

HIST 371: The American West

Dr. Adam Arenson

Spring 2021, MR at 9:20-10:35pm on

Google Meet: <https://meet.google.com/mwv-ybgu-vih>

Student Hours (Office Hours): Remote only. Please email me to set up a Google Meet or phone conversation—most days, most times, 8am to 10pm. I am very responsive on email as well, all waking hours 6 days a week:

adam.arenson@manhattan.edu

READ THIS SYLLABUS CAREFULLY.

IF SOMETHING SEEMS UNCLEAR, ASK ME FOR HELP

*** COVID CAVEAT** (thanks to Drs. Ryan Cordell, Jordan Pascoe, and other colleagues for this idea):

This is a semester when people have to figure out how to be students, teachers, parents, children, employees, employers, friends, colleagues, and just human beings in the midst of a global pandemic.

We are going to get some things wrong. As we see what the months ahead have in store for our city, country, and world, some of our expectations may change.

We will work together to get you what you need to learn in this class, while being aware of the immense uncertainty that surrounds all “planning” at this point.

I also hope we work together to build community—to serve as a space for exchanging information, asking important questions, changing our minds, and supporting and advocating for one another, throughout the College.

I am committed to working with each of you, and all of you, to create the conditions in which you feel supported in doing the assignments.

As issues arise that impact your learning, please let me know, and let’s find solutions together.

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If you are experiencing financial hardship, have difficulty accessing sufficient food to eat every day, or you do not have a safe and stable place to live, please let me help you find the best resources to help you through this.

Course Description

This course is a survey of the process and region of the American West, the United States frontier, from its origins in the first encounters through what makes the area distinctive today. Primary and secondary sources on both the realities and myths of the American West will be explored, along with the history of its study.

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
- 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:

Always bring the readings, marked up with your underlines, to class.

- 1) C. L. Higham and William H. Katerberg, *Conquests and Consequences: The American West from Frontier to Region* (New York: Wiley-Blackwell, 2009). **Price: starts at \$50**
<https://www.wiley.com/en-us/Conquests+and+Consequences%3A+The+American+West+from+Frontier+to+Region-p-9780882952703>
- 2) William F. Deverell and Anne F. Hyde, eds., *Shaped by the West. Volume 2, A History of North America to 1877* (Oakland, California: University of California Press, 2018).
ISBN 9780520291416 **Price: starts at \$35** <https://www.ucpress.edu/book/9780520291416/shaped-by-the-west-volume-2>
- 3) Additional scholarly essays and primary sources, to be printed from Moodle PDFs and URLs.

In-Class Camera Policy

In order to promote community and your active engagement in your learning, it is important that faculty are able to interact and engage with students. Thus, during this class, ***students are required to leave their cameras turned on.*** Virtual backgrounds and background blur are allowed. Students with extenuating circumstances may request an exemption from this requirement to the professor in writing. Adherence with this policy will be factored into the daily participation grades.

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 learn to 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.

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.

Workload Expectation Outside of Class

Federal guidelines state that classes should require at minimum 2 hours of out-of-class work per week per credit hour. For this course that means you should expect to spend at least 6 hours on out-of-class work each week (some weeks more, some perhaps a bit less). Consider a full schedule of courses like the obligations of a full-time job. Read more here:

<http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html#credit>

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](https://manhattan.edu/community-standards-and-student-code-conduct-32.Academic%20Integrity)

You must cite, reference, or quote information obtained from other sources so you give credit where credit is due. 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/> Consider taking this self-quiz for practice: <http://abacus.bates.edu/cbb/quiz/>

Academic Support

The [Center for Academic Success](#) (CAS) is committed to providing student-centered programs and initiatives designed to enhance learning and promote success and persistence for all Manhattan College students. Students will work collaboratively with qualified peers and professionals to develop knowledge, skills and strategies needed for success in the classroom and beyond.

The CAS has two locations; the Learning Commons in Thomas Hall 3.10 and the Leo Learning Center in Leo 117/118. **Services include online and in-person individual tutoring**, student academic success coaching, and online writing center services. All services are free of charge and available to all Manhattan College students.

Appointments are preferred but walk-ins are welcome. To make an appointment, students can log into their [Jasper Connect](#) account or visit the CAS in Thomas Hall, 3.10. Students can also contact success@manhattan.edu with any questions. For more information about these services please visit the CAS webpage: <https://inside.manhattan.edu/academic-resources/center-for-academic-success/index.php>

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.

Basic Paper Guidelines:

- Your papers should have your name in the upper left corner.
- They should have titles that reflect their arguments, using a subtitle to add specifics when needed.
- They must be turned in as attachments on Moodle at the time and on the day specified. Late papers will be accepted but penalized significantly.
- Provide citations to any idea that derives from the reading as well as all quotations. History papers often have a citation on almost every sentence.
- Please use Chicago Style footnotes throughout. There is a guide at http://www.chicagomanualofstyle.org/tools_citationguide.html The books listed above are properly formatted in Chicago Style; note that the proper format for a document within an edited collection is:

Pierre Radisson, "An Indian Trading Session at Hudson's Bay," 1683, in William F. Deverell and Anne F. Hyde, eds., *Shaped by the West. Volume 1, A History of North America to 1877* (Oakland, California: University of California Press, 2018), 93.

Assignments

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.

Participation

250 points

Every class session, students should come to class prepared to discuss the readings, having thought about the course methods described above.

For this synchronous remote course, participation will include keeping participating meaningfully in the chat, speaking, participating in the collaborative notetaking, and keeping your camera on.

You will earn 5 points per session for attending without participating, and up to 10 points each session for active participation.

College policy dictates that **all** students attend **all** scheduled classes. If you are regularly missing class, this will be reported to JasperConnect and your dean.

Short Analysis Papers

200 points

Every readings-based class session, students will be required to write a short analysis on the reading due that day.

This assignment is due **at 8 pm the night before each class session (Sundays and Wednesdays)**.

You will write four paragraphs, and "centrifuge" your analysis. In **Paragraph 1) detail**, chose one detail from the reading that caught your eye and explain why. Remember to include the citation. **Paragraph 2) significance**, explain how the detail reveals something that will be important to our class discussion or reading and why. Use more citations as needed. **Paragraph 3) implications**, expand your argument and discuss how this detail can be used to develop broader insights, avenues for further investigation, and perhaps a paper topic. How far can you take the significance of that detail? **Paragraph 4) remaining tensions**, identify what you see as gaps in your argument or the tensions left unresolved.

These assignments each will be graded on an 8-point rubric found at the end of the syllabus. Papers submitted after the relevant class discussion 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 March 2, you will write a paper on one Native source or account written before 1800. Search for sources at <https://nativenortheastportal.com/> and <https://americanindian.si.edu/nationtonation/> and <https://archive.org/details/indianconvertsor00mayh> or *Voices of the American Indian Experience* (on reserve at MC Library).

For March 30, you will write a paper based on one 19th-century newspaper article discussing the American West, drawn from the 19th Century U.S. Newspaper database: <https://go-gale-com.www.library.manhattan.edu/ps/start.do?p=NCNP>

For April 24, you will write a paper based on one 20th-century visual source, whether a photograph, print or TV advertisement, movie, television show, music video, or similar drawn from: <http://pstp-edison.com/> or <http://azmemory.azlibrary.gov/cdm/landingpage/collection/ahswwf> or <https://content.lib.washington.edu/> or <https://digital.denverlibrary.org/> or <http://www.1491s.com/> or <http://collections.theautry.org> or <http://www.pbs.org/independentlens/films/reel-injun/> or another primary source approved by the professor.

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. This final paper will engage the existing scholarship on your topic, and include a section engaging historiography, using at least scholarly sources approved by the professor.

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.

Schedule of Meetings

Week 1	Jan. 28	Introductions What is the American West to you? Discussion of Course Assignments Centrifuge Writing Assignments Independent Primary-Source Research Historiography
Week 2	Feb. 1	Reading and Comments DUE: 1. <i>Conquests and Consequences</i>, Chapter 1 2. Excerpts from Frederick Jackson Turner, Walter Webb, Patricia Nelson Limerick, William Cronon, Donald Worster, Walter Nugent, and Clyde Millner II (in PDF online)

Week 2 (cont.)		Discussion: Defining the American West
	Feb. 4	Reading and Comments DUE: 1. <i>Conquests and Consequences</i>, Chapter 2 2. <i>Shaped by the West</i> Volume 1 Chapter 1 (on Moodle)
Week 3	Feb. 8	Reading and Comments DUE: 1. <i>Conquests and Consequences</i>, Chapter 3 2. http://www.americanyawp.com/reader/the-new-world/journal-of-christopher-columbus/ 3. http://www.americanyawp.com/reader/the-new-world/bartolome-de-las-casas-describes-the-exploitation-of-indigenous-peoples-1542/ 4. http://www.americanyawp.com/reader/the-new-world/alvar-nunez-cabeza-de-vaca-travels-through-north-america-1542/ 5. Pueblo Revolt documents (in PDF)
	Feb. 11	Reading and Comments DUE: 1. Juliana Barr, “A Diplomacy of Gender: Rituals of First Contact in the “Land of the Tejas.” <i>The William and Mary Quarterly</i> 61, no. July (2004): 393–434. (JSTOR via library) https://www.jstor.org/stable/3491803
Week 4	Feb. 15	Reading and Comments DUE: 1. <i>Conquests and Consequences</i>, Chapter 4 2. New France documents (in PDF on Moodle)
	Feb. 18	Reading and Comments DUE: 1. Brett Rushforth, “Insinuating Empire: Indians, Smugglers, and the Imperial Geography of Eighteenth-Century Montreal,” in Gitlin, Bergland, and Arenson, eds., <i>Frontier Cities: Encounters at the Crossroads of Empire</i> (Philadelphia: University of Pennsylvania Press, 2013). (in PDF on Moodle) THIS WEEK: Come to Office Hours for Paper #1

Week 5	Feb. 22	Reading and Comments DUE: 1. <i>Conquests and Consequences</i>, Chapter 5 2. http://www.americanyawp.com/reader/colliding-cultures/richard-hakluyt-makes-the-case-for-english-colonization-1584/ 3. http://www.americanyawp.com/reader/british-north-america/letter-from-carolina-1682/ 4. http://www.americanyawp.com/reader/colliding-cultures/john-lawson-encounters-north-american-indians-1709/ 5. http://www.americanyawp.com/reader/colonial-society/pontiac-calls-for-war-1763/
	Feb. 25	Reading and Comments DUE: 1. Daniel Richter, <i>Facing East from Indian Country: A Native History of Early America</i> (Cambridge, Mass.: Harvard University Press, 2001), Chapter 4. (in PDF on Moodle)
Week 6	Mar. 1	Reading and Comments DUE: 1. <i>Conquests and Consequences</i>, Chapter 6 2. Jefferson debates Buffon (in PDF on Moodle); 3. http://www.americanyawp.com/reader/manifest-destiny/president-monroe-outlines-the-monroe-doctrine-1823/ 4. http://www.americanyawp.com/reader/the-market-revolution/a-traveler-describes-life-along-the-erie-canal-1829/ 5. http://www.americanyawp.com/reader/manifest-destiny/cherokee-petition-protesting-removal-1836/ 6. http://www.americanyawp.com/reader/manifest-destiny/john-osullivan-declares-americas-manifest-destiny-1845/ DUE TUESDAY NIGHT: Paper #1
	Mar. 4	Reading and Comments DUE: 1. <i>Conquests and Consequences</i>, Chapter 7 2. “Acquisition of the West” sources (Moodle)

		3. http://www.americanyawp.com/reader/manifest-destiny/chinese-merchant-complains-of-racist-abuse-1860/
Week 7	Mar. 8	Reading and Comments DUE: 1. Nicholas Guyatt, “‘The Future Empire of Our Freedmen’: Republican Colonization Schemes in Texas and Mexico, 1861-1865” in <i>Civil War Wests: Testing the Limits of the United States</i>, Adam Arenson and Andrew Graybill, eds. (Berkeley: University of California Press, 2015) (On Moodle) 2. Benjamin Madley, "California's Yuki Indians: Defining Genocide in Native American History," <i>The Western Historical Quarterly</i> 39:3 (Autumn, 2008), 303-332, https://www.jstor.org/stable/pdf/25443732.pdf (JSTOR via library)
	Mar. 11	Reading and Comments DUE: 1. <i>Conquests and Consequences</i>, Chapter 8 2. <i>Shaped by the West</i>, Volume 2, Chapters 1, 2, and 3
Week 8	Mar. 15	Reading and Comments DUE: 1. Virginia Scharff, “Broadening the Battlefield: Conflict, Contingency, and the Mystery of Woman Suffrage in Wyoming, 1869,” in <i>Civil War Wests</i>. (on Moodle) 2. Stephen Kantrowitz, “‘Citizen’s Clothing’: Reconstruction, Ho-Chunk Persistence, and the Politics of Dress” in <i>Civil War Wests</i>. (on Moodle) THIS WEEK: Come to Office Hours for Paper #2
	Mar. 18	Reading and Comments DUE: 1. <i>Conquests and Consequences</i>, Chapter 9 2. <i>Shaped by the West</i>, Chapters 4, 5, and 6.

		DUE FRIDAY: Mid-Course Evaluation
Week 9	Mar. 22	Reading and Comments DUE: 1. Adam Arenson, “Anglo-Saxonism in the Yukon: The <i>Klondike Nugget</i> and American-British Relations in the ‘Two Wests,’ 1898-1901.” <i>Pacific Historical Review</i> 76.3 (August 2007), 373-403, http://www.jstor.org/stable/10.1525/phr.2007.76.3.373 2. “How to Hide an Empire”: Daniel Immerwahr on the History of the Greater United States <i>Democracy Now!</i> Interview March 5, 2019, https://www.youtube.com/watch?v=RvIUGYvLg0s
	Mar. 25	Reading and Comments DUE: 1. <i>Conquests and Consequences</i>, Chapter 10 2. <i>Shaped by the West</i>, Chapters 7, 8, and 9.
Week 10	Mar. 29	THIS CLASS DOES NOT MEET DUE TUESDAY NIGHT: Paper #2
	Apr. 1- 5	EASTER BREAK
Week 11	Apr. 7	MONDAY SCHEDULE Reading and Comments DUE: 1. <i>Conquests and Consequences</i>, Chapter 11 2. <i>Shaped by the West</i>, Chapter 10.
	Apr. 8	Reading and Comments DUE: 1. Mae M. Ngai, <i>Impossible Subjects: Illegal Aliens and the Making of Modern America</i> (Princeton: Princeton University Press, 2004), Chapter 2 (on Moodle).
	Apr. 12	Reading and Comments DUE: 1. <i>Conquests and Consequences</i>, Chapter 12

Week 12		2. <i>Shaped by the West</i>, Chapters 11, 12, and 13. THIS WEEK: Come to Office Hours for Paper #3
Week 12 (cont.)	Apr. 15	Reading and Comments DUE: 1. Traci Brynne Voyles, <i>Wastelanding: Legacies of Uranium Mining in Navajo Country</i> (Minneapolis: University of Minnesota Press, 2016), Chapter 3. (on Moodle)

Week 13	Apr. 19	Reading and Comments DUE: 1. <i>Conquests and Consequences</i>, Chapter 13 2. <i>Shaped by the West</i>, Chapters 14 and 15 LAST DAY TO WITHDRAW FROM CLASS IS APRIL 21
	Apr. 22	Reading and Comments DUE: 1. Annie Gilbert Coleman, "The Unbearable Whiteness of Skiing," <i>Pacific Historical Review</i> Vol. 65, No. 4, (November 1996), pp. 583-614, http://www.jstor.org/www.library.manhattan.edu/table/3640297 DUE SATURDAY NIGHT: Paper #3
Week 14	Apr. 26	Reading and Comments DUE: 1. <i>Conquests and Consequences</i>, Chapters 14 and 15 2. <i>Shaped by the West</i>, Chapters 16 and 17.
	Apr. 29	Reading and Comments DUE: 1. Mike Davis, "The Case for Letting Malibu Burn,"

		from <i>Ecology of Fear</i> (1998). (on Moodle)
Week 15	May 3	Reading and Comments DUE: (choose at least three) 1. “Fandango without Borders,” October 11, 2017 Smithsonian Folklife, https://www.youtube.com/watch?v=qdAu5WWG1nQ 2. Patricia Nelson Limerick: “Trump drains the history of the American West of dignity and meaning” <i>Denver Post</i> February 14, 2020 (on Moodle) 3. Hadar Aviram, “California’s COVID-19 Prison Disaster and the Trap of Palatable Reform,” <i>Boom California</i> August 10, 2020, https://boomcalifornia.org/2020/08/10/californias-covid-19-prison-disaster-and-the-trap-of-palatable-reform/ 4. Maya L. Kapoor and Ariana Brocious, “In Arizona, building a wall — and destroying a canyon,” <i>High Country News</i>, Oct. 30, 2020 https://www.hcn.org/articles/borderlands-border-wall-construction-and-environmental-destruction-in-a-remote-arizona-canyon 5. Mackay Coppins, “The Most American Religion,” <i>The Atlantic</i> January/February 2021 [December 16, 2020] https://www.theatlantic.com/magazine/archive/2021/01/the-most-american-religion/617263/ 6. Geraldo Cadava, “The Deep Origins of Latino Support for Trump,” <i>The New Yorker</i>, December 29, 2020 https://www.newyorker.com/news/the-political-scene/the-deep-origins-of-latino-support-for-trump THIS WEEK: Come to Office Hours for Final Paper
	May 6	Discussion of Final Papers Continued Secondary Source Consultations
Week 16	May 10-14	DUE: Final Paper

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 47%	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 16%	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 11%	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 6%	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.