

HISTORY 1210: AMERICAN HISTORY TO 1865
Spring 2019 • Section 6 (52633) • T/Th, 9:30-10:45 p.m.
159 WEST CLASSROOM BLDG.

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office: 211 Central Classroom
office hours: T/Th, 12:30 – 3:00 p.m.,
or by appt.

From the eve of contact between indigenous American and European peoples through the Civil War, this course will trace the institutions, cultures, and economies that emerged in the North American colonies and the early United States. During this period, disparate colonial societies coalesced as a nation, dismantled that nation, and then reunited to start anew. As they did so, they created (and destroyed, and recreated) political, legal, economic, and religious institutions; constructed social orders and popular cultures; and debated endlessly what it meant to be American and who could claim that identity. And through the 1860s, there was no guarantee that the American experiment would succeed. In this course, we will consider the events, ideas, and individuals that gave shape to the American nation. We will pay particular attention to the records those individuals left behind, “doing history” by interpreting the words that documented it. By doing so, we can begin to understand the complex forces and personalities that gave shape to American culture.

Required Readings: The following books will be available at the Auraria Campus Bookstore (bargain-hunters should also try the selection of used books on Amazon.com and Bookfinder.com, but make sure you get the right editions). You can also find copies on reserve at the library.

Solomon Northup, *Twelve Years a Slave* (Dover, 2000)
James Oakes, et al., *Of the People*, vol. 1 (3rd edition, 2017)

We will also have short assigned readings (primary documents and brief articles) posted on Blackboard.

Assignments, Grading, and Course Policies: The course requirements and their value toward your grade are as follows. *You must complete all of these components in order to pass.*

Attendance/participation: 15%	Two primary source analyses: 10% (5% each)
Midterm exam: 25%	Two three-page papers: 20%
Final Exam (cumulative): 30%	

Attendance and Participation: I expect regular attendance and will take roll. Everyone is allowed two “byes” – unexplained absences – in the class. After that, any absences – except in the case of legitimate and documented emergencies, medical or otherwise – will detract from the attendance/participation portion of your grade. You are responsible for making up the work you miss during any absence, excused or otherwise.

Classes will generally include a combination of lecture and discussion. During some class meetings (noted in the syllabus and subject to change), we will primarily discuss the assigned documents for that week. Your level of preparation and participation will both improve the quality of class meetings and boost your participation grade.

It should go without saying (but often doesn't) that when you attend class, you will refrain from disruptive behavior, including (but not limited to) talking amongst yourselves, arriving late and leaving early, reading the newspaper, or text messaging. **Please turn off all cell phones and other electronic devices (besides laptops and tablets) before you enter the classroom.**

Primary source analyses: Later in this syllabus, I list several pairs of assigned. You will analyze *two* of these pairs, each with a 2-page statement that makes an argument, supported with evidence from the assigned text (cited as necessary). *All papers must be turned in on Safe Assign on Blackboard AND in hard copy in class. You will not get credit for the paper until I have both the Safe Assign submission and the hard copy.*

Three-page papers: You will write two three-page papers, in which you will respond to assigned questions based on the readings and lectures. These papers are similar to the primary source analyses in that they ask you to build upon the same analytical skills, but with more complex questions and larger bodies of evidence. More information follows at the end of this syllabus. *All papers must be turned in on Safe Assign on Blackboard AND in hard copy in class. You will not get credit for the paper until I have both the Safe Assign submission and the hard copy.*

The Writing Center, located in various buildings around campus, can help you with any aspect of your writing, from generating ideas to supporting your arguments to organizing to editing for style. For the current schedule or to make an appointment, visit the Writing Center's website at <https://www.msudenver.edu/writectr/> or call 303-556-6070.

Midterm and final exams: The midterm will cover all material taught and reading assigned up to the exam; the final will be cumulative, but weighted toward the second half of the semester. Both exams will include shorter identification questions and essay questions (no multiple choice), covering lectures and readings. More information will follow.

Deadlines and exam attendance: All papers are due at the beginning of class, unless otherwise noted, and all students are expected to take exams on the specified dates. Late papers will be graded down one-third of a grade (A to A-, etc.) for every day they are late, starting after the beginning of class. Papers will not be accepted late or via e-mail, except with a valid excuse (medical or family emergency, etc.) AND prior approval from me. No-shows for exams will receive an F. Make-up exams will not be allowed, except for students who have a valid excuse and have made prior arrangements with me.

Special Needs: Students who need accommodations – for disability, religious observance, military service, or any other reason – should let me know within the first two weeks of class. Those with a documented disability should contact the Access Center to arrange for accommodations. A full statement on accommodations covered under the Americans with Disabilities Act is available on Blackboard, in the "Syllabus and Policies" folder.

Cheating and plagiarism: Either offense is grounds for a zero on the assignment and failure in the course. If you are unsure of what constitutes cheating or plagiarism, I strongly encourage you to check with me *before* you hand in your assignment. Please also note that any student who cannot or will not produce the notes, outlines, and other preparatory work for his or her paper will be considered guilty of cheating or plagiarism and subject to the same penalties. The policy in this class is quite simple and is as follows. In the first documented instance of academic dishonesty (as described in the University guidelines, linked below), the student will receive a zero on the assignment. In the second instance, the student will fail the class. All code of conduct violations will be reported.

Metro State's Academic Integrity Statement: "As students, faculty, staff and administrators of Metropolitan State University of Denver, it is our responsibility to uphold and maintain an academic environment that furthers scholarly inquiry, creative activity and the application of knowledge. We will not tolerate academic dishonesty. We will demonstrate honesty and integrity in all activities related to our learning and scholarship. We will not plagiarize, fabricate information or data, cheat on tests or exams, steal academic material, or submit work to more than one class without full disclosure."

For more information on academic dishonesty, see

<https://www.msudenver.edu/deanofstudents/studentconduct/academicintegrity/academicdishonesty/>

Students are responsible for full knowledge of the provisions and regulations pertaining to all aspects of their attendance at MSU Denver, and should familiarize themselves with the policies found in the MSU Denver Catalog: [MSU Denver Catalog](#). For more information and recent updates, go to the CLAS website: <https://msudenver.edu/las/studentinformation/forms/>

The College of Letters, Arts, and Sciences is committed to, and cares about, all students. To help you manage personal challenges and basic needs security, the university offer several resources. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (303-615-0220 or 303-615-0423), the Gender Institute for Teaching and Advocacy (303-615-2052), or our CLAS office (303-615-0995 or 303-615-1301) for support.

For more information, please see the information on LAS policies and deadlines posted in the "Syllabus and Policies" folder on Blackboard.

General Studies Mission: The General Studies program provides the foundation for the Bachelor's degree. Students develop thinking, reasoning, and communication skills while discovering new ideas and expanding their views. The coursework is designed to create the opportunity for learning across different disciplines and builds experiences for students as they grow into lifelong learners.

Historical Courses: Historical thinking contextualizes the present by using a wide range of sources and methods to understand how people experienced the past. This three-hour lower-division course fulfills the Historical General Studies requirement at MSU-Denver. It can be used in the History major and minor. With an earned grade of C -or better, it also counts as a guaranteed transfer class. History majors and minors cannot use a HIS prefix course to fulfill their History General Studies requirement. They must instead take an additional three hours in approved general studies in the one of the other General Studies areas: Arts and Humanities, Science, Social and Behavioral Sciences.

Guaranteed Transfer (GT) Pathways Course: The Colorado Commission on Higher Education has approved HIS 1210 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-HI1 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

Course Learning Objectives and GT Pathways Content Criteria and Competencies:

- Demonstrate the ability to locate sources when information is needed, and to evaluate the authenticity, validity, and reliability of resources applied to a specific purpose. (GT-HI1 Content Criteria 1, 3; GT Competency: Critical Thinking 4a; GT Competency Criteria: Information Literacy 3a, 3b)
- Communicate in writing with an awareness of audience, by using language conventions appropriate to the occasion and task. (GT-HI1 Content Criteria 4; GT Competency: Information Literacy 4a, 5a)
- Demonstrate historical knowledge of American History before 1865. (GT-HI1 Content Criteria 1; GT Competency: Critical Thinking 3a, 3b, 3c, 4a, 5a)
- Demonstrate, using historical sources, how context and contingency influenced American History before 1865. (GT-HI1 Content Criteria 1, 2; GT Competency Critical Thinking 5b)
- Develop an effective historical interpretation in American History before 1865 and marshal primary and/or secondary source evidence to support it. (GT-HI1 Content Criteria 1, 4; GT Competency: Critical Thinking 3a, 3b, 3c, 4a, 5a)

WEEKLY SCHEDULE

(subject to change)

Readings marked with an asterisk (*) are available in the Assigned Readings folder on Blackboard.

WEEK ONE: August 19-23

Readings: Of the People, chapter 1

- * Thomas Andrews and Flannery Burke, “What Does it Mean to Think Historically?”
- * Patrick Stokes, “No, You’re Not Entitled to Your Opinion”
- * Karin Wulf, “What Naomi Wolf and Cokie Roberts Teach Us about the Need for Historians”
- * Annalee Newitz, “Finding North America’s Lost Medieval City”

August 20: Introductions

August 22: Native Peoples

WEEK TWO: August 26-30

Readings: Of the People, chapter 2

- * Christopher Columbus, excerpt from his journal (1492-93)
- * Bartolomé de Las Casas, excerpt from *The Destruction of the Indies* (1542)
- * Father Jean de Brébeuf, observations of the Hurons (1635)
- * Ellen Bresler Rockmore, “How Texas Teaches History” (optional reading)
- * “Coming of Age in Cartography” (optional reading)

August 27: Early Settlement in Its Atlantic Context

August 29: Reading primary sources critically (bring the assigned Columbus and de Las Casas documents in digital or hard copy)

Writing clinic: Active and Passive Verbs

WEEK THREE: September 2-6

Readings: Of the People, chapter 3

- * “Laws Divine, Moral, and Martial,” excerpt (1611)
- * John Winthrop, excerpt from “A Model of Christian Charity” (1630)
- * Excerpted testimony from the trial of Anne Hutchinson (1637)
- * Dana Hedgpeth, “Powhatan and His People: The 15,000 American Indians Shoved Aside by Jamestown’s Settlers”
- * Honor Sachs, “Thanksgiving and Civil War” (optional)
- * Kenneth C. Davis, “How the Civil War Created Thanksgiving” (optional)

September 3 The Chesapeake and Massachusetts Bay

September 5: The Carolinas and the Middle Colonies

Writing clinic: Word Choice

***** PRIMARY SOURCE ANALYSIS (OPTION 1) DUE SEPTEMBER 5 IN CLASS. *****

WEEK FOUR: September 9-13

Readings: Of the People, chapter 4

- * Olaudah Equiano, excerpt from *The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself* (1789)
- * Elizabeth Sprigs, Letter to John Spryer (1756)
- * Documents related to the Salem Witch Trials (1692-1706)
- * “The Slave Trade in Two Minutes” (video)
- * Three-dimensional model of a slave ship (video)

September 10: The Origins of Slavery in North America

September 12: Times of Trouble: Rebellion, War, Witches

Writing clinic: Topic Sentences

***** PRIMARY SOURCE ANALYSIS (OPTION 2) DUE SEPTEMBER 12 IN CLASS. *****

WEEK FIVE: September 16-20

Readings: Of the People, chapter 5

- * Nathan Cole, excerpt from *The Spiritual Travels of Nathan Cole* (1761)
- * Excerpts from the letterbook of Eliza Lucas Pinckney
- * Johannes Hänner, letter to his family (1769)
- * John Lawson, excerpt from *A New Voyage to Carolina* (1709)
- * Selected eighteenth-century probate inventories (no need to read in advance, but bring them to class on Thursday)

September 17: Enlightenment and Awakening

September 19: Daily life in eighteenth-century America (*document discussion*)

Writing clinic: Using Quotations

WEEK SIX: September 23-27

Readings: Of the People, chapter 6

- * Virginia Resolutions on the Stamp Act (1765)
- * Letters between Benjamin Franklin and Joseph Galloway (1774-75)
- * Farmington, Conn. Resolutions on the Intolerable Acts (1774)
- * Thomas Paine, excerpt from *Common Sense* (1776)
- * “The American Revolution on Facebook” (optional)

September 24: Politics of Empire

September 26: American Rebellion, part 1 (bring Franklin/Galloway letters)

Writing clinic: “Little Things Mean a Lot,” part I

***** PRIMARY SOURCE ANALYSIS (OPTION 3) DUE SEPTEMBER 26 IN CLASS. IF YOU DID NOT WRITE THE FIRST TWO OPTIONS, YOU MUST WRITE THIS ONE. *****

WEEK SEVEN: September 30 - October 4

Readings: Of the People, chapter 7

- * Gouverneur Morris, letter to John Penn (1774)
- * “To the Free and Loyal Inhabitants of the City and Colony of New-York” (1774)
- * Correspondence between Abigail and John Adams (1776)
- * Letter to the *Maryland Gazette* (1776)
- * Petition of slaves to the Massachusetts Legislature (1777)

October 1: American Rebellion, part 2 (bring Franklin/Galloway letters)

Writing clinic: Sentence Structure

October 3: Revolution for Whom?

***** PRIMARY SOURCE ANALYSIS (OPTION 4) DUE THURSDAY, OCTOBER 3 IN CLASS. IF YOU HAVE WRITTEN ONLY ONE PRIMARY SOURCE ANALYSIS, YOU MUST WRITE THIS ONE. *****

WEEK EIGHT: October 7-11

Readings: * James Madison, Federalist No. 51 (1787)

- * Patrick Henry, Excerpts from speeches to the Virginia State Ratifying Convention (1787)
- * Mercy Otis Warren, “Observations on the New Constitution and on the Federal and State Conventions by a Columbian Patriot” (1787)

October 8: Fighting for Independence

October 10: Experiments in Republicanism and Resistance

WEEK NINE: October 14-18

Readings: None (study for your midterm)

October 15: Drafting a Constitution (*document discussion: bring docs from Week 8*)

Writing clinic: Essay Exam Questions

October 17: MIDTERM

WEEK TEN: October 21-25

Readings: Of the People, chapter 8-9

Twelve Years a Slave, preface and chapters 1-5

- * George Washington, “Farewell Address” (1796)

October 22: The Rise of the First Party System

October 24: America in the World

WEEK ELEVEN: October 28 - November 1

Readings: Of the People, chapter 10

Twelve Years a Slave, chapters 6-10

* Tecumseh's speech on Indians and land (1810)

* Robert Lee, "The True Cost of the Louisiana Purchase"

October 29: "The Revolution of 1800" and the Jeffersonian Age

Writing clinic: Plagiarism

October 31: "The Second War of Independence"

WEEK TWELVE: November 4-8

Readings: Of the People, chapter 11

Twelve Years a Slave, chapters 11-15

* The Monroe Doctrine (1823)

* Appeal of the Cherokee Nation (1830)

* Andrew Jackson, excerpt from his State of the Union Address (1830)

* "Appeal of Forty Thousand Citizens, Threatened with Disenfranchisement..." (1838)

* "Factory Life As It Is" (1845)

November 5: "Jacksonian Democracy," Politics, and the Second Party System

November 7: "Jacksonian Democracy," Citizenship, and Equality (document discussion)

Writing clinic: Using Secondary Sources

WEEK THIRTEEN: November 11-15

Readings: Of the People, chapter 13

Twelve Years a Slave, complete

* A. J. Graves, excerpt from *Women in America* (1843)

* Catharine Beecher, excerpt from *Treatise on Domestic Economy...* (1847)

* Sarah Grimke, letter to Angelina Grimké (1837)

* Harriet Noble, excerpt from her memoir (1824)

* Harriet Jacobs, excerpt from *Incidents in the Life of a Slave Girl* (1861)

November 12: Revivalism, Perfectionism, and Reform

Writing clinic: Concluding Sentences

November 14: Antebellum Reform (discussion)

***** PAPER #1 (BOTH OPTIONS) DUE NOVEMBER 14 IN CLASS. YOU MUST WRITE ON ONLY ONE OF THESE TOPICS. *****

WEEK FOURTEEN: November 18-22

Readings: Of the People, chapters 12

- * Confessions of Nat Turner (1831)
- * Bennet H. Barrow, "Rules of the Highland Plantation" (1838)
- * George Fitzhugh, excerpt from *Sociology for the South* (1854)
- * Selected ads for runaway slaves
- * Blaine Roberts and Ethan J. Kytly, "The Historians behind Slavery Apologists Like Kanye West"
- * Zeba Blay, "The 'Underground Railroad' Photo Series Powerfully Tracks Trail of Runaway Slaves" (optional)
- * Douglas Quan, "Unraveling the Lives of the Man Who Spent Twelve Years a Slave – and the Canadian Who Saved Him"
- * Matt Novak, "Oregon was Founded as a Racist Utopia"

November 19: Antebellum Southern Society (bring *Twelve Years a Slave*)

November 21: Expansion and Compromise

Writing clinic: "Little Things Mean a Lot," part II

WEEK FIFTEEN: November 25-29 – No Class (Thanksgiving Break)

WEEK SIXTEEN: December 2-6

Readings: Of the People, chapter 14

- * South Carolina Secession Declaration (1860)
- * Alexander Stephens, "Cornerstone Speech" (1861)
- * Ta-Nehesi Coates, "What this Cruel War Was Over"
- * Tracy Thompson, "The South Still Lies About the Civil War"
- * James Loewen, "Why Do People Believe Myths about the Confederacy?"
- * Christopher Wilson, "We Legitimize the 'So-Called' Confederacy with Our Vocabulary, and That's a Problem" (optional)

December 3: Upheaval and Secession

Writing clinic: Thesis Statements

December 5: Civil War

***** PAPER #2 DUE DECEMBER 5 IN CLASS. *****

***** FINAL EXAM: DATE AND TIME TBA (MOST LIKELY THURSDAY, DECEMBER 14, 9:30-11:30 A.M.) *****

HISTORY 1210 • AMERICAN HISTORY TO 1865 PRIMARY SOURCE ANALYSIS AND PAPER TOPICS

For each question, the possible documents are grouped in a folder on Blackboard.

Primary Source Analysis Topics and Due Dates:

- *You must respond to **TWO** of these questions.*
- *Responses should be about 2 pages each, typed in 12-point font and double-spaced.*

Option 1, due September 5 [based on Christopher Columbus's journal and Father Jean de Brébeuf's observations of the Hurons]: Although both of these European men painstakingly documented many facets of native cultures, they did so without questioning their own cultural assumptions and biases. Based on these two accounts, in what ways did Europeans fail to understand the spiritual lives and cultures of American Indians?

Option 2, due September 12 [based on "Laws Divine, Martial, and Moral" (1611) and John Winthrop's "A Model of Christian Charity" (1630)]: How did these documents reflect the different circumstances of settlement in Virginia and Massachusetts Bay? Compare these documents portray expectations and ideals of community. How do you think the main missions of settlement shaped these expectations?

Option 3, due September 26 [based on excerpts from Eliza Lucas Pinckney's letterbook and John Lawson's *Voyage to Carolina* (1709)]: Define the household economy and explain how it shaped gender roles in eighteenth-century America. Would you argue that women's roles were more fixed or more fluid?

Option 4, due October 3 [based on Virginia Resolutions on the Stamp Act (1765) and Farmington, Connecticut, Resolutions on the Intolerable Acts (1774)]: How do these documents reflect many colonists' changing views of their relationship to Great Britain in general and to the King in particular? Note the different historical contexts in which each was written, and also be aware that the Virginia legislature accepted the first four resolutions in the 1765 document and rejected the latter three as too radical.

Paper Topics and Due Dates:

- *Your papers should incorporate evidence from class notes, the textbook, and **AT LEAST FOUR** of the documents listed as possible sources for each question.*
- *Papers should be about 3 pages each, typed in 12-point font, double-spaced, and each should include a title.*

PAPER ONE (choose **ONE** of the following topics), due November 14:

Option 1: The Jacksonian Era (roughly the late 1820s through the early 1840s) is often depicted as one of democratization that opened political access to ordinary citizens. But a closer look reveals that many citizens saw their roles in American democracy diminishing rather than expanding. Based on these documents, what would have been the principal critiques of the new "democratic" era by those who felt left out?

Option 2: The nineteenth century ushered in a period of rapid expansion for the United States, which unleashed conflict with Native American groups who occupied land that the U.S. sought. Based on the assigned documents, analyze how whites and American Indians understood their relationships to land differently. What do these differences reveal about their respective cultures?

PAPER TWO, due December 5 [based on *Twelve Years a Slave* and selected documents]: Was slave culture more a product of repression or resistance? Some historians have argued that slave culture was solely a product of repression by masters. Others have suggested that slave culture resulted from slaves' own efforts to adapt to their situation and exert some control over their lives. Based on these readings, make an argument that supports one of these interpretations (or offers your own). What characteristics lay at the core of slave culture, and how did these attributes play out in everyday life?

HISTORY 1210 • AMERICAN HISTORY TO 1865

WRITING GUIDELINES AND RUBRIC

Over the course of the semester, you will be asked to write two (2-page) primary source analyses and two (3-page) short papers. Grades will be based on the following components:

Argument: Your paper must have a clear, analytical argument, in the form of a thesis statement and sustained throughout the paper. Your thesis statement should appear toward the end of your introduction. It must make some sort of historical argument, which you will then support with evidence in the rest of your paper. Think of your thesis statement as answering a “how” or “why” question rather than a “what” or “who” question – in other words, it should suggest an interpretation rather than a description. Some examples:

Weak thesis (C or D paper): "This paper will discuss how African Americans' legal status changed in the decades after World War II." [*Describes the topic but makes no argument.*]

Somewhat better (B paper): "African Americans' legal status improved dramatically in the decades after World War II." [*Suggests an argument but not the reasoning behind it.*]

Much better (A paper): "African Americans' legal status improved dramatically in the decades after World War II, partly due to improved economic opportunities and growing sympathy among whites, but even more due to mounting activism by blacks themselves." [*States a clear argument and summarizes the reasoning behind it.*]

Beyond the thesis statement, you should use your topic sentences to reinforce and support your argument. Think of each topic sentence as a mini-thesis statement that makes an analytical point about some piece of your overall argument.

Organization and structure: Develop your argument with clearly stated points, each of which builds logically on the points that preceded it and contributes a crucial piece to the overall argument. Prior to writing, develop an outline that breaks the overall argument down into two or three building-block points that work logically together. These building blocks will be the basis for your paragraphs.

Weak organization (C or D paper): Paragraphs have no logical organization or relationship to each other and lack topic sentences that support the overall argument. Paragraphs have no apparent arguments or topics holding them together, but rather seem to start and stop at random points. There may be not true topic or concluding sentences.

Somewhat better (B paper): Paragraphs have clear topics, but the sequencing of topics may not make sense (for example – random chronological order, when the topic suggests an analysis of change over time), and topic sentences do not offer analytical points to support the main argument. Transitions may be lacking, abrupt, or unclear. Paragraphs may lack concluding sentences.

Much better (A paper): Each paragraph has an analytical topic sentence that supports the thesis statement, evidence and analysis that supports the topic sentence, and a clear concluding sentence that wraps up the main idea. Transitions (which appear with the topic sentences, not the concluding sentences) as smooth and logical. Paragraph topics build logically from one to the next.

Primary and secondary evidence: I cannot stress enough that these papers are intended to give you a chance to think and write like historians – and that means that you *must use evidence*. You must include *primary evidence* (evidence from the time or events you're discussing) and *secondary evidence* (writings based on primary research) to establish *historical context* (background information) in order to craft and present a historical argument. Without evidence, the paper is not a historical analysis – it's just an opinion piece. Evidence can include quotes (brief quotes from primary sources only, please), facts, statistics, anecdotes – anything that helps support your argument AND that you can document. Using primary evidence involves careful reading *and* writing, so leave yourself plenty of time for these tasks.

Reading: To use evidence effectively, you should read your documents (along with assigned reading in *Of the People*) with the following questions in mind:

- What is the subject of core issue of the documents?
- Who created the documents, when were they created, and under what circumstances? How did the creators relate to the events or people being discussed (as an eyewitness, secondhand source of information, etc.)?
- What was the documents' wider historical *context*? How might that context have influenced the author(s)?
- What do you know (or what can you infer) about the authors' social positions (class, race, gender, level of education, occupation, etc.). What about the authors' political orientations or biases? How might this background have shaped their perspectives?
- Who was the intended audience for the documents?
- Why did the authors create these documents – did they intend to persuade people? If so, of what?
- Based on all of the above, how reliable are these primary sources? What can we accept as fact, and what must we be suspicious of? Keep in mind that even a very biased source can be a valuable one, but we have to be aware of that bias as we analyze it.

Writing: Part of using evidence effectively means incorporating it into your writing in ways that strengthen your argument rather than distracting (or detracting) from it.

- **Quoting:** When you quote from a source, you must use quotation marks to indicate those portions that you are quoting. You should reproduce the words exactly and use citations to indicate from where they came. **Quote ONLY primary sources** (that is, sources from the time you are writing about that serve as evidence in your paper). You may quote from a secondary book or article, but only if the portion you are quoting comes from a primary source (so you might, for instance, use a quote from George Washington that appears in a book, but you should not quote the author of that book, who is writing about George Washington.). The reason: when you quote the author of a secondary source, you are letting that person do the historical thinking and analysis for you. In these assignments, *you* must do that work yourself. (There is an exception to this rule: when you are directly engaging a historian's argument, you may quote the historian to advance your point. But you should still rely on primary evidence to critique that argument, and you should not use secondary quotes as a stand-in for your own analysis.)
- **Paraphrasing:** When you paraphrase, you use someone else's idea but explain it in your own words. You must indicate whose idea it is, just as you would for a direct quotation. You should not, though, use the original author's words; you must rephrase it in your own words. If you are paraphrasing, you

may use ideas or arguments that historians present in their secondary works, as long as you give credit and synthesize these points in your own argument.

- *Citing your sources:* You should cite all evidence that is not common knowledge. This includes quotes, little-known facts and anecdotes, and statistics, along with any paraphrasing or reference to someone else's ideas. You will not be penalized for excessive citation, so if you are in doubt, cite it. Either footnotes, endnotes, or parenthetical citations (author and page number in parentheses at the end of the sentence) will do. You need not include a bibliography unless you use a source outside of class material (which is not expected). Citing sources properly is an important matter of academic integrity. If you paraphrase or quote another person's ideas without acknowledgment, you are plagiarizing. This is illegal, unethical, and grounds for a failing grade. Don't do it.

What should all of this look like in your paper? I will consider use of evidence as follows:

Weak (or no) use of evidence (C, D, or F paper): The paper includes no primary evidence and little or no reference to the assigned primary documents. The paper might mention or even quote the primary documents, but because there is no historical context, the author inaccurately misinterprets the meaning or significance of the evidence, or misses key pieces of information. Papers that include plagiarized text receive an automatic zero.

Somewhat better (B paper): The paper includes insufficient primary evidence. Some of the primary evidence supports the argument, but other examples may be poorly chosen, or the paper might simply rely on quotes with little context or analysis (letting quotes stand for themselves with no further discussion, for example). Formatting of quotes is awkward or grammatically incorrect (for example, floating quotes with no transitional phrases to link prose to quotes). The paper might have entire paragraphs without primary evidence.

Much better (A paper): Every paragraph (possibly except the introduction and conclusion) contains primary evidence. Primary documents are properly quoted, so that quotes and prose combine to form complete sentences. Quotes support but do not replace analysis; rather, analysis explains the quotes in proper context (derived from secondary evidence). Secondary evidence is paraphrased rather than quoted. All evidence works to support the broader argument as well as the points in each paragraph.

Style: I will not grade you on style alone, but good writing is necessary to communicate your ideas. Therefore, quality of writing will figure into your grade. Get to the point, use clear wording, and avoid awkward phrases and sentences. Steer clear of overly formal or informal prose (for example, unnecessarily complicated or elaborate language, colloquialisms or slang, contractions, etc.). Use correct grammar and spelling. I highly recommend that you read your prose aloud to catch awkward or incorrect phrasing.

Weak writing (C or D paper): The paper either uses slang and inappropriately informal language, or it uses overly formal and unnecessarily wordy language. There are numerous problems with word choice, conventions of grammar, spelling, punctuation, and awkward phrasing. The mechanical problems are significant enough to obscure the paper's argument and distract the reader.

Somewhat better (B paper): This paper has many of the same problems as a C paper, but they will not be significant enough to distract from the overall argument. The weaknesses in writing are less universal and easier to fix than in a C paper, but the prose overall is not as polished as an A paper.

Much better (A paper): The prose is polished with good word choice, proper grammar and punctuation, few (if any) instances of awkward phrasing, and no nagging or repetitive problems.