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# HIST 152

## United States Since 1877

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### COURSE DESCRIPTION & OBJECTIVES

This course is a broad-based survey of the history of the United States from the end of the Civil War to the present day. After completing this introductory course, the student will be able to:

- Identify and trace the nature and development of the United States and its people, focusing on such pivotal events as the emergence of Jim Crow laws, the conquest of the West; the rise of the business and leisure class; progressivism and the First World War; the Depression; World War II and its aftermath; Americans' responses to the Cold War; the quests for racial justice and equal rights for women; the cultural crises of the 1960s and 1970s; and the ongoing political and social challenges of our own time. In addition, we will examine a number of cultural developments that profoundly affected the nation's history and identity. Among these are the creation of a distinctive American identity; immigration and assimilation; the mythic significance of the land; the crucial influence of women and minority groups; the impact of science and technology; and the tremendous influence of religion on American society.
- Generate a short argumentative piece with relevant statements and facts.
- Critically select relevant sources to support his/her argumentation.
- Effectively cite his/her sources to demonstrate intellectual honesty.
- Maintain professional correspondence with peers and instructors.

### FORMAT

This course will not resemble traditional courses. There will be:

- NO LECTURES. Instead, you will be in charge of meticulously reading and gathering facts and concepts from the reading assignments.
- NO MIDTERM OR FINAL EXAM. Instead, you will have weekly assignments (even during Dead Week).
- ONLINE COLLABORATIVE WORK on BBL, such as group discussions (Initial post due on Wednesdays, noon; Feedback to your peers due on Fridays, noon).
- ONLINE INDIVIDUAL WEEKLY QUIZZES. You will take them on BBL at any point you want, as long as you complete them before Fridays, 12PM.

### GRADING DISTRIBUTION

- 15 QUIZZES: 3% each, for a total of 45% of your grade.
- BEST 11 DISCUSSION POSTS (out of 13): 5% each, for a total of 55%

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Fall 2015 – CRN: 57229

Instructor: **Dr. Dorothée Bouquet**

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Office Hours: only online

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This course is on Blackboard Learn (BBL) at

[mycourses.purdue.edu](http://mycourses.purdue.edu)

### Materials

John Mack Faragher, Mari Jo Buhle, Daniel H. Czitrom, Susan H. Armitage, *Out of Many Brief, Volume 2, 6th Edition*. (Books a la Carte Edition Plus Revel -- Access Card Package)

Make sure that your book comes with a valid online code. To do so, use the following ISBN codes.

ISBN-10: 0134138414

ISBN-13: 9780134138411

Link to register on Revel:

<https://console.pearson.com/enrollment/semvdt>

### Milestones

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#### WEDNESDAYS, 12PM (NOON)

- Initial post in your weekly group discussions
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#### FRIDAYS, 12 PM (NOON)

- Feedback to your peers in the weekly group discussions.
  - Weekly quizzes
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#### JANUARY 25TH, 12PM (NOON)

Complete the ICP activities in the folder W1 on BBL for the Initial Course Participation

**All deadlines are set on EST.**

## ACADEMIC PROCEDURES AND REGULATIONS

### Attendance

The University expects that students will attend online and traditional classes for which they are registered. At times, however, either anticipated or unanticipated absences can occur. **The student bears the responsibility of informing the instructor within one week (7 days after the unforeseen absence).** The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible.

### Missing Assignments

Failure to submit your assignments in time and in accordance to the instructions WILL result in a failing grade for the missing assignment. You are not entitled to a make-up unless you have a **valid and documented reason** (illness, death in the family, etc). If this is the case, you must contact your instructor within one week of the absence to provide the documentation and set up a make-up assignment.

### Absence Policy

If you have lost a member of your immediate family or a relative (including those living in your home) or if you have missed class because of health issues, you may be entitled to an excused absence. Please contact the Dean of Students at 765-494-1747 to speak with a counselor regarding an absence.

### Initial Course Participation

I am required to report your "Initial Course Participation" to the Registrar's Office by 1/25, 12PM. To be "attending" this course, you need to complete all ICP activities, located in your W1 folder on BBL. If you do not complete them by the due date, you will be reported as "absent".

### Accommodations

Academic adjustments and services are provided to facilitate equal access and equal opportunity to participate in all University-sponsored programs, services, and activities. The Disability Resource Center generates an Accommodation Memorandum, which describes the functional impact of the student's condition, and identifies the academic adjustments and services necessary for access to course activities, materials and evaluations. **Students are responsible for picking up copies of their Accommodation Memorandum from the DRC and delivering them to instructors.** In addition, students must initiate a meeting with each instructor to reach an agreement regarding the provision and timely implementation of academic adjustments and services. For more information, see: <http://www.purdue.edu/odos/drc/accommodations.php>

### Learning climate

Debate and disagreement are an integral part of higher education. Questioning what and why you are taught is healthy and intellectually stimulating. However, all of us have the right to expect that differences of opinion be expressed in a non-disruptive and respectful manner. It is my prerogative to redirect disruptive, harassing, disrespectful behavior to the Dean of Students.

## Planned Absence:

The earlier you contact your instructor for a planned absence, the more options you will have to make up for missed assignments.

## What if you don't fulfill the requirements for the ICP in time?

It could lead to the revocation of your financial aid.

## Grief Absence Policy

<http://www.purdue.edu/odos/services/griefabsencepolicyforstudents.php>

## Grading Scale

A+ = 96.51 – 100%  
A = 92.51 – 96.5%  
A- = 89.51 – 92.5%  
B+ = 86.51 – 89.5%  
B = 82.51 - 86.5%  
B- = 79.51 – 82.5%  
C+ = 76.51 – 79.5%  
C = 72.51 - 76.5%  
C- = 69.51 – 72.5%  
D+ = 66.51 – 69.5%  
D = 62.51 - 66.5%  
D- = 59.51 – 62.5%  
F = 0 – 59.5%

This course is not graded on a curve.

## Disclaimer

In the event of a major campus emergency, the above requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted once the course resumes on Blackboard or can be obtained by contacting the professor via email.

## HOW TO FOSTER A GOOD RELATION WITH YOUR ONLINE INSTRUCTOR AND TEACHING ASSISTANT

### KEEP IN TOUCH WITH YOUR INSTRUCTOR

- Inform them of your need(s) for accommodation: planned absence? documented disability?

### BUT BEFORE EMAILING YOUR INSTRUCTOR AND/OR YOUR TA:

- Read the syllabus and the assignment guidelines. Your question may already be answered.
- Read the feedback we give you for each of your writing assignments (My Grades > View Rubrics (under a specific grade) > Scroll down to "Feedback")
- Go on our Mixable group to read the Frequently Asked Questions.
- Ask your question on Mixable, unless it requires you to compromise your privacy (for ex: email me directly if you want to discuss an absence, or accommodations for a disability).
- If you have a technical issue (for ex: you can't log in), contact ITAP at [itap@purdue.edu](mailto:itap@purdue.edu) and copy me in the email.

### BE SPECIFIC AND USE A PROFESSIONAL TONE:

- Include "HIST 152" in the subject line (I teach other surveys)
- Address me as "Dr. Bouquet" (I do not have the title of Professor, and I am not your pal) and your TA as "Ms. Rumba"
- Introduce yourself
  - your name (as it shows on Purdue's records)
  - your class (I teach several online classes at the same time)
  - your group number (especially if you contact me about the discussion assignment)
- Reply promptly (within one business day).
- Don't spam

## TIPS FOR SUCCESS

- **Buying the Textbook:** You may buy the textbook at a university bookstore, directly from Pearson, or on [purdue.amazon.com](http://purdue.amazon.com). Just make sure that it comes with a valid access code to the Revel companion site.
- **Preparing for the Quiz:** I have made available some section quizzes on Revel. Completing them will not give you any extra points, but you can still use them as practice before you take the weekly quiz.
- Type and **save all of your writing assignments** on a separate document (such as a Word Document, backed up on your Purdue Career Account). Why? Webpages on BBL automatically reset every 60 min, even if you're still typing and have not submitted yet (which means that you would lose your work).

## Frequently Asked Questions

[www.purdue.edu/mixable](http://www.purdue.edu/mixable)

You will need to "connect" to post your questions on Mixable.

## Classroom Civility

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.

## SCHEDULE:

### ■ Week 1 (1/11–1/15): Meet and Greet

Readings: Syllabus + Guidelines  
Friday, 12pm: Complete your ICP activities W1 Syllabus Quiz + Pre-course Survey + Connect to Mixable

### ■ Week 2 (1/19–1/22): Reconstruction, 1863-1877

1/18 **MARTIN LUTHER KING DAY (NO CLASS)**  
Readings: Read Chapter 17 + primary sources in the folder  
Wednesday, 12pm: Initial post on W2 Discussion  
Friday, 12pm: W2 Quiz + Feedback to W2 Discussion

### ■ Week 3 (1/25–1/29): Conquest and Survival: The Trans-Mississippi West (1860-1900)

1/25, 12pm: **Make sure that you have submitted all of your ICP activities (W1 assignments)**  
Readings: Read Chapter 18 + primary sources in the folder  
Wednesday, 12pm: Initial post on W3 Discussion  
Friday, 12pm: W3 Quiz + Feedback to W3 Discussion

### ■ Week 4 (2/1–2/5): Production and Consumption in the Gilded Age, 1865-1900

Readings: Read Chapter 19 + primary sources in the folder  
Wednesday, 12pm: Initial post on W4 Discussion  
Friday, 12pm: W4 Quiz + Feedback to W4 Discussion

### ■ Week 5 (2/8–2/12): Democracy and Empire, 1870-1900

Readings: Read Chapter 20 + primary sources in the folder  
Wednesday, 12pm: Initial post on W5 Discussion  
Friday, 12pm: W5 Quiz + Feedback to W5 Discussion

### ■ Week 6 (2/15 – 2/19): Urban America and the Progressive Era, 1900-1917

Readings: Read Chapter 21 + primary sources in the folder  
Wednesday, 12pm: Initial post on W6 Discussion  
Friday, 12pm: W6 Quiz + Feedback to W6 Discussion

### ■ Week 7 (2/22–2/26): A Global Power: The United States in the Era of the Great War, 1901-1920

Readings: Read Chapter 22 + primary sources in the folder  
Wednesday, 12pm: Initial post on W7 Discussion  
Friday, 12pm: W7 Quiz + Feedback to W7 Discussion

### ■ Week 8 (2/29 – 3/4): The Twenties, 1920-1929

Readings: Read Chapter 23 + primary sources in the folder  
Wednesday, 12pm: Initial post on W8 Discussion  
Friday, 12pm: W8 Quiz + Feedback to W8 Discussion  
**Extra-Credit: Mid-Semester Survey**

### ■ Week 9 (3/7 – 3/11): The Great Depression and the New Deal, 1929-1940

Readings: Read Chapter 24 + primary sources in the folder  
Wednesday, 12pm: Initial post on W9 Discussion  
Friday, 12pm: W9 Quiz + Feedback to W9 Discussion

### ■ SPRING BREAK (3/14-3/18): No Assignments

### ■ Week 10 (3/21 – 3/25): World War II, 1941-1945

Readings: Read Chapter 25 + primary sources in the folder  
Wednesday, 12pm: Initial post on W10 Discussion

Friday, 12pm: W10 Quiz + Feedback to W10 Discussion

■ **Week 11 (3/28 – 4/1): The Cold War Begins, 1945-1962**

Readings: Read Chapter 26 + primary sources in the folder  
Wednesday, 12pm: Initial post on W11 Discussion  
Friday, 12pm: W11 Quiz + Feedback to W11 Discussion

■ **Week 12 (4/4 – 4/8): America at Midcentury, 1952-1963**

Readings: Read Chapter 27 + primary sources in the folder  
Wednesday, 12pm: Initial post on W12 Discussion  
Friday, 12pm: W12 Quiz + Feedback to W12 Discussion

■ **Week 13 (4/11 – 4/15): The Civil Rights Movement, 1945-1966**

Readings: Read Chapter 28 + primary sources in the folder  
Wednesday, 12pm: Initial post on W13 Discussion  
Friday, 12pm: W13 Quiz + Feedback to W13 Discussion

■ **Week 14 (4/18 – 4/22): War Abroad, War at Home, 1965-1974**

Readings: Read Chapter 29 + primary sources in the folder  
Wednesday, 12pm: Initial post on W14 Discussion  
Friday, 12pm: W14 Quiz + Feedback to W14 Discussion

■ **Week 15 (4/25 – 4/29): The Conservative Ascendancy, 1974-1991 [DEAD WEEK]**

Readings: Read Chapter 30 + primary sources in the folder  
No Discussion Assignment

■ **Week 16 (5/2 – 5/6): The United States in a Global Age, 1992-2010**

Monday 5/2: W15 Quiz  
Readings: Read Chapter 31 + primary sources in the folder  
Friday, 12pm: W16 Quiz  
Extra-credit **Course Evaluation on [purdue.edu/eval](http://purdue.edu/eval)**

## ACADEMIC DISHONESTY

Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow.

In accordance with Purdue's statement on academic dishonesty, we will report these following activities (starting with the first offense) **as academic dishonesty to the Office of the Dean of Students:**

- discussing or sharing any part of the quiz with a classmate before the deadline.
- having someone take your quiz on your behalf or taking the quiz under someone else's name.
- showing or sharing your writing assignments with anybody else before the deadline.
- using someone else's words in your writing assignments without properly acknowledging it.
- having someone else writing your assignment or writing someone else's assignment.

For the sake of this course, the following will **not** be considered to be dishonest:

- using your own notes or the e-book during a quiz.
- discussing concepts and ideas you might include in a writing assignment as long as you do not show your draft or read someone else's before the deadline.
- using facts and ideas from a third party (publication, website, etc) as long as it is properly attributed to the third party in your footnotes.

## PLAGIARISM

Plagiarism refers to the **reproduction of another's words or ideas without proper attribution** in your writing assignments (Discussion posts). Plagiarism and other forms of academic dishonesty are **serious offenses**, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all materials you have used.

In particular, these actions will be considered to be plagiarism:

- using words and phrases from the textbook without quotation marks and a page reference after the quote.
- using ideas, concepts, or definitions from the textbook without a page reference at the end of the sentence.
- paraphrasing too close to the original text (even with a reference)
- using words or ideas from another source without proper references in a footnote.

## EXAMPLES OF PLAGIARISM

### Case # 1: "Blatant Plagiarism"

**Student's text:** Half of all homesteaders lost their claims and only 10 percent of all settlers got the quarter section promised by the Homestead Act of 1862.

## Repercussions for Academic Dishonesty:

See list of offenses on the left

These activities will result in a 0 on the assignment + report to the Dean of Students with the first offense.

## Repercussions for Plagiarism:

1<sup>st</sup> offense = 0 on the assignment for the following cases:

- Quoted from the textbook or from another source **without quotation marks or page numbers**
- Paraphrased the textbook or another source **without proper references in a footnote**
- Provided an **incomplete citation** that made it impossible for the reader to track down the source

2<sup>nd</sup> offense = 0 on the assignment + report to the Dean of Students.

- Quoted from the textbook or from another source **without quotation marks or page numbers**
- Paraphrased the textbook or another source **without proper references in a footnote**
- Provided an **incomplete citation** that made it impossible for the reader to track down the source

## Citation Style for History:

### Chicago Manual of Style

<http://www.chicagomanualofstyle.org/home.html>

We will use a simplified version of this citation style for this course:



**Textbook:** "Although the Homestead Act did spark the largest migration in American history, only 10 percent of all settlers got their start under its terms, and nearly half of all homesteaders lost their claims." (*Out of Many*, p. 457)

**Why is this plagiarism?** The student did not acknowledge that s/he borrowed the phrasings "half of all homesteaders lost their claims" and "only 10 percent of all settlers" from John Faragher, the leading author of the textbook. By omitting the in-text citation, the student implicitly suggested that the phrasing was his/her own.

#### How to fix this

- Option # 1: introduce the author of the phrasing, use **quotation marks** and add an in-text citation

According to John Faragher, the Homestead Act did not turn to be a great economic opportunity for most, since "only 10 percent of all settlers got their start under its terms." (*Out of Many*, p. 457)

- Option # 2: introduce the original author, **paraphrase** in your own words and add an in-text citation

As John Faragher observed, the 1862 Homestead Act drew a large population of immigrant seeking a new economic start. However, a mere tenth of them were actually able to redeem the offer. (*Out of Many*, p. 457)

#### Case # 2: "Incomplete reference"

**Student's text:** An article on European slave trade, *The European slave trade*, describes a result of this business, "As an indication of this, in Victorian Britain one of the units of currency was the guinea because Guinea, a region in West Africa, was a source of riches."

**Why is this plagiarism?** While the student indicated that he used someone else's wording with quotation marks, s/he failed to provide his/her source. In this case, the student used an online page, which s/he should have referenced in a footnote.

#### How to fix this

- insert a footnote at the end of your quote.
- format your footnotes as described in the right column.

- an in-text citation when you use wording or ideas developed in the assigned reading material (namely the textbook and primary documents). See examples below and on the left.
- a footnote for all other sources that you have individually selected.

### How to Format an In-Text Citation:

(*Title*, p. #)

Example: (*Out of Many*, p. 508)

### How to Insert, Delete, or Edit Footnotes in Microsoft Word:

<http://office.microsoft.com/en-us/word-help/insert-delete-or-edit-footnotes-and-endnotes-HP001226522.aspx>

### How to Format a Footnote:

- **Book:** [First Name] [Last Name], *Title* (Place of publication: Publisher, date), page numbers.

Example: Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99-100.

- **Article:** [Last Name], [First Name]. "Title of the Article." *Journal Title*, Volume, no. Issue (Year/Date): page numbers.

Example: Phillips, David. "Aspects of Education for Democratic Citizenship in Post-War Germany." *Oxford Review of Education* 38, no. 5 (2012): 567-581.

- **Internet source:** [link], (Date)

Example: [npr.org/thisspecificarticle](http://npr.org/thisspecificarticle) (1/8/16)

# Guidelines for the Discussions

5% each, 55% total

## What is the Discussion assignment?

Each week, there will be a group assignment corresponding to your reading material.

The discussion consists in collaborating with your group members to reflect on and answer a specific question on primary sources. We call this homework a “discussion”.

The discussion is a two-step assignment:

1. submit your answer to the question before Wednesdays, noon.
2. provide constructive feedback to two of your classmates' posts before Fridays, noon.

## Why do we have this assignment?

We use discussions as a way to emulate your writing and critical-thinking skills. We want to see how you process and analyze the historical concepts and ideas discussed in the textbook and primary documents.

The questions will ask for your informed and analytical opinion. It is not about what you like and don't like. Instead, this assignment will ask for you to take a position and try to convince your readership that you are right.

Debate and disagreement are an integral part of higher education. However, all of us have the right to expect that differences of opinion be expressed in a non-disruptive and respectful manner. It is my prerogative to redirect disruptive, harassing, disrespectful behavior to the Dean of Students.

## How are my Discussion posts going to be graded?

Even though discussions are a collaborative work, you will be graded individually according to the following criteria:

- strength and engagingness of your argumentation (20%),
- relevance and accuracy of your evidence (20%)
- appropriateness of your writing style (for an academic paper) and word count requirement (20%)
- proper acknowledgment of your sources (10%)
- constructiveness of your feedback on 2 of your classmates' posts (20%)

See detailed rubrics at the end of this document.

There is a total of 13 discussions that you can complete for this course (from W2 to W16). We will only count the best 11 discussion grades (5% each, or 55% of your final grade). You may decide to only submit 11 discussions (and earn a 0 for the ones you skip), but I encourage you to complete all of assignments, so that you can maximize

## What to do:

- Post your initial response to the weekly discussion by Wednesdays, 12PM (noon) on BBL.
- Provide feedback to two of your classmates' discussion post by Fridays, 12PM (noon).

## Dos:

- Make sure to discuss all of the primary sources in your discussion.
- Express your arguments and evidence in complete sentences.
- Give feedback to at least 2 of your classmates' discussion post.
- Acknowledge (with the appropriate citation) when you use someone else's words or ideas.
- Use a sophisticated and academic writing style.
- Use an online plagiarism checker and “clean” your citations before turning in your assignment

## Don'ts:

- Do not use someone else's words or ideas without clearly citing them in your paper.
- No bullet points or abbreviations. Write complete sentences
- Do not discuss current events. Stay focused on the question.
- Do not ignore feedback



your grade and discard lower grades.

## How should I organize my discussion post?

Your initial post must contain a minimum of 300 words and must answer all of the questions. It should feature several paragraphs, ideally one per question.

Your feedback posts should be at least 100 words long. These feedback posts may discuss:

- The strength or weakness of your classmate's arguments to the question. Make sure to add specific details when it applies.
- The accuracy of their evidence.
- Some gap in their reasoning. Again, make sure to add specific elements that you think are missing, or are more important.

Feedback should NOT be the place to attack someone's identity or belief(s). Feedback posts should NOT address potential grammatical errors in your peers' posts.

## How to read a primary document?

A primary document is a first-hand account of an event or experience. It may be a written (such as a private letter, public speech, governmental report, catalog, advertising, and more) or visual piece (photograph, painting, movie, etc.), or even a recording, or a piece of fabric. Any artifact of the past could be a primary source.

Now here are a few tips to read and understand a primary source:

- Identify the author: is his/her name readily available? What can we guess or know about its gender/social class/race/nation/education/age/profession/religion? We are not expecting you to search for a biography (if there is one) on the author. We expect you to use the language of the primary document to guess as much as you can on the author.
- Think about the goal or mission of the primary document and its likeliness to give an account as close to the truth as possible (intentionally or not). For instance, a public speech is meant to rally people to a cause. It might exaggerate facts and overlook other ones. A private letter might give insights into someone's daily life in a way than no other documents could. A governmental report would be useless to give you individual narratives, but it could give you nation-wide trends.
- Think about the historical context of the document. What era was this? What do we know about the facts or events mentioned in the source?

## What is a clear and engaging thesis?

**Without a doubt, the thesis is the most important part of your argumentation.** It should include your "one-sentence answer" to the question, and announce the structure of your essay. Thus, your thesis must go beyond repeating the question. It should be in your introduction.

### Continuity/Change Thesis Sentences

Some questions can ask you about change (ex: "How did the Cold War affect political

provided to you in the Discussion assignment. Use it to make your case stronger.

## Troubleshooting

- If BBL is down within 24 hours of the deadline, we will extend the deadline accordingly.
- Always type and save your contribution on a separate document (and preferably back it up online) before you copy/paste into the textbox on BBL.

freedom?”).

In this case, your thesis should not merely state that there has been a change or continuity. It should specify what kind of change occurred, or what aspects endured.

Therefore, refrain from using “affect,” “change” or “transform” in your thesis. These verbs are too vague. Instead, explore verbs that describe a change. Here are a couple of examples:

- “The war **limited** political freedom in as much as [Argument 1], [Argument 2] and [Argument 3].”
- “The war **stimulated** political debates since [Argument 1], [Argument 2] and [Argument 3].”

### Comparison/Contrast Thesis Sentences

Some questions may ask you to compare and contrast two eras, regimes, policies, etc.

A classic mistake that students do is that they describe era # 1 in one paragraph, and era # 2 in a second paragraph. With this format, students tend to narrate instead of emphasizing the differences and similarities.

Ex: The differences [similarities] between \_\_\_\_\_ and \_\_\_\_\_ are \_\_\_\_\_ [pronounced/striking] in as much as [Argument 1], [Argument 2], and [Argument 3]

Ex: [Although they bear/ Despite bearing] some [superficial/minor] similarities, the differences between \_\_\_\_\_ and \_\_\_\_\_ are [clear/remarkable/striking/pronounced]. In particular, [Argument 1], [Argument 2] and [Argument 3]

Ex: While some differences between \_\_\_\_\_ and \_\_\_\_\_ are [evident/noticeable], the similarities are [striking/pronounced/salient]. Among others, [Argument 1], [Argument 2] and [Argument 3].

### Proposition Thesis Sentences

Some other questions may ask you to take a position and convince your readership that you are right.

Agreement: [Argument 1], [Argument 2], and [Argument 3] clearly indicate that the [notion/belief/thought/idea/proposition] that X is Y is accurate.

Disagreement #1: The [notion/belief/thought/idea/proposition] that X is Y is rather [untenable/dubious/absurd/cockamamie/groundless/unfounded /absolutely wild] since [Argument 1], [Argument 2], and [Argument 3]

Disagreement #2: To subscribe to the [belief/notion/proposition] that \_\_\_\_\_ is [irrational/indefensible/absurd/nonsensical] in as much as [Argument 1], [Argument 2], and [Argument 3].

## What is a strong argumentation?

Your argumentation (your set of arguments and facts) should ALWAYS support your thesis and answer the question. My best advice is for you to draft an outline before you write your answer.

Once you have drafted your outline, go through this check-list:

- Do all my arguments support my thesis? If no, fix the thesis and/or change the argument at odd.
- Do all my arguments answer the question? If no, change the argument at odd and fix the thesis if needed
- Do my arguments overlap with one another (meaning they cover the same point)? If yes, change the structure of your argumentation.
- Are my arguments debatable? If yes, use a strong piece of evidence to make your point.
- Do my pieces of evidence support my arguments? If no, address this discrepancy.

## What is considered to be a relevant piece of evidence?

Facts must support the argument that they are corroborating. Make sure that they actually relate to the argument that you are making.

Facts should be both specific and verifiable. For instance, this would not count as a fact: "The U.S. got involved in many diplomatic events." It is vague and non-specific.

Instead, you could write: "The U.S. established its sphere of influence over the Western Hemisphere when President Roosevelt proclaimed his Corollary to the Monroe Doctrine in 1904."

Use the primary documents assigned to the course as evidence (when they address the question, of course). For instance, you could say: "Lady Montagu's letter suggests that members of the British upper class felt threatened by some medical discoveries. In fact, they were reluctant to embrace the smallpox vaccine because they associated the procedure with superstitious "Oriental" traditions. (Mary Wortley Montagu, *On Smallpox Inoculations*, p. 1)"

## How to choose a relevant and credible external source?

Selecting (and properly citing) reliable, specific, and relevant secondary sources from the internet is maybe the most important skill you may get out of this course. A secondary source "provid[es] secondhand accounts of [an] event, person, or topic. Unlike primary sources, which provide first-hand accounts, secondary sources offer different perspectives, analysis, and conclusions of those accounts." (<http://www.library.illinois.edu/ugl/howdoi/secondarysources.html>, 7/28/14)

Among results you may get from a search engine, you may find anything from an uninformed, biased manifesto given by an individual with no credentials (think of a comment on a random forum) to a well-documented and -researched statement provided by a reliable institution (a featured topic on the Library of Congress website), and anything in between.

When selecting an external source, ask yourself these questions:

1. Does the author (an individual or an institution) have any credentials that indicate that s/he or it is an expert in the topic? Does s/he have a degree in the field, or a job position that attests of his/her expertise?

2. Does the author have an agenda? Is s/he or it pushing a particular social, political or ideological opinion? For instance, a historical comment offered by a political candidate might carry a "revisited" understanding of an historical event.

3. Does the author provide any sources (to archives) that support his/her argumentation?

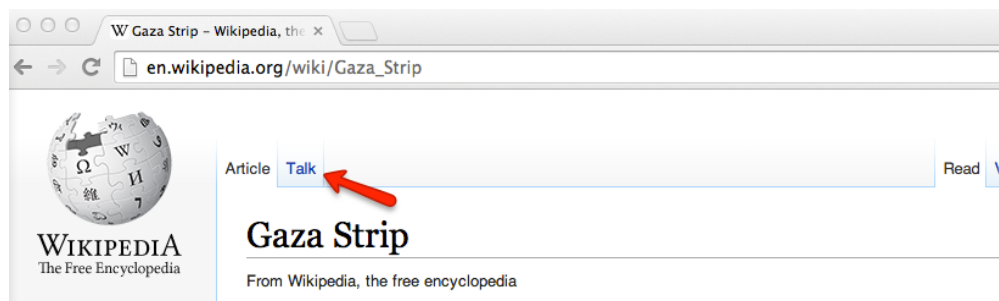
## How to use Wikipedia in the writing assignments?

Wikipedia is "free-access, free content Internet encyclopedia" (<http://en.wikipedia.org/wiki/Wikipedia>, 7/28/14). Anyone can be an anonymous contributor (obviously without specific credentials). As stated on its own description, Wikipedia is a "departure from the expert-driven approach to encyclopedia-building" (*idem*, 7/28/14). This means that you must proceed with caution when extracting information from a Wikipedia article. Here are few tips:

- Does the article include reliable "references"? Scroll down at the bottom page and go through the "References" section. Does it offer compelling evidence (archives? scholarly publications? governmental documents?) ? Read [http://en.wikipedia.org/wiki/Wikipedia:Citing\\_sources](http://en.wikipedia.org/wiki/Wikipedia:Citing_sources) for more information.

- Is the article protected or semi-protected? You can find this out by clicking on "View Source" on the top right corner of the webpage. As defined by Wikipedia, "semi-protection is sometimes necessary to prevent vandalism to popular pages." ([http://en.wikipedia.org/wiki/Wikipedia:Protection\\_policy#Semi-protection](http://en.wikipedia.org/wiki/Wikipedia:Protection_policy#Semi-protection), 7/28/14)

- Check the "talk" page tab of the article to see if any information on the page is being disputed. You can also view earlier versions of the article by clicking the "history" tab, which may also reveal past dispute over an article's content.



Want to know more about vandalism on Wikipedia? Read this: <http://en.wikipedia.org/wiki/Wikipedia:Vandalism>

Obviously, you are expected to provide a complete and accurate citation whenever you use a Wikipedia article (see pages 6 and 7 of the Syllabus). Not doing so will be an act of plagiarism.

## What is an appropriate writing style for this course?

You must use a sophisticated and precise language. Use past tense and an active voice.

Tips on using appropriate language:

Tips on using active voice: <http://owl.english.purdue.edu/owl/resource/539/05/>

Diversifying your phrase structure:

<http://owl.english.purdue.edu/owl/resource/573/1/>

## Some more template sentences

### Conclusion Templates

Ex: To recapitulate, we have here an exposition of \_\_\_\_\_. The intriguing ideas expressed here open the door to questions about \_\_\_\_\_

Ex: To recapitulate, we have here an exposition of \_\_\_\_\_. Of further interest in this regard is \_\_\_\_\_.

## Grading Rubrics for the Discussions

Criteria	Poor (0%)	Below Average (50%)	Sufficient (70%)	Good (90%)	Excellent (100%)
<b>Insightfulness (20%)</b>	There is no obvious arguments, or they do not answer the question.	One of your paragraph addresses the question, but the other(s) does not.	Interesting point(s); not well-connected to the question.	Your arguments address the question, but your answer overlooks some more important points.	Good point(s); relevant to the question.
<b>Evidence (20%)</b>	There are no specific examples, or they all undermine the arguments.	One example is well chosen and explained, but the others are vague or undermine the arguments.	Existing facts, but not for all arguments, and/or not directly relevant.	Good choice of examples, but they are not well explained.	Good selection of facts that speak both to the argument and the question.
<b>Writing style and word count (20%)</b>	Inappropriate language and/or insufficient word count.	Writing style is too casual. Some grammatical and spelling mistakes.	Needs proofreading, and/or needs to break down the post in paragraphs. Sufficient word count.	Writing style is mostly at the academic level. No grammatical or spelling mistakes.	Easy to read and understand. Sufficient word count.
<b>Proper citation (20%)</b>	Used someone else's words and ideas without proper acknowledgment. 1st offense = 0 on the assignment. 2nd offense = 0 on the assignment + report to the Dean of Students.	Attempted to cite and quote, but did not provide enough information to track down the source(s).	Attempted to properly cite and quote for some part of the essay but did not fully attribute all paraphrases or quotes	Properly cited and quotes for most of the essay, but missed to fully attribute all paraphrases or quotes.	Great job! You've properly acknowledged the original sources of your paraphrases, citations and quotes.
<b>Feedback on your peers' post (20%)</b>	No feedback on another post, or provided feedback under the word limit	Your feedback is superficial, only addressing grammar and spelling	Only provided sufficient feedback to one peer	Your feedback does not provide a clear example of how your peers could improve their submission.	Provided sufficient feedback to two peers.

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# Quiz Guidelines

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3% each, 45% total

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## What is a quiz?

Each week, there will be a set of individual and group assignments corresponding to your reading material. You will find these assignments in your weekly folder on BlackBoard Learn.

One of the recurrent weekly individual assignments is a timed quiz. This assignment requires you to answer 20 questions under 60 minutes. The questions may be multiple-choice questions, true-or-false, fill-in-the-blank, match-items or the like. There will be no open-ended questions.

You will see one question at a time. You will not be able to backtrack and change your answer to a previous question. Your answers will be automatically submitted 60 minutes after you started the quiz. Although you will be able to log out or close the window and come back to it later, you cannot stop or freeze the clock. It will keep running from the moment you click on "Begin."

## Why do we have quizzes?

We use quizzes as a way to test your understanding and learning of the course material. We want to see how you individually process and analyze the historical concepts and ideas discussed in the textbook and in any other readings.

## How am I going to be graded?

You will be graded individually, out of 20 points (1 point per question).

There will not be any partial credit or extra-credit questions.

## What is academic dishonesty?

Plagiarism and other forms of academic dishonesty are **serious offenses**, and will be treated as such in this class. You are expected to produce your own work. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow.

Any instances of academic dishonesty will likely result in a **grade of F for the course and notification of the Dean of Students Office.**

In the context of this assignment:

- you are allowed to consult your reading and notes during the quiz.
- But you are NOT allowed to collaborate with a classmate, or any

## What to do:

- Take the quiz on BBL before Fridays by 12pm (noon).

## Dos:

- Use a reliable computer with a steady internet connection (Ethernet cable, if possible)
- Complete the quiz before Fridays, noon.

## Don'ts:

- Do not expect to backtrack and change your answers. You can't.
- Refrain from taking the quizzes on a mobile device (including tablets). BBL is not stable enough for that.
- Do not discuss the quiz with any of your classmates before the deadline.

For any of these infractions, you may get a 0 on your assignment.

## Troubleshooting

- If BBL is down within 24 hours of the deadline, we will extend the deadline accordingly.
- If you find yourself logged out of BBL during the quiz, email your instructor at [dbouquet@purdue.edu](mailto:dbouquet@purdue.edu).



other individual.

## What are the deadlines for the quizzes?

The quizzes will be available from the beginning of the semester and you will need to complete them by Fridays at 12PM (noon) to receive credit for your work.

## How do I find the quiz and complete it?

Follow the link in your weekly folder.

## Where do I get feedback on my quiz?

Once the due date has passed, I will be happy to answer and discuss any questions you may have about your score. After the due date, make sure to go back to the quiz in the weekly folder. You will then be able to see what answers you've selected, what the correct answer was, and where you could find the answer in the textbook.