
HIST 152

United States Since 1877

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, 12PM; 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: 4% each, for a total of 60% of your grade.
- 10 DISCUSSION POSTS (out of 10): 4% each, for a total of 40%

There will be opportunities for the class to earn an extra-credit. It will be a collective effort, with a collective reward. These will be announced by email.

Fall 2017 – CRN: 59405

Instructor: **Dr. Dorothée Bouquet**

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Instructor: Dr. Ginette Aley

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Office Hours: online only

This course is on Blackboard Learn (BBL) at

mycourses.purdue.edu

Required Material

John Mack Faragher, Mari Jo Buhle, Daniel H. Czitrom, Susan H. Armitage, *Out of Many Brief, Volume 2, 8th Edition.*

You choose the format in which you want to read the textbook (as long as it matches the following ISBNs)

- Loose-leaf copy of the book: ISBN 9780205962471 (\$45.00)
- Digital eText (180 days access): ISBN 9780205990870 (\$42.99)

Milestones

WEDNESDAYS, 12 PM (NOON)

- Initial post in your weekly group discussions
-

FRIDAYS, 12 PM (NOON)

- Feedback to your peers in the weekly group discussions.
 - Deadline for the Weekly Quiz
-

SEPTEMBER 5th, 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 9/5, 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.

Grief Absence Policy

<http://www.purdue.edu/advocacy/students/absences.html>

Grading Scale

A+	= 96.5 – 100%
A	= 92.5 – 96.5%
A-	= 89.5 – 92.5%
B+	= 86.5 – 89.5%
B	= 82.5 - 86.5%
B-	= 79.5 – 82.5%
C+	= 76.5 – 79.5%
C	= 72.5 - 76.5%
C-	= 69.5 – 72.5%
D+	= 66.5 – 69.5%
D	= 62.5 - 66.5%
D-	= 59.5 – 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.

Purdue Honors Pledge

As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.

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

KEEP IN TOUCH WITH YOUR INSTRUCTOR

- Inform me of your need(s) for accommodation: planned absence? documented disability?
- Inform me if you are graduating at the end of the semester

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")
- 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 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" and "Dr. Aley"
- 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)
 - the pronouns you would like me to use when I talk about you (traditionally, they would be "he"/"she"; other pronouns may include "they", "ey", "ze")

TIPS FOR SUCCESS

- **Buying the Textbook:** You may buy the textbook (you pick the format) at a university bookstore, directly from Pearson, or on purdue.amazon.com.
- 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).

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 (8/21 - 8/25): Meet and Greet

Reading: Syllabus + Guidelines
Friday, 12pm: Complete your ICP activities (W1 Syllabus Quiz + Pre-course Survey)

■ Week 2 (8/28–9/1): Reconstruction, 1863-1877

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 (9/5–9/8): Conquest and Survival: The Trans-Mississippi West (1860-1900)

9/4 **LABOR DAY (No Class) / Last day to cancel a course without it appearing on record**
9/5, 12pm: **Make sure that you have submitted all of your ICP activities (W1 assignments)**
Readings: Read Chapter 18 + primary sources in the folder
Friday, 12pm: W3 Quiz (No W3 Discussion)

■ Week 4 (9/11–9/15): 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 (9/18–9/22): 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 (9/25 – 9/29): 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 (10/2–10/6): 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

■ OCTOBER BREAK (10/9-10/10): No Class

■ Week 8 (10/11 – 10/13): The Twenties, 1920-1929

Readings: Read Chapter 23 + primary sources in the folder
Friday, 12pm: W8 Quiz (No W8 Discussion)
Extra-Credit: Mid-Semester Survey

■ Week 9 (10/16 – 10/20): 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

■ Week 10 (10/23 – 10/27): 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 (10/30 – 11/3): 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 (11/6 – 11/10): 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 (11/13 – 11/17): 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 (11/20 – 11/21): War Abroad, War at Home, 1965-1974**

Readings: Read Chapter 29 + primary sources in the folder
Friday, 12pm: W14 Quiz (No W14 Discussion)

■ **THANKSGIVING BREAK (11/22 - 11/25): No Class**

■ **Week 15 (11/27 – 12/1): The Conservative Ascendancy, 1974-1991**

Readings: Read Chapter 30 + primary sources in the folder
(Quiz postponed to the following Monday, because of Dead Week; No W15 Discussion)

■ **Week 16 (12/4 – 12/8): The United States in a Global Age, 1992-2010**

Monday, 12pm: W15 Quiz
Readings: Read Chapter 31 + primary sources in the folder
Friday, 12pm: W16 Quiz (No W16 Discussion)
Extra-credit **Course Evaluation on 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.
- having someone else writing your assignment or writing someone else's assignment.
- plagiarizing the assigned readings without proper acknowledgment (with citations)

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.
- using facts and ideas from a third party (publication, website, etc) as long as it is properly attributed to the third party in your citations and 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/reading material 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: Diderot believed that humans should be free from the vices of civilized society.

Textbook: "The character's praise for his own culture allows Diderot to express his Enlightenment idealization of "natural man," free from the vices of civilized

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:

1st 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

2nd 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:

societies." (*Understanding Western Societies*, p. 508)

Why is this plagiarism? The student did not acknowledge that s/he borrowed the phrasing "free from the vices of civilized society" from John McKay, the author of the textbook. By omitting the in-text citation, the student implicitly suggested that the phrasing was his/her own. In addition, the student misrepresented McKay's interpretation of Diderot's philosophy by oversimplifying it. Misrepresenting someone's point is not plagiarism, but it shows a poor understanding of the material.

How to fix this

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

According to John McKay, Diderot developed the concept of "natural man," an ideal "free from the vices of civilized societies" (*Understanding Western Societies*, p. 508)

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

As John McKay highlighted, Diderot's ideal of the "natural man" underlined the corrupting effect of the Western societies on human nature. (*Understanding Western Societies*, p. 508)

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: (*Understanding Western Societies*, 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.

Same for the textbook

- **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)
- **E-book:** A History of Western Society, Value Edition: Printed Page ###

Guidelines for the Discussions

4% each, 40% total

What is the Discussion assignment?

During this semester, there will be 10 group assignments corresponding to your reading material. We call this homework a “discussion”.

The discussion consists in collaborating with your group members to reflect on and answer a specific question on primary sources.

The discussion is a three-step assignment:

1. submit your answer (minimum 300 words) to the question by Wednesday, 12PM noon.
2. submit two feedback posts to your peers (minimum 100 words each) by Friday, 12PM noon.

Why do we have this assignment?

We use discussions as a way to emulate your writing, your critical-thinking skills and your ability to work with peers. We want to see how you process and analyze the historical concepts and ideas discussed in the textbook and primary documents. We want to see how you communicate them in an asynchronous forum.

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.

- Relevance and depth of your points in your initial post (20%),
- Relevance and accuracy of your evidence in your initial post (20%)
- Legibility of your posts (writing style, tone, grammar, spelling) (20%)
- Proper acknowledgment of your sources in your initial post (20%)
- Engaging replies to your peers (20%)

There is a total of 10 discussions that you can complete for this course (between W2 to W16). You will get a 0 for each discussion assignment that you skip, unless you have a valid and documented reason.

If your post is shorter than 300 words, you will have a "Below Average" grade in all categories, resulting in an overall grade of 50% for the assignment.

See detailed rubrics at the end of this document.

What to do:

- Post your initial response to the weekly discussion by Wednesday, 12PM on BBL.
- Submit your two feedback posts by Friday, 12PM on BBL

Dos:

- Express your arguments and evidence in complete sentences.
- Give feedback to two 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.

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 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

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?

Writing a Post for the Group Discussion

As a participant, you are expected to:

- write an initial post of 300 words minimum. This post should feature your answer to the question. It should include at least a thesis statement, two or three arguments, and two or three relevant pieces of evidence. This post must be submitted by Wednesday, 12pm. This initial post is worth 80% of the grade

- engage with your peers by replying to their initial posts, which will be worth 20% of your grade. You may include another piece of evidence that you think is more powerful for their point. Or you may introduce a counter-point to their argument. You must reply to at least 2 peers with a post of 100 words minimum for each of these feedback posts. You must reply to your peers before Friday, 12pm.

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

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.

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?

The assigned reading will provide you with enough content and insights to address the question, but if you must search for more relevant information, please follow our guidelines.

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?

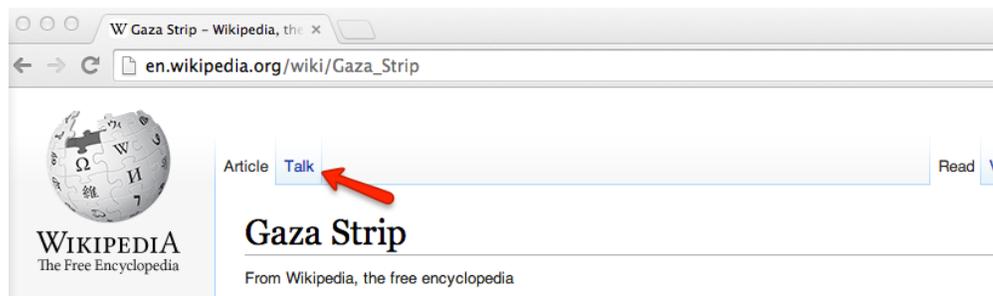
How to use Wikipedia as an external source in the writing assignments?

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 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, 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:

<http://owl.english.purdue.edu/owl/resource/608/01/>

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/>

Writing the Initial Post

It should be an argumentative piece of a minimum of 300 words. It should feature a clear and engaging thesis in the introduction. The post must be submitted by Wednesday, 12PM.

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 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 odds 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.

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 Discussion

Criteria	Poor (0%)	Below Average (50%)	Sufficient (70%)	Good (90%)	Excellent (100%)
Insightfulness (20%)	There is no obvious arguments, or they do not answer the question.	Vague arguments that oversimplify the answer.	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.
Evidence (20%)	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.
Writing style and word count (20%)	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.
Proper citation (20%)	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.
Feedback on your peers' post (20%)	No feedback on another post, or provided feedback under the word limit	Your feedback is superficial, only addressing grammar and spelling	Your feedback only addresses one peer or initial post, when you're expected to submit two replies.	Your feedback is relevant but vague or not as insightful as it could be.	Provided sufficient feedback to two peers.

Quiz Guidelines

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. There will be 15 quizzes in this course.

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

4%, for a total of 60%

D. Bouquet

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.

other individual.

What are the deadlines for the quizzes?

The quizzes will open until Fridays at 12PM (noon).

How do I find the quiz and complete it?

Follow the link in your weekly folder.