

HIST 387:

New York City and the American Urban Experience

Dr. Adam Arenson

Spring 2023

MR 9:30-10:45am (DLS 307)

Student Hours (Office Hours) in MGL 414: Wed 10:00-11:00am and 1:00-1:45pm, Mon and Thu 1:15-1:45pm, or email me to set up a Google Meet or phone conversation. I am very responsive on email as well, all waking hours 6 days a week: adam.arenson@manhattan.edu

*** READ THIS SYLLABUS CAREFULLY.**

*** THE INSTRUCTOR RESERVES THE RIGHT TO ALTER THIS SYLLABUS IF NECESSARY.**

Course Description

This course examines the history of New York City from its Lenape origins until yesterday, in the context of other cities in the United States and their development. Topics covered include the colonial and Revolutionary city, urban imperialism, the city in the American mind, immigration, social mobility, the rise of the ghetto, the impact of the New Deal, suburbanization, the modern metropolis, and recent trends.

Learning Objectives

At the completion of this course, students will show improvement in:

- Effective communication - oral and written, including:
 - Analyzing, evaluating, and synthesizing information and arguments and making sound judgments about their use and application.
 - Locating relevant information in printed and electronic form and credit it properly.
- Critical thinking
- Information and Technological Literacy
- Understand, interpret, and apply numerical data
- Independent and collaborative work, including functioning as independent thinkers and as members of collaborative groups.
- Global awareness - Understand and appreciate cultural diversity.
- Demonstration of a fundamental knowledge of historical causality and key events
- Ability to locate and integrate information from primary and secondary sources

Required Books (2 plus):

Our books are a collection of primary sources about New York City, and a new textbook framing U.S. urban history generally. As a class, we will create a narrative of New York City history, and discuss how it relates to national patterns. ***Always bring to class the texts assigned to be discussed that day, or partner with another in class to share them.***

1) Kenneth T. Jackson and David S. Dunbar, eds., *Empire City: New York through the Centuries* (New York: Columbia University Press, 2002). (\$18 or less used)

2) Lisa Krissoff Boehm and Steven H. Corey, *America's Urban History* (New York: Routledge, 2015). (\$50 or less used)

3) Additional articles and chapters as provided, and a MetroCard for library and site visits.

Course Methods

Most people misunderstand what history is, and what historians do. Historians tell stories about the past, but they also make an argument about the causes, course, and consequences of the events they describe. They investigate changes over time, analyze trends and patterns, and seek to make connections between the past and present. Historians may try to be objective, but they wrap their work in their beliefs. In this class, you will do historical work, and to read both primary sources and existing histories critically. Through repeating patterns of inquiry, students will have the chance to practice and improve their study strategies and writing ability. These skills are applicable to classes throughout your College career.

Statement on Technology in the Classroom

Our world is being transformed by a digital revolution, and computers and smartphones offer unprecedented power for research, connectivity, and connection. However, they also offer far too many distractions. In line with the latest education research (see for example <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368> and <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>), laptops and/or other digital equipment may not be used in this class unless you have made special arrangements with the professor. While we may, as a class, utilize our devices in some sessions, **in general all phones, laptops, etc. must be placed inside backpacks and out of view during class.**

Participation

250 points

Every class session, students should come to class prepared to discuss the readings, having thought about the course methods described above. Individual participation in class discussion will constitute this score, which will be recorded after each class session. Absences subtract from this score.

Short Analysis Papers

120 points

Almost every class session (fifteen times in the semester), students will be required to write a short centrifuge analysis on the reading due that day. This assignment is due **at 8 pm the night before class**. Quickly identify what detail caught your eye, and then explain its significance—to the reading/experience you had, and to the larger goals of our course. Then identify what argument you could make from it, and then what remains unknown or contradictory about that detail or your reaction to it, suggesting a remaining tension, avenues for further investigation, and perhaps a paper topic. They each will be graded on an 8-point scale, and comments from the rubric will be provided. Late papers will be not be accepted.

Three Short Papers

a total of 450 points

You will submit three papers of at least 1,100 words, deeply analyzing one primary source each. Papers will be graded with the rubric found at the end of the syllabus.

For February 11, you will write a paper analyzing a map of a North American city or settlement before 1800. Consider what the source reveals about the urbanization or the spatial aspects of colonial life. Places to start include David Rumsey Map Collection <https://www.davidrumsey.com> and <https://www.nypl.org/collections/nypl-recommendations/guides/historical-maps-north-america> and

https://maps.lib.utexas.edu/maps/historic_us_cities.html ***Be sure to check the date and place of the source you find; please ask Dr. Arenson to approve your choice.***

For March 7, you will write a paper based on one 19th-century urban source, likely from a newspaper or magazine. See sources in Gale 19th Century U.S. Newspapers, second listing at: <https://lib.manhattan.edu/az.php?a=pound>

For April 29, you will write a paper based on one 20th urban source, likely a visual source like a photograph, TV advertisement, movie, television show, music video, or similar. Search: <https://www.archives.gov/research/american-cities> or <https://www.loc.gov/collections/early-films-of-new-york-1898-to-1906/> or <https://digitalcollections.nypl.org/divisions/irma-and-paul-milstein-division-of-united-states-history-local-history> or another approved source.

Final Paper

200 points

You will submit papers of at least 3,000 words. I intend this paper to be a revision and extension of an earlier paper that we choose together, engaging both primary and secondary sources for your topic. In the extension of the paper, it must explicitly engage the historiography, including at least three scholarly publications that engage your source.

NOTE: With the approval of the instructor, you can write one research paper of 20-25 pages rather than the four short research papers described above. While the final paper will be due on the day of the final, a prospectus with bibliography, outline, and full draft will be due on the same dates as the shorter papers for others. Under this option, final paper and its parts are worth 650 points.

All assignments should be turned in online, at the course Moodle site, on the date and at the time due. Late is better than never, but there will be a penalty, a full letter grade per week. If you find you need more time to complete the work, consult with the instructor ***before*** the assignment is due to avoid more points off.

Tardiness and Missing Classes

College policy dictates that ***all*** students attend ***all*** scheduled classes. Quizzes will often begin our classes; they cannot be made up, and any absences will hurt your participation grade. Please show respect to your peers and to our learning environment by arriving to class on time and remaining engaged for the entire scheduled time. Lateness and leaving the classroom before the end of class (even if you return) will be considered absences. If you miss four classes, you will be reported to the Dean's office.

Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline

All typewritten assignments will be submitted to Turnitin, an international plagiarism-detection database, via your Moodle submission. Students who engage in academic dishonesty will be subject to disciplinary action as stated in the College's Academic Integrity policy: <https://manhattan.edu/community-standards-and-student-code-conduct - 32.Academic Integrity>

You must cite, reference, or quote information obtained from other sources so you give credit where credit is due. Please use Chicago Style footnotes throughout. There is a guide at http://www.chicagomanualofstyle.org/tools_citationguide.html - use numbered examples. Do NOT copy any material regardless of where you obtained it into your own work. Do NOT submit work under your name if you did not complete it entirely yourself. In accordance with College policy, we will report instances of plagiarism and dishonesty to the Dean's office.

If you have questions about understanding and preventing plagiarism, please contact your instructor or the Manhattan College Writing Center <http://www.manhattan.edu/services/writing-center/>

Title IX and Non-Discrimination Notice

Manhattan College is committed to ensuring equal access to its educational programs and employment opportunities without regard to sex, gender, race, color, national origin, religion, age, disability, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, or ex-offender status. The College will not tolerate harassing, violent, intimidating or discriminatory conduct by its students, employees or any other member of or visitor to the College community, which includes, without limitation, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

The College encourages individuals to report all gender-based misconduct immediately to the Title IX coordinator, one of the deputy coordinators or another College staff member. The College will fully and promptly investigate all allegations of gender-based misconduct and will impose disciplinary measures, or take similar actions, as may be appropriate. Title IX and the College strictly prohibits retaliation.

It is estimated that 20-25% of college women and 6% of college men will be the victims of sexual assault during their college careers. If you or someone you know has experienced sex- or gender-based violence or harassment, here are some important resources. You can use any or all of these resources, at your discretion. Contact campus Title IX Coordinator: Vicki Cowan, Mem 305, 718.862.7392, vicki.cowan@manhattan.edu or others listed here: <https://manhattan.edu/about/human-resources/title-ix/who-to-contact-on-campus>

Learn more via Not Alone <https://www.notalone.gov/> EROC: End Rape On Campus (<http://endrapeoncampus.org>) and others.

Accessibility

Manhattan College seeks to provide reasonable accommodations for all qualified individuals with disabilities, including learning disabilities. This College will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student's responsibility to register with Specialized Resource Center in Miguel 301B <http://manhattan.edu/academics/specialized-resource-center> within the first two weeks of classes, and inform the faculty member to arrange for appropriate accommodations.

Schedule of Meetings

Week 1	Jan. 19	Introductions Course Outline Explaining Writing and Research Assignments: Weekly “Centrifuge” Responses, Ahead of Discussion Reading Strategies: Choice and Specificity Historical Research and Writing: Sources, Context, Significance, Qualifications <i>This is New York</i> and <i>A Snowy Day</i> and <i>How Little Lori Visited Times Square</i> and <i>Lovable Lyle</i> (in class)
Week 2	Jan. 23	Framing New York History, Framing Urban History READING AND CENTRIFUGE DUE: <i>Empire City</i> , Introduction; <i>America’s Urban</i> , Introduction; read online or visit Museum of the City of New York exhibitions, especially “New York at its Core,” https://www.mcny.org/exhibitions/core/port-city <i>Nonstop Metropolis</i> (in class)
	Jan. 26	New York’s Original Inhabitants READING AND CENTRIFUGE DUE: <i>America’s Urban</i> , Chapter 1; Eric W. Sanderson, <i>Mannahatta: A Natural History of New York City</i> (New York: Abrams, 2009), Chapter 4, pp. 103-135 (on Moodle); and Monica Sekaquaptewa, “Dancers, Artists, and Activists Reclaim Space at the First United Lenape Nations Pow Wow,” November 27, 2018, <i>Hyperallergic</i> , https://hyperallergic.com/472923/dancers-artists-and-activists-reclaim-space-at-the-first-united-lenape-nations-pow-wow/
Week 3	Jan. 30	New Amsterdam, Slavery, and Continental Europe’s American Cities READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 15-37 (15-23 and 30 and 33-35); <i>America’s Urban</i> , Chapter 2; Leslie M. Harris, <i>In the Shadow of Slavery: African Americans in New York City, 1626-1863</i> (Chicago: University of Chicago Press, 2004), Chapter 1, pp. 11-47.
	Feb. 2	<i>This class does not meet at its normal time.</i> FIELD TRIP on your own time: African Burial Ground Indoor Museum, on 290 Broadway between Duane and Reade; 1 subway to Chambers (about an hour each way) Open Tue, Wed, Thu, Fri and Sat, 10-4 Consider adding the two oldest buildings in Manhattan: St Paul’s Chapel (209 Broadway) and Fraunces Tavern (54 Pearl St) CENTRIFUGE DUE SATURDAY NIGHT
Week 4	Feb. 6	Colonial New York and Britain’s American Cities READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 40-53, 56-80 (43-49, 54-58, 65-68, 71-76); <i>America’s Urban</i> , pp. 66-89. THIS WEEK: Come to Office Hours for Paper #1

Week 4 (cont.)	Feb. 9	Alexander Hamilton's City: American Revolution, American Capital READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 83-98 (83-91, 94-98); <i>America's Urban</i>, p. 89-102; and <i>Hamilton</i> musical "Stay Alive" https://www.youtube.com/watch?v=pd3L7mI19q8 and David Kindy, "New Research Suggests Alexander Hamilton Was a Slave Owner," <i>Smithsonian Magazine</i> November 10, 2020, https://www.smithsonianmag.com/history/new-research-alexander-hamilton-slave-owner-180976260/ and Lyra D. Monteiro, "Race-Conscious Casting and the Erasure of the Black Past in Lin-Manuel Miranda's <i>Hamilton</i>," <i>The Public Historian</i> Vol. 38 No. 1,m (February 2016), 89-98 (on Moodle). DUE SATURDAY NIGHT: Paper #1
Week 5	Feb. 13	Republicanism and the Working City READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 99-133 (101-105, 111-123); Christine Stansell, <i>City of Women, Sex and Class in New York, 1789-1860</i> (New York: Knopf, 1986), Chapter 2 (on Moodle).
	Feb. 16	Feeding the Metropolis: American Cities and Hinterlands READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 134-155 (134-142, 145-151); <i>America's Urban</i>, p. 103-122 and 134-135.
Week 6	Sun. Feb. 19	Field Trip: Merchant's House Museum <i>Timing at 430 on Sunday - Leave campus by 1:15 on the subway: 1 train to Times Square, transfer to the NQRW, exit 8th Street Station; I will meet you there.</i> CENTRIFUGE DUE MONDAY NIGHT EXTRA CREDIT: Phi Alpha Theta History brownbag, Wed. Feb. 22 at noon
	Feb. 23	New York and the World: Growth and Reform READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 162-201; (162; 165-170; 173-179; 184-185; 195-197); <i>America's Urban</i>, pp. 141-157; John Kuo Wei Tchen, <i>New York Before Chinatown: Orientalism and the Shaping of American Culture, 1776-1882</i> (Baltimore: Johns Hopkins University Press, 1999), Chapter 6, pp. 131-153 (on Moodle).
Week 7	Feb. 27	New York and Freedom: Antebellum American Cities and a Nation Dividing READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 202-291 (202-204; 206-208; 224-227; 233-239, 244-253; 278-291); and Timothy J. Gilfoyle, <i>City of Eros: New York City, Prostitution, and the Commercialization of Sex, 1790-1920</i> (New York: Norton, 1992), Chapter 6, pp. 119-142.
	Mar. 2	Civil War and Reconstruction in New York City READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 204-369 (204-206; 264-272; 329-331; 362-369; Edward K. Spann, <i>Gotham at War: New York City, 1860-1865</i> (Wilmington, Del.: Scholarly Resources, 2002), Chapter 8, pp. 93-105. THIS WEEK: Come to Office Hours for Paper #2

Week 8	Mar. 6	Gilded Age New York: The Birth of a Nation READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 273-396 (292-293; 301-304; 314-328; 356-361; 389-396; <i>America's Urban</i> , pp. 122-137. DUE TUESDAY NIGHT: Paper #2
	Mar. 9	Reforming the American City READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 338-451 (338-355; 370-382; 422-439; 443-451); <i>America's Urban</i> , pp. 157-182.
	Mar. 13-17	SPRING BREAK
Week 9	Mar. 20	Progressive-Era New York READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 452-518 (458-495; 506-518).
	Mar. 23	New York in World War: The Great Migration and Harlem Renaissance READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 519-610 (519-535; 553-563; 575-579; 712-719); <i>America's Urban</i> , Chapter 6.
Week 10	Mar. 27	Depression-Era New York and the New Deal in American Cities READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 611-652 (611-618; 624-638; 647-652); <i>America's Urban</i> , Chapter 7.
	Mar. 30	World War II and Postwar "Urban Renewal" and the Suburbs READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 653-738 (666-690; 695-711; 736-738); <i>America's Urban</i> , Chapter 8.
Week 11	Apr. 3	Civil Rights and the Response READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 741-759 (all); <i>America's Urban</i> , Chapter 9.
	Apr. 6	Easter Break
Week 12	Apr. 10	Easter Break
	Apr. 12 and 13	April 12, 5:30pm, Kelly 5C– Urban Studies annual lecture - Eric Klinenberg OPTIONAL CENTRIFUGE DUE THURSDAY NIGHT Passover Last Days – this class does not meet

Week 13	Sun. Apr. 16 (no class Monday)	FIELD TRIP: Louis Armstrong House Museum <i>Our tour is at 2:15pm - Allow 90 minutes to get there; take the 1 train to the 7 train to 103rd Corona Plaza; 10 minute walk from there</i> CENTRIFUGE DUE MONDAY NIGHT LAST DAY TO WITHDRAW FROM CLASS IS APRIL 18
	Apr. 20	The 1960s and 1970s: “New York, Drop Dead” READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 760-837 (779-787, 798-814, 824-837); <i>America’s Urban</i>, pp. 289-299; <i>Once Upon A Time In New York: The Birth Of Hip Hop, Disco & Punk</i> (BBC documentary, 2011, available online).
Week 14	Apr. 24	The 1980s: Greed is Good? READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 838-870 (845-862); <i>America’s Urban</i>, pp. 299-318; and <i>The Central Park Five</i> (Ken Burns, 2012) https://www.pbs.org/kenburns/the-central-park-five/ THIS WEEK: Come to Office Hours for Paper #3 EXTRA CREDIT: Phi Alpha Theta History brownbag, Wed. Apr. 26 at noon
	Apr. 27	AIDS, Advocacy, and the Reshaping of New York READING AND CENTRIFUGE DUE: Film: <i>How to Survive a Plague</i> https://digitalcampus-swankmp-net.www.library.manhattan.edu/manhattan371122/login?returnUrl=%252Fmanhattan371122%252Fplay%252F438de6b742aabe19 and Alexandra Schwartz, “New York’s Necessary New AIDS Memorial,” <i>The New Yorker</i> December 8, 2016, https://www.newyorker.com/culture/cultural-comment/new-yorks-necessary-new-aids-memorial DUE SATURDAY NIGHT: Paper #3
Week 15	May 1	The 1990s and 2000s: Security, Surveillance, Giuliani, and 9/11 READING AND CENTRIFUGE DUE: <i>Empire City</i> pp. 870-975 (407-421; 891-904; 908-917; 946-976; <i>America’s Urban</i>, pp.318-346.
	May 4	21st Century: New York and U.S. Cities During and After Climate Change and the COVID Pandemic READING AND CENTRIFUGE DUE: Michael Bloomberg, “Shaping New York City’s Future After Hurricane Sandy,” December 6, 2012, https://www.nyc.gov/office-of-the-mayor/news/459-12/mayor-bloomberg-delivers-address-shaping-new-york-city-s-future-after-hurricane-sandy http://www.mikebloomberg.com/news/shaping-new-york-citys-future-after-hurricane-sandy/ and Tim Sablik, “Has the Pandemic Changed Cities Forever?” (First Quarter 2021), https://www.richmondfed.org/publications/research/econ_focus/2021/q1/feature1 and Richard McGahey, “Cities Face Long-Term Neglect, Not Just A Real Estate ‘Doom Loop’” <i>Forbes</i>, December 7, 2022, https://www.forbes.com/sites/richardmogahey/2022/12/07/a-commercial-real-estate-crash-could-be-another-blow-to-american-cities/

Week 16	May 8-13	FINAL EXAM TIME DUE: Final Paper
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Grading Rubric for Centrifuge Writing Assignments				
Detail 25% Here's What: (data, specific factual statements)	Poor (0) • No clear detail from the reading	Fair (1) • Detail from the reading, but unclear exactly what is being referenced	Good (1.5) • Clear, distinct detail with vague citation	Excellent (2) • Clear, distinct detail with proper citation
Significance 25% So What: (Interpretation of data, what patterns/insights do we perceive, what does the data say to us?) How does it reveal something greater for our class discussion this session?	Poor (0) • Argument for the significance for its place in the reading as well as for our class discussion are both missing	Fair (1) • Clear argument for the significance either for its place in the reading as well as for our class discussion—but not both, or both are unclear	Good (1.5) • Argument for the significance for its place in the reading as well as for our class discussion, but one is not clear	Excellent (2) • Clear argument for the significance for its place in the reading as well as for our class discussion
Implications 25% Now What: (Plan of action, including new questions, next steps) How could you research this further? What would/did you find? How would this new information or new question change our understanding of the reading?	Poor (0) • Argument does not go beyond the reading and arguments presented so far in class	Fair (1) • Unclear and/or incomplete argument that goes beyond the reading, proposing or demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach	Good (1.5) • Argument that goes beyond the reading, proposing or demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach; may be unclear	Excellent (2) • Clear argument that goes beyond the reading, demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach
Remaining Tensions 25% Self-Critique: Even after those questions are asked, what remains unresolved, or unknowable? What alternative explanations exist, and in what ways are they compelling?	Poor (0) • No self-critique or further arguments are introduced, no further tensions described.	Fair (1) • Unclear or incomplete description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; no attempt to resolve.	Good (1.5) • Unclear description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; nature of the dilemma is vague and unsuccessful attempt to resolve.	Excellent (2) • Clear description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; nature of the dilemma is clearly explained and perhaps alternative argument is defeated

Grade Expectations: Since these are submitted online and graded before class, they will not be perfect most of the time, as the follow-up discussion has not yet happened. A perfect score of 8 is rare; a 6/7 is an excellent grade (B to A-, in effect); 5 is fine (a C); 4 and below are worrisome (D and F range grades. Examples of excellent 8-point papers from peers will be provided, as well as examples from earlier courses.

Grading Rubric for Writing Assignments				
Argument, Content & Development 50%	Poor - Argument is missing or unclear. - Content is incomplete. - Major points are not clear and /or persuasive. - Specific examples are not used. - Suggested questions are not used to structure assignment.	Fair - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Responses are inadequate or do not address assignment. - Specific examples do not support arguments and/or are not related to arguments.	Good - Content is accurate. - Argument is persuasive. - Major points are stated. - Responses are adequate and address assignment. - Content and purpose of the writing are clear. - Specific examples are used to support arguments.	Excellent - Content is comprehensive and accurate. - Argument is persuasive. - Major points are stated clearly and are well supported. - Responses are excellent, addressing the assignment and larger course concepts. - Content and purpose of the writing are clear. - Specific examples are used to support arguments.
Organization & Structure 20%	Poor - Organization and structure detract from the message of the writer. - Paragraphs are disjointed and lack transition of thoughts.	Fair - Structure of the paper is not easy to follow. - Paragraph transitions are awkward and need improvement. - Conclusion is missing, or if provided, does not flow from the body of the paper.	Good - Structure is mostly clear and easy to follow. - Paragraph transitions work. - Conclusion is logical.	Excellent - Structure of the paper is clear and easy to follow. - Paragraph transitions are logical and maintain the flow of thought throughout the paper. - Conclusion is logical and flows from the body of the paper.
Grammar, Punctuation & Spelling 15%	Poor - Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone.	Fair - Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone.	Good - Rules of grammar, usage, and punctuation are followed with minor errors. - Spelling is correct.	Excellent - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure.
Citations 10%	Poor - Citations are not used at all.	Fair - Citations are used for some but not other instances.	Good - Citations are used for primary sources, but not to other readings.	Excellent - Citations are used for all instances, both to primary source and other readings as needed.
Format 5%	Poor - Paper lacks many elements of correct formatting. - Paper is inadequate/excessive in length.	Fair - Paper follows most guidelines. - Paper is over/ under word length.	Good - Paper follows designated guidelines. - Paper is the appropriate length as described for the assignment. - Format is good.	Excellent - Paper follows all designated guidelines. - Paper is the appropriate length as described for the assignment. - Format enhances readability of paper.