reader*, “George Catlin’s Indians”

Wednesday,  
September 27 — Lecture: “The Benevolent Empire”

Friday,  
September 29 — **Group Meetings**  
**LAST DAY TO DROP CLASSES**  
**INDIVIDUAL TYPEPAD POST #4: “George Catlin’s Indians”**  
(due Wednesday, 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?

Saturday  
September 30–  
Wednesday,  
October 27, 2006 **ELECTIVE WITHDRAWAL PERIOD** (Full-Semester Course)

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Monday,  
October 2 — Lecture: “Evidence: Maps”  
Reading: *Nation of Nations*, Chaps. 13–14

Wednesday,  
October 4 — Discussion: Hygeia  
Reading:  
Making Sense of Maps  
[http://historymatters.gmu.edu/mse/maps/?  
PHPSESSID=0abc1f15b6f2a10d5c1717b6fdb51326](http://historymatters.gmu.edu/mse/maps/?PHPSESSID=0abc1f15b6f2a10d5c1717b6fdb51326)  
**Class meets in Innovation 222**

Friday,  
October 6 — **Group Meetings**  
**GROUP TYPEPAD POST #5: Barrow’s Plantation**  
(due Tuesday, 10/10 in hardcopy; due Wednesday, 10/11 as  
post)

This map has appeared in dozens of textbooks over the years to illustrate the transformation of southern plantation between 1860 and 1881 or before and after Reconstruction. There is an error in the map, however, and your assignment will be to discover the error, among other things. Since there is a little friendly competition among groups involved in this assignment, the assignment will be available for download on Monday, October 2, and will submitted in class in hardcopy on Tuesday, October 10 before the groups post their results on Wednesday, October 11.

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|--------------------------|---|---|
| Monday,<br>October 9     | — | <b>NO CLASS-COLUMBUS DAY</b>  |
| Tuesday,<br>October 10   | — | Lecture: “A Nation With a Short History”<br>Reading: <i>Nation of Nations</i> , Chaps. 15 |
| Wednesday,<br>October 11 | — | Lecture: “Mexican War & California”   |
| Friday,<br>October 13    | — | <b>NO Group Meetings</b><br><b>COMMENT TYPEPAD POST #6</b><br>(due Wednesday, 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,<br>October 16    | — | Lecture: “Up at the Big House, Down in the Quarters”<br>Reading: <i>Nation of Nations</i> , Chaps. 16–17<br><i>Reader</i> , “Wounded Escaping...”<br><i>Reader</i> , “Sharpshooter’s Last Sleep”<br><i>Reader</i> , “Home of the Rebel Sharpshooter” |
| Wednesday,<br>October 18 | — | Discussion: “Photo Essay”  |
| Friday,<br>October 20    | — | <b>Group Meetings</b><br><b>INDIVIDUAL TYPEPAD POST #7: “Civil War Photo Essay”</b><br>(due Wednesday, 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 23 — Lecture: “The Intimate Life  
Reading: *Nation of Nations*, Chaps. 18–20  
*Reader*, “State v. Rehberg”

Wednesday,  
October 25 — Discussion: *State v. Rehberg*

Friday,  
October 27 — **Group Meetings**  
**GROUP TYPEPAD POST #8: “We, the Jury”**  
(due Wednesday, 11/1)

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,  
October 30 — Lecture: “Populism”  
Reading: *Nation of Nations*, Chaps. 21–23

Wednesday,  
November 1 — Lecture: “Progressivism”

Friday,  
November 3 — **No Group Meetings**  
**COMMENT TYPEPAD POST #9**  
(due Wednesday, 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,<br>November 6    | — | Lecture: “Happy Days Are Here Again”<br>Reading: <i>Nation of Nations</i> , Chap. 24–26<br><i>Reader</i> , “Father Knows Best”   |
| Wednesday,<br>November 8 | — | Lecture: “Cold War Nation”   |
| Friday,<br>November 10   | — | <p><b>No Group Meetings</b><br/> <b>INDIVIDUAL TYPEPAD POST #10: “1950s Photo Essay”</b><br/>         (due Wednesday, 11/16)</p> <p>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 <i>public domain</i> 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.</p> |

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|---------------------------|---|--|
| Monday,<br>November 13    | — | Lecture: “Evidence: Sound”<br>Reading: <i>Nation of Nations</i> , Chaps. 27–29   |
| Wednesday,<br>November 15 | — | Discussion: “Mini-Research Project”  |
| Friday,<br>November 17    | — | <p><b>Group Meetings</b><br/> <b>GROUP TYPEPAD POST #11: “Top Ten in the 1970s”</b><br/>         (due Wednesday, 11/22)</p> <p>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.</p> |

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|---------------------------|---|---|
| Monday,<br>November 20    | — | Lecture: Evidence: Moving Images”<br>Making Sense of Films<br><a href="http://historymatters.gmu.edu/mse/film/?PHPSESSID=0abc1f15b6f2a10d5c1717b6fdb51326">http://historymatters.gmu.edu/mse/film/?PHPSESSID=0abc1f15b6f2a10d5c1717b6fdb51326</a><br>Telling Stories on Film<br><a href="http://historymatters.gmu.edu/mse/film/try.html">http://historymatters.gmu.edu/mse/film/try.html</a> |
| Wednesday,<br>November 22 | — | <b>NO CLASS-THANKSGIVING BREAK</b>  |
| Friday,<br>November 24    | — | <b>NO CLASS-THANKSGIVING BREAK</b>  |

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Monday,  
November 27 — Lecture: “Greed is Good: The 1980s”  
Reading: *Nation of Nations*, Chap. 30

Wednesday,  
November 29 — Discussion: “How to Read a Movie”

Friday,  
December 1 — **Group Meetings (Time Shift)**  
**GROUP TYPEPAD POST #12: “Wall Street”**  
(due Wednesday, 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@gmu.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.

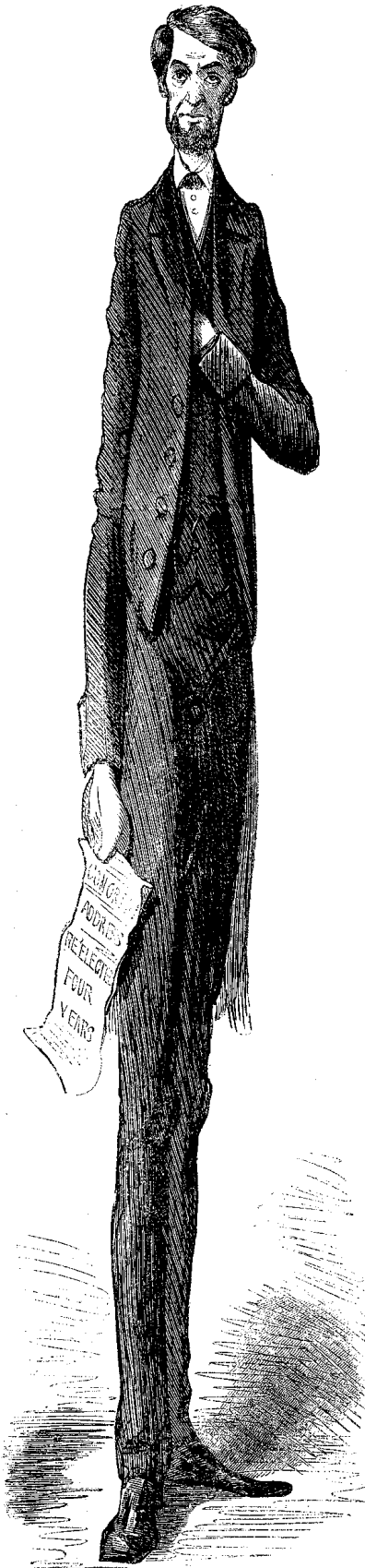
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Monday,  
December 4 — Lecture: “Getting to 9/11”  
Reading: *Nation of Nations*, Chap. 31  
September 11 Digital Archive: Don Mercy  
<http://911digitalarchive.org/stories/details/33>

Wednesday,  
December 6 — Discussion: “Memory as History”

Friday,  
December 8 — **SELF-EVALUATION DUE**  
**INDIVIDUAL TYPEPAD POST #13: Telling Your Story**  
(due Wednesday, 12/13)

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 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., *Nation of Nations*, 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.

A word about design. Good design helps your blog visitors find what they are looking for and read it once found. Certain design elements contribute to readability and legibility. For your TypePad blog, you can choose any design in Classic, Bold Colors, Cool Colors, Pale Palettes categories **except** Folio, Beckett, Sunburned, and Porpoise. These are just plain difficult to read, and I do not want to go blind. You should **not** choose anything from the Special Interest group. When you choose a layout, choose a two or three column layout. **Avoid** the mixed media layout; they are not appropriate for history.

## **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 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.

### *Students with Disabilities*

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at (703) 993-2474. All academic accommodations must be arranged through that office.

### *Email*

Please check your GMU mailbox periodically or arrange for your GMU mailbox material to be forwarded to your preferred email address. In addition, be sure that your mailbox has not exceeded its capacity so that your mail bounces back to me. If I send out announcements, I use the GMU mailing class mailing lists per university regulations. If you need to email me, please put HIST 120 in the subject line and sign your full name. Putting something like “Hi” or “Have a question” is a common “spam” technique, and my emailer is trained to junk these messages. Using HIST 120 in the subject line will help my spam detector route you to the proper folder, guarantee that I read your email, and ensure that I know who you are. Do not, however, expect an immediate response.

### *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. 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 and its 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). There is no final exam in this course.

## **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 points 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 text editing 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 that result from using MS Word. *In other words, do not write your post in MS Word and then copy and paste it into your blog editing window.* 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 summary of how your posts will be evaluated.

### *Promptness*

Punctuality is a virtue. Assignments that are submitted on time receive full credit; late assignments are docked 10 points. Late assignments have one week's grace period. After that time, they receive no credit or a zero.

### *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 introduction. An introductory paragraph can take many forms, but in a blog post, 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 blog post is finished, and you have a nicely ordered 3–4 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 or provides a attribution for an author’s idea. 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. *Your post must contain at least one reference to the textbook either as a summary or direct quotation.*

### *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.

### *Format*

Online writing and reading differs from print for a variety of reasons. Clarity is the name of the game. Each post must conform to the following format:

1. Post number
2. Post title
3. Underlined or bolded thesis sentence
4. Space between paragraphs
5. Titles of books should be italicized, titles of articles or documents should put in quotation marks, and so on.
6. Use text links to comments should use the author's name. Do not simply use a URL.
7. Use text links to sources on the web. Do not simply use a URL.

### *Bonus*

Bonus points are awarded for an especially creative, original, or stylistically sophisticated post. Those who go the extra mile will be rewarded.

## **GRAMMAR FOR HISTORIANS & OTHERS**

Here are some common grammatical problems that arise in history papers. They can be downloaded from <http://www.archiva.net/writing.html>. These are the grammatical errors that count in your blog posts, so it is a good idea to look these over.

## **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

## **BLOG POST CHECK LIST**

My blog post contains or accomplished the following:

- 1. Submitted on time
- 2. Post Number
- 3. Post Title
- 4. Underlined or bolded thesis sentence
- 5. Space between paragraphs
- 6. Text links—not simply URLs—to comments or to web sources
- 7. An argument in three or four paragraphs
- 8. Citations for attribution of quoted material or ideas
- 9. One reference to the textbook
- 10. A conclusion
- 11. Checked the grammar
- 12. Proofread my post for pesky typos or bad “copy & pastes”
- 13. Checked my blog to be sure that I remembered to publish my post
- 14. Tried to do something a bit extra this time (optional)