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Office Hours: T-Th 8:30 – 9:15; M,Th 12:45 – 1:45; and by appointment.

Some historical quotes:

- The function of the historian is neither to love the past nor to emancipate himself from the past, but to master and understand it as the key to the understanding of the present. *(E. H. Carr)*
- History doesn’t repeat itself, but it does rhyme. *(Mark Twain)*
- History is a pack of lies about events that never happened told by people who weren’t there. *(George Santayana)*
- The only good is knowledge, and the only evil is ignorance. *(Herodotus)*
- No war is inevitable until it breaks out. *(A.J.P. Taylor)*
- The element of interpretation enters into every fact of history. *(E.H. Carr)*
- Reporter: “What do you think of western civilization?” Mahatma Gandhi: “I think it would be a good idea.”
- Hope is the other side of history. *(Marcia Cavell)*
- Maps are your friends. *(M. Mangin)*

**COURSE DESCRIPTION:** History 17A is a survey of the political, diplomatic, social, economic, cultural, and intellectual history of the United States through the Civil War. Particular emphasis is placed on issues of race, class, and gender, the role of ideology in public policy, the issue of slavery, and the paradoxical growth of nationalism and sectionalism. In addition to the traditional lecture format, this course will encourage discussion, debate, and dialogue among all members of the class as we examine the significance of American history in our lives.

**REQUIRED BOOKS:**
2. Course Reader – Available at Print Smith Copy, 8047 Soquel Dr., Aptos, 688-1538
3. Berkin, *Revolutionary Mothers* OR Ellis, *Founding Brothers*
A copy of each book will be on reserve in the Cabrillo College Library.

**Learner Outcomes:** At the end of the course students should be able to:
1. Write an analytical essay on American history containing a thesis, appropriate historical evidence, and awareness of counter-arguments to your proposed thesis.
2. Synthesize and address the major events, ideas, and transformations in American social, cultural,
political, economic, and diplomatic history from the early colonial period to 1877.
3. Critically analyze primary historical sources to investigate specific events or historical issues.
4. Evaluate historical myth, clichés, and/or prejudices in American history and ideology, including myths about race, class, and gender, and the history of opposition to the hegemonic power of those myths.

**Note well:** This is a Writing Factor course. Critical, analytical writing will be the primary determinant of your grade.

**My expectations for you:**
- Come to class with a positive attitude and an open and questioning mind
- That you can complete an average of 3 hours of homework between each class session
- Come to class on time; stay for the entire class
- Bring the text, other assigned readings, paper, and pens to class
- **Leave other work/reading out of sight and (mostly) out of mind. Please turn off cellphones.**
- Treat other people with respect; be considerate

**My commitment to you:**
- All the stuff above, although the “open” mind part might have some limitations (see the next few pages)
- To share my enthusiasm for studying history
- To respect you as an adult who has made an important commitment toward trying to improve your life by attending community college
- To prepare and present thoughtful and engaging lessons and lectures
- To give challenging and clear writing assignments; and to return them to you with comments in a reasonable amount of time.
- To help you succeed in this class.

**A Note on Academic Honesty:** While I encourage the formation of study groups for this class and want you to help each other to succeed, I also expect that each student will do his or her own work. It's great to talk with each other about the course content, but it is not O.K. for you to use your friend's outline as the basis for your essay. Think and talk with each other; write by yourself. Instances of plagiarism on assignments or take-home essays (presenting the words or ideas of another author as your own - without citation) could also result in a referral to the college’s Dean of Students and your receiving no credit for the class. All you have to do to avoid this is to write your own paper and when you DO use the words or ideas of another author, simply tell where you got that information in a footnote.

**Course Requirements:**
1. Book Analysis Paper.........................................................10%
2. Document Analysis Paper..................................................5%
3. Midterm Exams (2 at 15% each)...........................................30%
4. Final Exam............................................................................20%
5. Class Participation, Written Homework, and In-class work.....25%
6. Reading Quizzes.................................................................10%

I use a "traditional" grading system and will convert all grades to a 1000-point scale.
90-100%......................A -- Superior achievement
80-89%..................B -- Very good work
70-79%..................C -- Acceptable, college-level work
60-69%..................D -- Below college-level work
-59%.....................F -- Clear failure to approach college-level work

ATTENDANCE: Class attendance is required. Lectures contain the majority of information that you will need in order to do well (or, simply survive) in this course. In addition, in-class activities will reveal how you need to approach the vast amount of material in this course and how to prepare yourself for exams. Regardless of reasons, if you have an excessive number of absences (more than three weeks – nine hours) you should expect to be dropped from the class. If you think that you will miss more than a few classes during the semester, then you should consider dropping this class. I count two tardies (after the quiz) or leaving early as one absence. If you decide to drop the class, then you are responsible for dropping it officially.

* If for any reason you are having difficulty with this course, please see me during office hours or drop me a note. I want to make this course a special and enriching experience for you. To do that, I need your help. If there is any situation in your life (now or later in the semester) which may have an impact on your schoolwork, please let me know. I may not be able to help, but I will try to do whatever I can, if only by being more patient. Even if there is nothing dramatic happening in your life right now, you will find it a good idea (in this and all of your college classes) to drop in for an office hour visit early in the semester.

A note on emails and late work. Email is a wonderful mechanism for quick questions on class content, to schedule appointments, and general communication. Be sure to review the online syllabus for basic information. However, I encourage you to come to office hours (or make an appointment) if you want detailed feedback on drafts of your writing. I prefer that you not submit written work via email. Printer problem? Email your work as an attachment before class (as a down payment), and bring me (or my mailbox) a printed copy of your work later that day.

* Students needing accommodations should contact the instructor ASAP. As required by the Americans with Disabilities Act (ADA), accommodations are provided to insure equal opportunity for students with verified disabilities. If you need assistance with an accommodation, please contact the Accessibility Support Center (479-6379), or the Learning Skills Program (479-6220) both in Room 1073.

Supplemental Instruction (SI)

Supplemental Instruction (SI) study sessions are offered for this course. SI sessions meet two to three times a week, throughout the semester. Supplemental Instruction is an academic assistance program which provides peer-led group study sessions to assist students in traditionally difficult courses.

SI sessions are led by a SI leader who has already mastered the course material and has been trained to facilitate group sessions where students can meet to improve their understanding of course material, review and discuss important concepts, develop study strategies and prepare for
exams. *SI is for everyone, and open to all students enrolled in this class; not just those students who are struggling.* Attendance at SI sessions is free and voluntary. Students, who attend SI sessions weekly, typically earn higher final course and exam grades than students who do not participate in SI. Please bring your lecture notes, books, and questions with you.

**Student Requirements**

1. **Book Analysis Paper. (10 percent of your grade)** You will write a 4-5 page paper on the extra book (Berkin or Ellis) that you will read. More details coming soon.

2. **Documents Analysis Paper. (5% of grade)** You will write one 5-page paper that responds to the “Problem” presented in a chapter at the end of the Reader. Your paper is due at the beginning of class on the day we consider that chapter in class. Check the separate assignment for more details.

3. **Exams (15% each)** will consist of multiple choice, identification and (mostly) essay questions. You'll get a Study Guide for each exam. Multiple choice questions will come from the readings and lectures, identification terms from the lectures, readings, and films, and the essay questions will ask you to integrate the course material in a critical manner. The essay questions themselves will not be a surprise and some of them will be take-home. The purpose of these essays is to give you the opportunity to organize, clarify, and present your ideas, as well as assist you in learning how to give order and form to those ideas. Since you will be allowed to drop one of the three test grades (not including the final exam), make-up exams will not be allowed. You will need to BRING A GREEN BOOK or two (available at the Bookstore) TO EACH EXAM.

4. Most of the **final exam (20% of grade)** will cover material studied since the third exam; some of the final will be comprehensive for the entire course. However, if you have an "A+" average (see #6 below) on reading quizzes, then you do not have to do these questions on the final exam. You will get credit for answering all these final exam review questions correctly if you qualify for this exemption. Part of the final will involve at least one take-home essay.

5. **Class Participation (25% of grade):** The in-class grade will be based on written homework, class participation, demonstrated interest and preparation, intelligent contribution, and respect for the contributions made by your classmates. In addition, the grade will reflect your effort on in-class written work and your participation in group activities, mapping assignments, class discussions, and debates. Obviously, missing class can affect this part of your grade.

**Extra Credit** opportunities will pop up 2-4 times over the semester. Participating in these events will not be worth a lot of points, but might be worth 5-25 points on our 1000-point scale.

**CLASS PARTICIPATION/ HOMEWORK GRADE:** I will first look at your “checks” for the seven (out of 9 to choose from) written document-response homework assignments. Then I’ll review the various in-class activities (attendance) that you participated in. If you did the seven homework assignments and nearly all of the in-class work, earning a check or check-plus on each, then you earn a grade of between 86 and 94%, depending on the consistency and quality of the work. If you actively
participated in class discussions, then the grade will be raised higher in the “A” range. If you miss more than one in-class assignment, or failed to turn in a homework assignment, then your base grade will be lowered into regions below that happy “B” place, depending on how many assignments were missed.

- If you miss 4-5 classes then the highest class participation grade you can earn is a 75%
- If you miss 6+ classes, then you may be dropped and the highest class participation grade you can earn is a 65%

6. Reading Quizzes. (10% of grade) In order to encourage you to read the text and readings on the assigned date, I will be giving about 11-13 reading quizzes at the beginning of the class session. I will count only your EIGHT HIGHEST quiz grades. For each quiz there will be six or more objective questions that are designed to test your reading comprehension. The questions are not easy, but if you have read (not skimmed) the material, you should do well. Be sure to read all of the “extras” contained in the chapter. If you answer 4 or more of the questions correctly, then you'll receive full credit for the quiz.

The quiz scores will be recorded on a 1-5 point scale:
1 - your name
2 - name and one question correct
3 - name and two questions correct
4 - name and three questions correct
5 - name and 4+ questions correct

When I add up your eight highest scores, I will convert the total to 100-point percentage scale:

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<tr>
<th>Point Total</th>
<th>Recorded Quiz Grade</th>
<th>Point Total</th>
<th>Recorded Quiz Grade</th>
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Point totals will translate to the proportional percentage. So, if you get 3 correct on all of your quizzes (Plus one point for your name), you'll end up with 32 points, an 85% grade on quizzes. If you have at least 40 points on the quizzes, then you can skip the review multiple choice questions on the final.
A Few Thoughts about the Course
Most students entering a college history course are rightfully concerned about dealing with the enormous quantity of material they will encounter, especially the learning of names and dates. The most important component of your grade will depend on your ability to synthesize and critically evaluate the major themes and ideas that we will be studying. To do that, however, you need to have a solid grasp of the "facts" of history. Knowing the key historical actors, having a sense of chronological order (in order to explain cause and effect), and recognizing the connections between social, economic, and political forces are all important in doing well in the course. To help you prioritize things I will be providing study guides for all the exams. In general, if you read the text on time and take good lecture notes, you should have a pretty good idea of the kinds of material you ought to know.

To be successful at Cabrillo College, I encourage you to:
- Figure out your goal(s) for attending college
- Prioritize the hours required to be successful in your classes
- Create and update your education plan, using WebAdvisor and counselors
- Talk with instructors, counselors, and your peers about your transfer plans
- Decide on your top 2-5 possible transfer colleges. Using “assist.org” find out the entrance requirements and courses you need to take at Cabrillo to transfer into your intended major
- Make a Transfer Admission Agreement with your future university
- Recognize that education is a lifelong goal – that the rewards of a good liberal arts education are often personal, ethical, and societal, not always financial

To be successful in this course I encourage you to:
- Take good class/lecture notes and go over them after every lecture
- Use online notes for backup
- **Skim the reading first; read with a pen in hand; come prepared with questions**
- Come to office hours to discuss course material and writing assignments
- Read a newspaper or news website every day
- Form study groups, or work with a study buddy
- Use the services of Cabrillo's Writing Center, Reading Center, Tutorial Center, Veterans’ Center, etc.
- Use the help of the Cabrillo Library and librarians in finding source material
- Feel free to supplement the required material with outside research. The Cabrillo Library has a number of video series that you might want to view, including America, Africans in America, Liberty, The American Revolution, Thomas Jefferson, Lewis and Clark, The West, and The Civil War.
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<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
<th>Assignment Due</th>
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<tr>
<td>1/26</td>
<td>Introduction, Opener</td>
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<td>1/28</td>
<td>Geography</td>
<td>Roark, Ch. 1</td>
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<td>Syllabus Worksheet (HW, all)</td>
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<td>Native American Cultures</td>
<td>R, 1-6</td>
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<td>The Atlantic Prism</td>
<td>Roark, Ch. 2</td>
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<td>The English Colonies</td>
<td>Roark, Ch. 3</td>
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<td>R, 7-11 (HW, 1 of 6)</td>
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<td>2/11</td>
<td>The Maturing of Colonial Society</td>
<td>Roark, Ch. 4</td>
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<td>2/16</td>
<td>Origins of American Slavery</td>
<td>Roark, Ch. 5</td>
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<td>2/18</td>
<td>No class</td>
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<td>2/23</td>
<td>Imperial Conflict and Reform</td>
<td>R, 12-16</td>
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<td>18th Century Colonial Life</td>
<td>Practice Essay Wkst. (HW, all)</td>
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<td>3/1</td>
<td>The Imperial Crisis</td>
<td>Roark, Ch. 6</td>
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<td>A Revolutionary People</td>
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<td>R, 17-24 (HW, 2 of 6)</td>
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<td>3/8</td>
<td>A More Perfect Union?</td>
<td>Roark, Ch. 8</td>
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<td>3/10</td>
<td>The Democratic Republic</td>
<td>Roark, Ch. 9</td>
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<td>3/15</td>
<td>Gender and Leadership in the New</td>
<td>Revolutionary Mothers OR</td>
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<td>Republic</td>
<td>Founding Brothers</td>
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<td>3/17</td>
<td>The First Party System</td>
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<td>3/22</td>
<td>Second Exam</td>
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4/6 The Market Revolution Roark, Ch. 10
R, 24-27 (HW, 3 of 6)

Week of 3/28 Spring Break

4/5 Roark, Ch. 11
R, 41-58 (Docs. Paper, 1 of 2)

4/7 Abolitionism Roark, Ch. 12

4/12 Jacksonian Democracy R, 59-74 –Ohio (HW, all)

4/14 Reform America Roark, Ch. 13
R, 28-36 (HW, 4 of 6)

4/19 Slavery and the Old South
Manifest Destiny Coates Article “Reparations”
on Canvas

4/21 Third Exam

4/26 The House Dividing Roark, Ch. 14
R, 36-38 (HW, 5 of 6)

4/28 Secession Roark, Ch. 15

5/3 The Civil War R, 38-40 (HW, 6 of 6)

5/5 Using African American Troops R, 75-91 (Docs. Paper, 1 of 2)

5/10 The Strange Advent of Emancipation Roark, Ch. 16

5/12 Reconstruction
The Making of Modern America

5/17 Final Exam (7-10am for 9:30 class)

5/19 Final Exam (10am-1pm for 11:10 class)

The key to success in this class is to keep up with the reading assignments. If you do, I hope that you will enjoy the class as much as I. You will succeed if you can do these three things:
1. Attend every class and participate actively.
2. Read the text with care and effort when it is assigned.
3. Write and think clearly and analytically.
**Homework Assignments**

There are six dates when written homework is assigned to go along with some documents assigned in the course Reader. They are in bold on the course Schedule.

You are to turn in a one-page (200-250 word) response to the documents assigned to be read for that day in class. There are six opportunities, but you will only receive credit for **4 (FOUR)** of these homework papers, so everyone will be able to skip the written response to two written homework responses. No late work is possible for this work.

You should address one or more of the “Questions” that follow each document in the Reader. You may combine questions or use them as a springboard for any sort of thoughtful reaction/analysis to the content of the documents – or any key ideas that you want to be ready to share when we debrief in class. On readings that contain multiple documents, you do not need to refer to each document in your responses. You will be graded on a check, check plus, check minus basis.

The dates and pages of the Reader are:

- **Feb. 9** – R, 7-11
- **March 9** – R, 17-24
- **March 24** – R, 24-27
- **April 14** – R, 28-36
- **April 26** – R, 36-38
- **May 3** – R, 38-40

Of course, everyone is expected to do the READING of all assigned parts of the Reader, whether you are writing on it or not.

**Homework Assignments that everyone needs to complete:**

**Jan. 28.** Fill out the Syllabus Response Worksheet distributed in class. This needs to be completed and submitted before you attend your second class session. This one will not be returned.

**Feb. 23** – Fill out the Practice Essay Worksheet that will be distributed in class during the first week. You are supposed to give this side of the worksheet 15 minutes of sustained thought and writing and THEN STOP. That should be good enough. Then complete the other side of the worksheet, using the web pages on essay writing for your information. Bring to class with both sides filled out on Feb. 20.

**April 12** – Everyone is expected to turn in the answer to four questions on the Ohio article in the Reader. After reading the chapter from my dissertation on Ohio, pp. 59-74 of the Reader, and using quotes for support, you will answer the following questions (1-2 pages, typed, double-spaced):

- If your last name begins with A-D, then you will answer questions #1,2,3,5A.
- If your last name begins with E-K, then you will answer questions #1,3,4,5B.
- If your last name begins with L-P, then you will answer questions #1,3,5C,6.
- If your last name begins with Q-Z, then you will answer questions #1,3,5D,7.
1. What is the author’s main argument?

2. What is the problem with using “race” as an explanation for historical events?

3. Identify five of the Black Laws.

4. What was the colonization movement? Why was it so popular at the outset of the movement? How did arguments promoting colonization change over time?

5. Explain how one of these themes was used to defend the Black Laws in Ohio’s legislative reports:
   a. Community
   b. Family
   c. Gender
   d. Economic status

6. Why was education not embraced as a solution for racial conflict, according to the legislative reports?

7. Why were some of the Black Laws repealed in 1849?

Other written work (not categorized as “written homework”) will include the Book Analysis paper and any possible take-home sections of the exams.
Reader Documents Analysis Paper

This paper will give you a chance to practice the craft of an historian. You will BUILD YOUR PAPER from the numbered primary source documents contained in your Reader chapter and analyze them in a 5-page response. For these papers you want to concentrate on SMOOTHLY integrating quoted material into your analysis and insights about the particular parts of the documents that you find most interesting.

The paper will be a typed, double-spaced paper of no more than five pages in length, regular font. These papers are due on the day that we consider that chapter in class. Focus on whatever aspect of these questions that allows you to write a thoughtful and insightful paper, using the numbered documents as your evidence (not the introduction to the documents). Late work (and missing the discussion) will be graded down significantly.

The paper scores will be recorded on a 50-point scale:
45-50 – Insightful, historically nuanced, quotes multiple sources from the numbered documents, smooth integration of quotes into analysis, well written.
40-44 – Thoughtful, quotes multiple sources, solid integration of quotes, clearly written.
35-39 – Accurate, quotes multiple sources, basic use of quotes, lack of clarity in the writing.
30-34 – Mostly accurate, uses multiple sources, but quotes not used smoothly or logically, some writing problems.
1-29 – Contains historical inaccuracies, uses only one source, many writing problems.

Each student will choose ONE of the following topics to write on. Sign up on office door.

Here are brief versions of the “Problems” presented in the Reader chapters:

Due April 5 – pp. 41-58 – The conflict between economic modernization and the cult of true womanhood was indirectly recognized by many New Englanders and directly experienced by the Lowell mill girls. What forms did this conflict take? What fears and anxieties did it reveal? How did the mill girls attempt to cope with this tension.

Due May 5 – pp. 75-91 – 1) What were the arguments in the North and South against arming African Americans and using them as regular soldiers? What were the arguments in favor of this move? How did the reasons in the North and South differ? How were they similar? 2) What do you think were the principle reasons that both the United States and the Confederate States of America changed their policies? How did the reasons in the North and South differ? How were they similar?

And a couple of hints:

pp. 41-58…..Mill Girls of Lowell. You will be examining the documents in the context of the Cult of True Womanhood and its four-part prescription for the “proper” woman (piety, purity, submissiveness, and domesticity). How were these themes promoted? How were they adapted and/or resisted? What is interesting in the documents??

pp. 75-91….. African American Troops. For this topic you want to analyze the KINDS of arguments that are being used on the different sides of the topic. You may choose to compare the Union and the Confederacy, or you may choose to examine EITHER the Union OR the Confederacy. (Make this choice based on where your best insights seem to come from.) Pay careful attention to WHEN the document was produced and think about what’s going on in the Civil War when it was produced.
To write the Documents-based papers (#5 and 7 below are most important):

1. Review the parts of the Roark that give background information for your topic. Then go to the Reader and carefully read the "Problem" section of the chapter that you will investigate. Your specific “marching orders” are usually in the last paragraph of this section. Your paper must address at least a portion of the problem as it is presented in this introduction.

2. Carefully review the "Sources and Methods" section of the chapter. You will want to refer to this often while you're reading the documents. Look at the "Questions to Consider" section as well.

3. Read the documents. You'll want to try to determine the document's usefulness and the reliability of the author. Look at the "Sources" descriptions as you examine each document and determine the author's credibility. Who wrote it? Why was it written? What was the intended audience? When and where was it written?

4. Read the "Epilogue" and begin to brainstorm what you found interesting or noteworthy in the documents. Any surprises? Anything ironic? Look for connections between and among the documents.

5. Gather quotes and evidence from the documents. Use lots of different documents but try to keep the quotes brief. These quotes will be the building blocks of your essay. In parentheses after the quote identify the page of the Reader where the quote appears. You may choose to employ footnotes instead of parenthetical notes. (See the end of this assignment.) You are encouraged to supplement your numbered Reader documents with quotes from other primary source material in the Course Reader and text.

6. You do not need to do outside research for this assignment, but it certainly would not hurt your grade. If you do use outside sources, list the bibliographic information (author, title, publisher, place, date) at the end of the paper. Be sure to cite your source whenever you use the words or ideas expressed in it. You may use footnotes or cite the author and page number in parentheses in the text of your paper. (author, page)

7. Write your paper (keeping the chapter problem in mind) based upon whatever aspect of the documents that lets you make the most insightful, intelligent, and thoughtful paper that you can produce. IT WILL PROBABLY BE NARROWED A BIT FROM THE BROADER "PROBLEM" PRESENTED IN THE CHAPTER. That is fine. Shape your paper around the insights you have in your analysis of the documents. Do not simply summarize the content of the documents; you should organize around your insights, not necessarily the order that the documents appear in the book.

8. Smoothly integrate your quotes into the flow of your analysis. Before offering a quote, introduce it by saying something like, "As Brownson observed, " and be sure to follow the quote with a statement from you that explains what you are demonstrating with the quote. The sentence following a quotation might start with: "This suggests…" or "This indicates…"

9. Remember to proofread carefully. Be sure that it/it's are used correctly and that there are no run-on sentences or sentence fragments. Make sure the style is appropriate for college writing and that it does not use colloquial language. ("Stuff", "duh", "whatever", and offensive words are examples of colloquial language.)

If you write a clear paper that uses the documents effectively, then you'll get a good grade. If the paper has these qualities and an interesting or insightful POINT to make about the problem/documents, then it will get an even better grade.

As you write these papers, remember to:
- Be aware of the “problem” as it is presented in the chapter introduction
- Use quotes from the document as the basis of your analysis and smoothly integrate them into your analysis
• Introduce quotes using the name of the author, if possible, not “Document 3 says…”
• Develop a thesis that lets you create the most thoughtful paper that you can
• Arrange the order of your quotes/documents to best support YOUR argument

Some tips on citing your sources:

IF you use outside sources (beyond Roark and the Reader), list all of the sources used in your research at the end of the paper. Include author, title, place, publisher, and date of publication, or the appropriate webpage information. Alphabetize your sources by the author’s last name.

Be sure to recognize where you got any quotes or information that is not common knowledge (or easily found in a text or encyclopedia) by citing that source. You may do so either right after the quote/idea within that paragraph, or at the end of the paragraph. If you lump all of one paragraph’s citations into one footnote at the end of the paragraph, be sure to list them in the order that they appear in the paragraph.

There are two commonly accepted methods for citing sources in history papers:

1. The parenthetical method simply involves putting the source information in parentheses after you use the quote/idea from that source. Give the author’s last name (or one word title) and the page number. (Reader, 75) If you are using a source in addition to the Reader, identify which source you’re using with the author’s last name and the page number you are quoting from. (Tuchman, 236) If you’re using the internet, give a brief identifier of that website.

2. Or you may choose to put the source information in a footnote at the bottom of the page. The citation information is the same, but this allows you to not only identify sources, but also engage in an academic conversation with your reader regarding material that is not necessary for your paper’s analysis. ALMOST ALL WORD PROCESSING PROGRAMS HAVE A VERY SIMPLE FOOTNOTE FUNCTION. In Microsoft Word it’s just a matter of clicking on “References” and “Insert Footnote”, and you’re good to go. The program will number the footnotes automatically and format them to appear at the bottom of the page. Just type in the citation information when the number appears (1. Reader, 236) and go back to the text when you’re finished.¹ I think it’s a bit cleaner and more flexible than the parentheses style.

Either format is fine. Just be consistent and accurate. If you have any questions, don’t hesitate to come by office hours.

¹ See how clean and cool!