

# HIST 152: United States History Since 1877

Fall 2020

October 16-December 12

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## Instructor

Dr. Renée Gaarder

## Contact

[rgaarder@purdue.edu](mailto:rgaarder@purdue.edu) or  
via Brightspace

## Office Hours

Tuesdays from 5:00 -6:00  
PM via Zoom or by  
appointment

## CRN

13227, 60309, 65568

## 3.0 credit hours

## Course Overview

This course is a survey of the history of the United States from the end of Reconstruction to the present. Throughout the semester we will explore the nature and development of the United States by analyzing various political, economic, social, and cultural issues. We will also look at domestic challenges facing the American people such as the Great Depression, World War II, Civil Rights, and Vietnam, and the ways in which they found solutions to these challenges. Rather than merely memorizing dates and names, we will actively explore history through video lecture presentations, textbook and primary source readings, film, photography, music, and discussion.

## Learning Outcomes

By the end of this course:

- Students will demonstrate knowledge about United States history since 1877, specifically major themes and developments, through written assessment and online discussion.
- Students will be able to identify thematic connections across time.
- Students will become familiar with the basic skills of a historian through primary source analysis, cultural critique, and visual and aural analysis.
- Students will develop their writing and critical thinking skills through encountering competing and conflicting historical interpretation, analyzing these interpretations, and then writing about it.

## Required Texts and Resources

Eric Foner, *Give Me Liberty! An American History, Volume 2, Seagull Fifth Edition*  
[GML] ISBN: 9780393614190

### Helpful Textbook Information:

- There is a large glossary defining key terms and concepts from pages A-47 to A-80 in the back of the textbook.
- The Declaration of Independence, Constitution, and Constitutional Amendments are in the back of the book from pages A-23 to A-45.
- There are two maps at the beginning of the textbook.

David Shi and Holly Meyer, eds., *For the Record: A Documentary History of America, Volume 2, Seventh edition [FTR]* ISBN: 9780393673807

Helpful Textbook Information:

- There is a “Where to Begin” checklist on page xxi that provides a series of questions to help you analyze primary source documents.

Ann Moody, *Coming of Age in Mississippi [Moody]* ISBN: 9780440314882

You will access the course on Brightspace. It is strongly suggested that you explore and become familiar not only with the site navigation, but with content and available resources for this course.

## Course Schedule

Week	Date	Reading and Assignments
Week 1	Oct. 19-23	GML: Chapters 15-16  FTR: Chapters 16-17 ( <i>Black Codes of Mississippi, Klan Terrorism in South Carolina, Wealth, Preamble to the Constitution of the Knights of Labor</i> )  Moody: pgs. 1-79  <b>Quiz 1 (Chapters 15-16)</b>
Week 2	Oct. 26-30	GML: Chapters 17-18  FTR: Chapters 18-21 ( <i>The New South, A Sharecrop Contract, The Chinese Exclusion Act, Racism in the South, The Populist Party Platform, Platform of the Anti-Imperialist League, The Subjective Necessity for Social Settlements, The Jungle, The Risk of Woman Suffrage</i> )  Moody: pgs. 80-155  <b>Discussion 1: How “new” was the New South for African Americans in the decades following the Civil War? Use the documents from <i>For the Record</i> to support your arguments.</b>
Week 3	Nov. 2-6	GML: Chapters 19-20  FTR: Chapters 22-24 ( <i>Declaration of War against Germany, Opposing U.S. Entry into World War I, The Case Against the Reds, the Red Scare</i> )

Week	Date	Reading and Assignments
		<p><i>is Un-American, The Flappers of the 1920s: Debating Bobbed Hair, The Great Black Migration, The South and the Negro, The Klan's Fight for Americanism, The Immigration Act of 1924)</i></p> <p>Moody: pgs. 156-232</p> <p><b>Quiz 2 (Chapters 19-20)</b></p> <p><b>Moody Zoom Discussion 11/3 at 5:00 PM</b></p> <p><b>Primary Source Analysis 1 Due 3/20 by 11:59 PM</b></p>
Week 4	Nov. 9-13	<p>GML: Chapters 21-22</p> <p>FTR: Chapters 25-26 (<i>Two Views of the Great Depression, Letters to the Roosevelts during the Depression, An African American Assessment of the New Deal, War Message to Congress, Women in War Industries Korematsu v. United States, The Atomic Bombing of Hiroshima—The Public Explanation</i>)</p> <p>Moody: pgs. 235-310</p> <p><b>Discussion 2: You are handling correspondence for the Roosevelts. How do you respond to the letters they receive from the “forgotten man” and the “forgotten woman”?</b></p>
Week 5	Nov. 16-20	<p>GML: Chapters 23-24</p> <p>FTR: Chapters 27-29 (<i>The Sources of Soviet Conduct, The Truman Doctrine, The Marshall Plan, Democrats and Communists, The Feminine Mystique, Brown v. Board of Education of Topeka, The Situation in Little Rock, The Other America, Letter from a Birmingham Jail, I Do Not Believe in War, Black Power, Peace Without Conquest</i>)</p> <p>Moody: pgs. 310-377</p> <p><b>Quiz 3 (Chapters 23-24)</b></p> <p><b>Primary Source Analysis 2 Due 4/17 by 11:59 PM</b></p>
Week 6	Nov. 23-27	Thanksgiving Break
Week 7	Nov. 30-Dec. 4	<p>GML: Chapter 25-27</p> <p>FTR: Chapters 30-31 (<i>Equal Rights for Women—Yes and No, What's Wrong with “Equal Rights” for Women?, The Shooting at Kent State,</i></p>

Week	Date	Reading and Assignments
		<p><i>The President and John Dean in the Oval Office, A Crisis in Confidence, Acceptance Address: Republican National Convention, Democratic Nominating Convention Speech)</i></p> <p>Moody: pgs. 378-424</p> <p><b>Quiz 4 (Chapters 25-27)</b></p> <p><b>Discussion 3: Did the Cold War and the fear of Communism limit or increase people's activism in the period from 1945 to 1960?</b></p> <p><b>Moody Zoom Discussion 12/1 at 5:00 PM</b></p>
Week 8	Dec. 7-11	<p>GML: Chapter 28</p> <p>FTR: Chapter 32 (<i>The Whisper of AIDS, The Road Ahead, Address to Congress and the Nation, A New Beginning</i>)</p> <p><b>Discussion 4: How did the September 11 attacks transform Americans' understanding of their security? How did the response compare with that after Pearl Harbor?</b></p> <p><b>Essay Due 12/11 by 11:59 PM</b></p>

**NOTE:** Additional primary source material and other required readings may be posted on Brightspace.

#### Key Dates:

- Nov. 25-28: Thanksgiving Break
- Dec. 5: Classes End
- Dec. 7-12: Final Exams (Our class extends into finals week in order to observe Thanksgiving Break without work due. Rather than a final exam, our "final" will consist of Discussion 4 and turning in your essay.)
- Dec. 15: Grades Due

#### Course Structure

- This course is based primarily on reading. Each week there will be materials posted to help you focus on key concepts and direct your reading.
- Quizzes
- Discussion posts and responses
- Primary Source Analysis

- One essay engaging reading material and primary source analysis. This essay will take the place of formal examinations.
- NO midterm or final exam!

### Discussion Posts and Responses

There will be four discussion sessions, on Wednesdays of even-numbered weeks, worth 20 points each for a total of 80 points. Students will write a response to a question based on the assigned readings in *Give Me Liberty* and primary source readings in *For the Record*. They will be required to cite the reading and provide a clear and coherent response to the question on the discussion board (250-300 words.) **I highly recommend typing these in Word first in case the discussion post does not save, and you need to resubmit it.**

By Friday, students will respond to another student's post. This response can be to any other student, and the response will provide constructive criticism and acknowledgment of the positives of the peer's post (100 words). A detailed rubric for discussion sections is provided at the end of the syllabus (page 8) and on Brightspace.

### Primary Source Analysis

Over the course of the semester students will write two Primary Source Analyses, each worth 50 points for a total of 100 points. Each analysis should be 12-point Times New Roman font, and 1.5 double-spaced pages. The objective of these exercises is to work like a historian by a) critically analyzing a primary source, b) integrating the primary source into secondary source reading, and c) practicing thoughtful yet concise writing.

Students should choose one of the primary sources from *For the Record* and analyze it. Note that there are more sources in each chapter than are assigned as required reading. Although students are welcome to discuss assigned sources, they may also choose a source from *For the Record* that has not been previously assigned. Their papers should be composed of three paragraphs of roughly the same length. The first paragraph should be a brief summary of the primary source (who wrote it, what it is about, etc.) The second paragraph should be placing the document in its historical context using specific references to the textbook with page numbers. For example: Why is the document important? Why was it important at that specific time? What was happening at the time? The final paragraph should be your impression of the document and whether it accurately represents the time period. In other words, is it true to what was happening? For example: Was it what you expected? Did it enhance your understanding of the time period? Did the author seem to have ulterior motives? A detailed rubric is provided at the end of this syllabus (pages 9-10) and on Brightspace, therefore, there will often not be a need for additional comments.

### Essay

Over the course of the semester students will read *Coming of Age in Mississippi* and write an essay responding to questions based on the autobiography and course reading material. The essay should be 12-point Times New Roman font, and three double spaced pages. The essay is worth 60 points and will be submitted to Brightspace by 11:59 PM on 12/11.

The purpose of this essay is to help students develop their writing skills while thinking about the issues, questions, and problems suggested by your study of American history since 1877. They will not need any outside resources beyond the reading material, lectures, and class discussion. Essays should demonstrate that students have done their reading and that they are engaging with the concepts introduced. A detailed rubric is provided at the end of this syllabus (pages 10-11) and on Brightspace, therefore, there will often not be a need for additional comments.

**INSTRUCTIONS: Answer the following prompt and submit your essay to Brightspace using the “Assignments” tool.**

Essay: Due 12/11 by 11:59 PM

Films like *Selma* and other popular histories of the civil rights movement often conclude on an optimistic note and highlight the movement’s achievements in changing legislation, legal structure, and public opinion. Anne Moody ended her memoir *Coming of Age in Mississippi* on a less optimistic note wondering whether or not things would ever be “straight in Washington.” What *didn’t* the civil rights movement achieve in the 1960s and why? At the same time the Supreme Court passed the Civil Rights Act of 1964 and the Voting Rights Act of 1965 the movement still faced limitations in enabling systematic racial equity. How and why did structures of white supremacy remain in place to restrict full political, cultural, legal, or economic equality for African Americans? Do these structures of white supremacy remain in place today?

Your essay should have a clear thesis and incorporate specific events, documents, and material from the readings and lectures for support. The goal is not to simply summarize the ideas of others, but to craft an original and well-supported argument. Your argument should be a historical and scholarly one that cites any source that you either directly quote or summarize using MLA in-text citations. For detailed guidelines see the Purdue Online Writing Lab (OWL):

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_in\\_text\\_citations\\_the\\_basics.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html)

## Quizzes

There will be four quizzes, on Fridays of odd-numbered weeks, worth 15 points each for a total of 60 points in all. Quizzes are open book. There will be 15 questions, and students will have 35 minutes to complete the quiz once they start. Although this is open book, the expectation is that students have read the material in advance, and therefore can quickly find the answers in the allotted time. The format of the quizzes is primarily multiple choice and will cover only the chapters assigned for that week unless indicated otherwise.

## Zoom Discussions

Over the course of the semester there will be times when we will meet over Zoom, including two discussion sections on *Coming of Age in Mississippi*. Attendance is not required but is very strongly encouraged. The following rules and expectations apply to all virtual meetings:

- Be on time to the meeting.

- Make sure you are dressed appropriately and covered.
- Do not eat on camera.
- Stay in your seat once the meeting has started and leave your device in one place.
- Turn your microphone off when you join the meeting and leave your camera on.
- Raise your hand to join in the conversation and utilize the chat bar.
- Be respectful of the instructor and your peers.

## Grading

Grades in this class reflect the sum of your achievement throughout the semester. You will accumulate points as described in the assignments above, with each assignment graded according to a rubric. At the end of the semester, final grades will be calculated by adding the total points and translating those numbers (out of 300) into the following letters (there will be no partial points or rounding).

Discussion:	0-80 points
Primary Source Analysis 1:	0-50 points
Primary Source Analysis 2:	0-50 points
Essay:	0-60 points
Quizzes:	0-60 points
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Total:	0-300 points

A 93-100%
A- 92-90%
B+ 88-89%
B 83-87%
B- 82-80%
C+ 78-79%
C 73-77%
C- 72-70%
D+ 67-69%
D 60-66%
F 0-59%

## Attendance and Protect Purdue

Our course is designed to be asynchronous over the last 8 weeks of the semester. Although in-person instruction is not part of this course, the following University policies apply:

Students should stay home and contact the Protect Purdue Health Center (496-INFO) if they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus. In the current context of COVID-19, in-person attendance will not be a factor in the final grades, but the student still needs to inform the instructor of any conflict that can be anticipated and will affect the submission of an assignment or the ability to take an exam. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For an unanticipated or emergency conflict, when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email or through Brightspace. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, quarantine, or isolation, the student or the student's representative should contact the Office of the Dean of Students via email or phone at 765-494-

1747. Our course Brightspace includes a link on Attendance and Grief Absence policies under the University Policies menu.

The Protect Purdue Plan, which includes the Protect Purdue Pledge, is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask in classrooms and campus buildings at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g. wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students have the option of reporting the behavior to the Office of Student Rights and Responsibilities. See also the Purdue University Bill of Student Rights.

#### Late Assignment Policies and Extensions\*

- Late discussion posts will **NOT** be accepted. You will not receive points for a peer comment if you did not turn in the initial discussion post on time.
- Late quizzes will **NOT** be accepted.
- Late Primary Source Analyses and Essays will receive a **10% deduction** for **each day** it is late.

\*Barring extenuating circumstances and discussion with the instructor **PRIOR** to the assignment due date, extensions, **IF** they are granted, may be given only if there is communication with the instructor **before** the assignment is due. After it is due, the student has “missed class,” and therefore the opportunity. See also the “Academic Guidance in the Event of Quarantine/Isolation” below.

#### Missing Assignments

Failure to submit assignments in time and in accordance to the instructions will result in a failing grade for the missing assignment. After the assignment is due, students are not entitled to a make-up unless they 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.

### Academic Guidance in the Event of Quarantine/Isolation

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support at this time. Your Academic Case Manager can be reached at [acmq@purdue.edu](mailto:acmq@purdue.edu) and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students ([odos@purdue.edu](mailto:odos@purdue.edu)) is also available to support you should the situation occur.

### Email and Discussion Guidelines

- Use a professional tone in all emails; this will be necessary in your future careers. Always begin with “**Dear Dr./Professor Gaarder,**” write in complete sentences, and end with Sincerely/Best/Regards and your full name.
- Be respectful of your peers in discussion posts and responses. Failure to do so may result in a zero and/or dismissal from the course.
- Unless there are extenuating circumstances (severe illness, death in the family, etc.) late work will not be accepted. If you need an extension on a paper, this must be worked out with the instructor well in advance.

### Academic Integrity

*“As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue.”*

Plagiarism refers to the reproduction of another’s words or ideas without proper attribution. Plagiarism and other forms of academic dishonesty are serious offenses and will be treated as such in this class. You are expected to do your own work and to accurately cite all necessary materials. 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.

Please make sure you are familiar with Purdue’s academic integrity policies:

<https://www.purdue.edu/odos/osrr/academic-integrity/index.html>.

### Nondiscrimination Statement

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its

members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at: [http://www.purdue.edu/purdue/ea\\_ou\\_statement.html](http://www.purdue.edu/purdue/ea_ou_statement.html).

### Students with Disabilities

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please contact the Disability Resource Center at [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with the instructor as soon as possible to discuss your needs.

### Mental Health Statement

Purdue University is committed to advancing the mental health and well-being of its students. If you find yourself beginning to feel stressed, anxiety, and/or feeling overwhelmed, try WellTrack (<https://purdue.welltrack.com>). Sign in and find information and tools at your fingertips, available to you at any time. If you need support and information about options and resources, please see the Office of the Dean of Students (<http://www.purdue.edu/odos>). Drop-in hours are M-F, 8 AM to 5 PM. If you're struggling and need mental health services, and/or if you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support services are available. For help, contact Counseling and Psychological Services (CAPS) at 765-494-6995 and <https://www.purdue.edu/caps>.

### Emergency Preparedness

Please review the Emergency Preparedness website for additional information: [https://www.purdue.edu/ehps/emergency\\_preparedness/](https://www.purdue.edu/ehps/emergency_preparedness/).

### Disclaimer

In the event of a major campus emergency, course requirements, deadlines, and grading are subject to change that may be necessitated by a revised calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted on Brightspace and I will send an email.

**NOTE:** If you don't fulfill the requirements for the Initial Course Participation (ICP) in time, it could lead to the revocation of your financial aid.

Discussion Rubric

	<b>Excellent (20 points)</b>	<b>Average (15 points)</b>	<b>Poor (10 points)</b>	<b>Unacceptable (0 points)</b>
<i>Content</i>	Answered all parts of question. Demonstrated critical and/or abstract thinking.	Partially answered question with basic analysis.	Very little thought put into response.	No response.
<i>Primary Sources</i>	Referenced the relevant reading at least twice. Included a <u>relevant quote from the primary source (not from the abstract preceding the source.)</u> Also connected answer to the textbook if applicable.	Reference relevant reading once <u>beyond the historian's abstract about the source.</u> Attempted to connect answer to the textbook if applicable.	<u>Referenced or quoted the historian's abstract about the source rather than the primary source itself.</u>	Did not reference the primary source.
<i>Peer Comment</i>	Constructive criticism provided to peer. Positive acknowledgement of what peer did well. Meets word count (100 words).	Constructive criticism to peer and positive acknowledgement of what peer did well but <u>does not meet the word count.</u>	Peer comment does not relate to student's post but rather is a general commentary on the week's question.	Did not provide peer comment/per comment was late.
<i>Citations</i>	Cited references to the reading with parentheses (author, page #).	Partial citation (e.g. no page number or did not cite all references to the text).	Partial citation.	No citations.
<i>Spelling/Grammar &amp; Word Count</i>	250-300 words AND less than 0-1 spelling/grammar error(s).	200-250 words AND/OR 2-3 spelling/grammar errors.	150-200 words AND/OR more than 3 spelling/grammar errors.	Less than 150 words AND/OR multiple errors.

Primary Source Analysis Rubric

	<b>A</b> <b>40 points</b>	<b>B</b> <b>35 points</b>	<b>C</b> <b>30 points</b>	<b>D</b> <b>25 points</b>	<b>F</b> <b>0 points</b>
<i>Paragraph One</i>	The first paragraph is a thorough description of the primary source, including a description of the author and a summary of the text. <u>The main points of the text should be covered, avoiding a summary of the historian’s introduction to the source</u> (paragraph preceding the primary source).	The first paragraph covers some of the major points of the primary source, but not all. <u>The student avoids merely summarizing the background introduction to the source</u> (preceding the document).	The first paragraph provides a cursory summary of the primary source, which suggests the student did not read it.	The first paragraph is very general and seems to repeat the historian’s abstract rather than the primary source, which suggests the student did not read it.	There is no first paragraph describing the primary source.
<i>Paragraph Two</i>	The second paragraph provides historical context relating to the document (what was happening at the time). It is clear that the student has thoroughly read the textbook in order to provide historical context and has explained the <i>significance</i> of the document within history.	The second paragraph provides <i>some</i> historical context relating to the document (what was happening at the time.) It is clear that the student has read the textbook in order to provide historical context and has partially explained the <i>significance</i> of the document within history.	The second paragraph provides broad historical context (a description of the time period) that <i>does not</i> directly relate to the document. Nevertheless, it is clear that the student has read the textbook in order to provide historical context.	It is clear that the student used either the historian’s abstract about the source or outside sources. <b><i>Without citation</i></b> , the use of outside sources constitutes <b>plagiarism</b> and will result in a <b>failing</b> grade.	The student used their opinion rather than the textbook to provide historical context, or there is no second paragraph providing historical context for the document.
<i>Paragraph Three</i>	The student provides thoughtful commentary on the document, explaining, for example, how they have better understood the time period as a result, how the document represents <i>or</i> does not represent the historical period accurately (in other words, did it seem true to what was happening), and any questions about the document.	The student provides commentary on the document, explaining, for example, how they better understood the time period as a result, how the document represents <i>or</i> does not represent the historical period accurately (in other words, did it seem	The student provides commentary on the document, explaining how they better understood the time period as a result.	The student provides basic and/or shallow commentary on the document. The paragraph is vague and lacks critical thought about the primary source.	There is no third paragraph for this designed purpose.

		true to what was happening).			
<i>Spelling, Grammar, &amp; Page Count</i>	Very few grammar or spelling errors; paper is no shorter than one page and no longer than one and a half pages.	A few grammar or spelling errors; paper is no shorter than one page and no longer than one and a half pages.	Some spelling and grammar errors; paper is no shorter than one page and no longer than one and a half pages.	Many spelling and grammar errors; paper is less than one full page or longer than one and a half pages.	Excessive spelling and grammar errors; paper is less than one full page or longer than one and a half pages.
<i>Citations</i>	Proper citations for references to primary and secondary sources.	Citations for all references to primary and secondary sources but not formatted correctly.	1-2 citations missing/improper formatting.	3-4 citations missing; major mistakes in citations.	Very few or no citations.

### Essay Rubric

	<b>A 60 points</b>	<b>B 55 points</b>	<b>C 45 points</b>	<b>D 40 points</b>	<b>F 10 points</b>
<i>Introduction</i>	The first paragraph introduces the topic and contains a clearly stated thesis statement.	The first paragraph introduces the topic and the thesis statement is clearly recognizable.	The first paragraph provides a cursory introduction, and the thesis statement is not clearly recognizable.	The introduction is weak and the thesis statement is not clearly recognizable.	The introduction is weak and there is no thesis statement.
<i>Body</i>	The body of the essay contains three paragraphs that support the thesis. Each body paragraph includes logical transitions to the next, and the arguments are complete. All claims are substantiated by evidence from primary and/or secondary sources.	The body of the essay contains three paragraphs that support the thesis. Each body paragraph includes logical transitions to the next, and the arguments are complete. <i>Most</i> claims are substantiated by evidence from primary and/or secondary sources.	The body of the essay contains three paragraphs that support the thesis. <i>At least two</i> body paragraphs include logical transitions to the next, and the arguments are complete. <i>Most</i> claims are substantiated by evidence from primary and/or secondary sources.	The body of the essay is less than three full paragraphs, but still supports the thesis. <i>Some</i> claims are substantiated by evidence from primary and/or secondary sources and some arguments are incomplete. Transitions are weak.	The body of the essay is less than three full paragraphs, and/or does not logically transition and contains incomplete arguments. Claims are left unsubstantiated and/or the thesis is not supported. Transitions are weak or nonexistent.
<i>Conclusion</i>	The student does not simply restate the thesis in the conclusion, but	The student does not simply restate the thesis in the	The student simply restates the thesis in the conclusion,	The student simply restates the thesis in the conclusion.	There is no conclusion.

	readdresses it in light of the evidence provided in the body. The information provided in the body is synthesized in order to come to a conclusion.	conclusion, but readdresses it in light of the evidence provided in the body. <i>Most</i> of the information provided in the body is synthesized.	and synthesizes <i>some</i> of the information provided in the body.		
<i>Spelling, Grammar, &amp; Page Count</i>	Very few grammar or spelling errors; paper is no shorter than three pages and no longer than three and a half pages.	A few grammar or spelling errors; paper is no shorter than three pages and no longer than three and a half pages.	Some spelling and grammar errors; paper is no shorter than three pages and no longer than three and a half pages.	Many spelling and grammar errors; paper is less than three full pages or longer than three and a half pages.	Excessive spelling and grammar errors; paper is less than three full pages or longer than three and a half pages.
<i>Citations</i>	Proper citations for references to primary and secondary sources.	Citations for all references to primary and secondary sources but not formatted correctly.	1-2 citations missing/improper formatting.	3-4 citations missing; major mistakes in citations.	Very few or no citations.