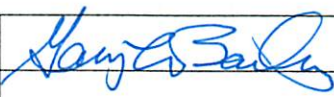
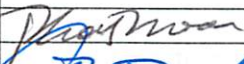
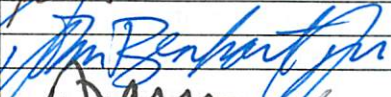
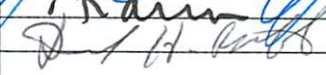
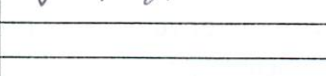
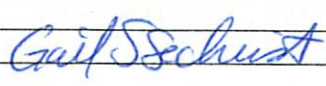


LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		11-60c.	AP-2/7/12	App-2/21/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Gary Bailey	Email Address glbailey@iup.edu
Proposing Department/Unit History Department	Phone (724) 357-2162

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)	
<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change
HIST 196 – Explorations in U.S. History	
<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate	
<input checked="" type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals	
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Other
<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision
<input type="checkbox"/> New Track	
<u>Current program name</u>	<u>Proposed program name, if changing</u>
4. Approvals	
Department Curriculum Committee Chair(s)	Date
	10/26/11
Department Chair(s)	10/26/11
	
College Curriculum Committee Chair	11/8/11
	
College Dean	11/17/11
	
Director of Liberal Studies *	2/2/12
	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	2/9/12
	

* where applicable

<p>Received FEB 22 2012 Liberal Studies</p>	<p>Received FEB 09 2012 Liberal Studies</p>	<p>Received FEB 6 2012 1 Liberal Studies</p>	<p>Received DEC 5 2011 Liberal Studies</p>	<p>Received NOV 17 2011 Liberal Studies</p>
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**HIST 196 Explorations in U.S. History
SYLLABUS OF RECORD**

I. Catalog Description

HIST 196 Explorations in U.S. History

3 class hours

0 lab hour

Prerequisite: None

3 credits

(3c-0l-3cr)

Interprets and analyzes the development of U.S. history through a chronological survey of a historical era or a topical theme central to U.S. History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

II. Course Outcomes:

By the end of the semester, students will be able to

1. Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the nation's past.
2. Identify important themes in U.S. history.
3. Explain conflicting interpretations of U.S. history.
4. Integrate analyses of race, ethnicity, class, and gender into the historical narrative about the United States.
5. Place historical developments in the United States within a larger global context.
6. Read and analyze historical texts.
7. Develop skills in chronological thinking and historical analysis.

III. Course Outline

Because HIST 196 will have multiple instructors it is not possible to provide a detailed course outline which every instructor will follow in its entirety. The department encourages instructors to exercise their individuality and creativity to offer the material in an enthralling and relevant fashion while at the same time takes the responsibility to ensure that 'basic equivalency' exists. To this end the department chair or his/her designee(s) will supervise the development of new syllabi.

All courses, however, should cover significant epochs and developments in U.S. history. These can be presented in a chronological survey (e.g.: 20th century U.S. History) OR based on a significant development/ theme (e.g.: The Frontier in U.S. History). All courses will provide opportunities for students to develop skills in chronological thinking and historical analysis (cause and effect, complex causation, corroboration, interconnections, etc.).

The syllabus of record for HIST 196 Explorations in U.S. History: The Making of the Modern United States, from 1877 to the Present is attached.

HIST 196 Explorations in U.S. History SYLLABUS OF RECORD

I. Catalog Description

HIST 196 Explorations in U.S. History	3 class hours
	0 lab hour
Prerequisite: None	3 credits

(3c-0l-3cr)

Interprets and analyzes the development of U.S. History through a chronological survey of a historical era or a topical theme central to U.S. History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

IIa. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

Objective 1:

Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the nation's past.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Assignments will require students to have a level of knowledge about political, economic, social, and international developments in U.S. history. They will also engage students in examining the complexities of causation and effect in historical developments. (EUSLO 1)

Assignments will also require students to make judgments about developments in U.S. history based on their knowledge about political, economic, social and international events in the nation's past. (EUSLO2)

Objective 2:

Identify important themes in U.S. history.

Expected Student Learning Outcomes 1:

Informed Learners.

Rationale:

Assignments will require students to evaluate developments in U.S. history over time in order to identify recurring themes. (EUSLO 1)

Objective 3:

Explain conflicting interpretations of U.S. history.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Assignments will require students to demonstrate their understanding and knowledge of different interpretations of U.S. history. (EUSLO 1)

Assignments will require students to apply critical thinking skills in order to evaluate different

interpretations of U.S. history. (EUSLO 2)

Objective 4:

Integrate analyses of race, ethnicity, class, and gender into the historical narrative about the United States.

Expected Student Learning Outcomes 1, 2, and 3:

Informed, Empowered, and Responsible Learners

Rationale:

Assignments will require students to show their knowledge about how racial and ethnic backgrounds, socioeconomic status, sex and sexual orientation have shaped the experiences of individuals and groups in U.S. history. (EUSLO 1)

Assignments will require students to synthesize information about working people, men, women, and ethnic minorities in order to make judgments about how their experiences have changed over time. (EUSLO 2)

Assignments will engage students in assessing how the ethnical and behavioral consequences of certain decisions and actions. They will engage the students in developing respect for the identities, histories and cultures of others. (EUSLO 3)

Objective 5:

Place historical developments in the United States within a larger global context.

Expected Student Learning Outcomes 1 and 2

Informed and Responsible Learners

Rationale:

Assignments will require students to examine how developments in U.S. history fit within a larger global context. (EUSLO 1)

Assignments will engage students in examining how U.S. history is shaped by the histories of other peoples and other lands as well as domestic developments that take place within U.S. society. (EUSLO 3)

Objective 6:

Read and analyze historical texts.

Expected Student Learning Outcomes 2 and 3

Empowered and Responsible Learners

Rationale:

Assignments will engage students in interpreting and analyzing textual, visual, and electronically-mediated historical texts. (EUSLO 2)

Assignments will prompt students to read and analyze historical texts in an intellectually honest manner. (EUSLO 3)

Objective 7:

Develop skills in chronological thinking and historical analysis.

Expected Student Learning Outcome 2

Empowered Learner

Rationale:

Assignments will require students to analyze developments in U.S. history from a historian's viewpoint. They will engage students in examining the conditions that prompt change and continuity. (EUSLO 2)

III. Course Outline

All courses should cover significant epochs and developments in U.S. history. These can be presented in a chronological survey (e.g.: 20th century U.S. History) OR based on a significant development/ theme (e.g.: The Frontier in U.S. History). All courses will provide opportunities for students to develop skills in chronological thinking and historical analysis (cause and effect, complex causation, corroboration, interconnections, etc.).

1. A Maturing Industrial Society, 1877-1900
 - A. Innovations in Technology, Business, and Culture, 1877-1900 (2 hours)
 - Innovations in Business
 - National Urban Culture
 - Consumer Culture
 - New Industrial Order
 - B. The American West, 1877-1890 (2 hours)
 - Indians of the Great Plains
 - Farmers' Woes
 - Mining Frontier
 - Hispanics, Chinese, and Anglos
 - C. Political and Cultural Conflict in the 1890s (2 hours)
 - Racial Categories
 - Class Conflict
 - Demise of Populists
 - Obstacles to Workers' Political Movement
 - Challenges to Gender Roles
 - Debate over U.S. Imperialism

EXAM I (1 hour)

2. Reform at Home, Revolution Abroad, 1900-1929
 - A. Progressive Reform Movement, 1900-1912 (2 hours)
 - Immigration
 - Work, Science and Leisure
 - Reformers and Radicals
 - Theodore Roosevelt, Woodrow Wilson and the Expansion of Federal Power
 - B. War and Revolution (2 hours)
 - World in Upheaval
 - From Neutrality to War
 - Struggle to win the Peace
 - C. State and Society in the 1920s (2 hours)
 - Politics of "Normalcy"
 - Government-Business Partnership
 - Model T, Consumer Dreams, and a Consumer Society
 - Nativism, Legislating Values, and Redefining American Identity

EXAM 2 (1 hour)

3. From Depression to War to World Power, 1929-1945
- A. State and Society in Hard Economic Times (3 hours)
 Causes of the Crisis
 Surviving Hard Times
 FDR, the New Deal and its Impact on Society
 - B. Global Conflict (2 hours)
 Mobilizing for War
 Pearl Harbor
 The Home Front
 Race and War
 - C. Cold War and Hot War, 1945-1960 (1 hour)
 Truman and the Policy of Containment
 Containment in the Postcolonial World
 National Security State
- EXAM 3** (1 hour)
4. The Age of Cold War Liberalism, 1945-1980
- A. Cold War America (2 hours)
 Politics of Fear
 Living with the Bomb
 - B. The Age of Affluence, 1945-1960 (2 hours)
 Engines of Economic Growth
 The Suburban Ideal versus Reality
 Consumer Culture
 Contradictions in Women's Lives
 Cultural Dissenters
 The Other America
 - C. Changing the Status Quo and Breaking Boundaries (3 hours)
 LBJ, JFK, and the Politics of Liberalism
 Modern Civil Rights Movement
 Student Activism, Women's Rights, Latino(a) Rights, Gay Rights
 1968: Coming Apart
 - D. The War in Vietnam, 1965-1973 (2 hours)
 Escalation
 Public Opinion
 Antiwar Movement
 - E. A Different World in the 1970s (3 hours)
 Nixon and Détente
 Lean Years
 Continuing Battle for Civil Rights
 Politics in the Wake of Watergate

5. A Divided Nation in a Disordered World, 1980-2008
- A. The Reagan Revolution and the Triumph of Conservatism (2 hours)
 - Rise of Conservatism
 - Ronald Reagan and the New Right
 - Reaganomics and its Implications
 - The End of the Cold War
 - B. A Dynamic Economy, A Divided People, 1980-2000 (2 hours)
 - The Clinton Presidency, 1993-2001
 - The New Social Pyramid
 - Science and Technology
 - America in the Global Economy and Society
 - Conflicting Values and Culture Wars
 - Presentations** (3 hours)
 - C. Into the 21st Century (1 hour)
 - Challenges to U.S. Hegemony
 - D. What kind of America? (1 hour)
 - What kind of World?
 - Final Exam** (2 hours)

IV. Evaluation Methods

The final grade will be determined as follows:

- 1) Three Exams during the semester - 150 points
These exams will consist of tests composed of a variety of question types (short answer, multiple choice, fill in the blank, and essay)
- 2) A Final Exam during exam week - 100 points
This exam will consist of a test composed of a variety of question types (short answer, multiple choice, fill in the blank, and essay)
- 3) Group Project and Presentation - 100 points
This assignment requires the creation of a group presentation on a contemporary issue in historical perspective.
- 4) "Freedom Riders" Exercise- 50 points
will watch the PBS American Experience documentary, "Freedom Riders" on the PBS website and write a response to the film.
- 5) Exercises and Book Quiz - 100 points
The book quiz is based on the supplementary book. Exercises are short response pieces students complete in class and are collected and checked

Total - 500 points

V. Grading Scale

A: 90% and above (450-500) B: 80 - 89% (400-499) C: 70-79% (350-399) D: 60 - 69% (300-350) F: Less than 60% (less than 300)

VI. Attendance Policy

Students are strongly encouraged to attend class. Individual faculty members may develop their own policies that comply with the university attendance policy.

VII. Required textbooks, supplemental books and readings

Textbook: James A. Henretta and David Brody, *America: A Concise History* 4th ed. Vol. 2: Since 1865 (Boston: Bedford/St. Martin's, 2010)

[This text includes excerpts from primary documents, oral histories, and memoir literature that provide students with opportunities to read and analyze historical texts]

Supplemental Reading: Erik Larsen, *The Devil in the White City: Murder, Magic and Madness at the Fair that Changed America* (New York: Vintage Press, 2004).

VIII. Special resource requirements

None.

IX. Bibliography

Bain, David H. 1999. *Empire Express: Building the First Transcontinental Railroad* New York: Viking Press.

Borstelmann, Thomas. 2001. *The Cold War and the Color Line: American Race Relations in the Global Arena*. Boston: Harvard University Press.

Branch, Taylor. 2007. *At Canan's Edge: America in the King Years, 1965-1968* New York: Simon & Schuster.

Brands, H.W. 2010. *American Dreams: The United States since 1945* New York: Penguin Press.

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Dallek, Robert. 2003. *An Unfinished Life: John F. Kennedy, 1917-1963* New York: Little, Brown.

Dalton, Kathleen. 2002. *Theodore Roosevelt: A Strenuous Life* New York: Knopf.

Elshtain, Jean B. 2001. *Jane Addams and the Dream of American Democracy* New York, Basic Books.

- Gaddis, John L. 2005. *The Cold War: A New History* New York: Penguin Press.
- Gerstle, Gary. 2001. *American Crucible: Race and Nation in the Twentieth Century* Princeton: Princeton University Press.
- Greenberg, David. 2006. *Calvin Coolidge* New York: Times Books.
- Herring, George. 2001. *America's Longest War: The United States and Vietnam, 1950-1975* 4th ed. New York: McGraw-Hill.
- Hunter, Jane. 2003. *How Young Ladies Became Girls: The Victorian Origins of American Girlhood* New Haven: Yale University Press.
- Irons, Peter. 2007. *God on Trial: Dispatches from America's Religious Battlefields*. New York: Viking Press.
- Isenberg, Andrew. 2000. *The Destruction of the Bison: An Environmental History* New York: Cambridge University Press, 2000.
- Jacobson, Matthew Frye. 1998. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Boston: Harvard University Press.
- Johnson, Haynes. 2001. *The Best of Times: The Boom and Bust Years of America Before Everything Changed* Boston: Houghton Mifflin Harcourt.
- Jones, Jacqueline D. 2000. *Like a Family: The Making of a Southern Cotton Mill World*. Chapel Hill: University of North Carolina Press.
- Larson, Edward. *Summer for the Gods: The Scopes Trial and America's Continuing Debate over Science and Religion* New York: Basic Books.
- Lichtenstein, Nelson. 2002. *State of the Union: A Century of American Labor* Princeton: Princeton University Press.
- Meyerowitz, Joanne. 1994. *Not June Cleaver: Women and Gender in America, 1945-1960* Philadelphia: Temple University Press.
- Ngai, Mae M. 2005. *Impossible Subjects: Illegal Aliens and the Making of Modern America* Princeton: Princeton University Press.
- Shaw, Randy. 2007. *Beyond the Fields: Cesar Chavez, the UFW, and the Struggle for Justice in the 21st Century* Berkeley, University of California Press.
- Trachtenberg, Alan. 1983. *The Incorporation of America: Culture and Society, 1895-1893* New York: Hill and Wang.
- Van Drehle, David. 2003. *Triangle: The Fire that Changed America*. New York: Grove Press.

Course Analysis Questionnaire

A. Details of the Course

- A1. This course is designed to fulfill the Humanities: History course in the Liberal Studies program. It is specifically targeted for non-majors.
- A2. The proposed slate of new courses, HIST 196 – Explorations in U.S. History, HIST 197 – Explorations in European History, and HIST 198 – Explorations in Global History are proposed as a substitute for the current university-wide HIST 195 – History of the Modern Era course. It, therefore, affects the liberal studies requirements of every program. It is further intended to meet the Pennsylvania Department of Education Requirement for a U.S. history course in the Teacher Education curriculum.
- A3. This course has not been offered in its proposed form.
- A4. This course is not intended to be dual level.
- A5. This course is not to be taken for variable credit.
- A6. Most universities include some liberal studies course that promotes historical awareness and analysis.
- A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course.

B. Interdisciplinary Implications

- B1. The department is not considering a team-teaching approach at this time.
- B2. The content of this course does not overlap with any other at the University.
- B3. This course is not cross-listed.
- B4. Seats in this course will not be made available to students in the School of Continuing Education.

C. Implementation

- C1. Faculty resources for the slate of new classes (HIST 196, 197, 198) are as adequate as they are for the existing HIST 195 class, which they are meant to replace.
- C2. Other resources:
 - a. Current space allocations are adequate to offer this course.
 - b. No special equipment is needed for this course.
 - c. No laboratory supplies are necessary for this course.
 - d. Library holdings are as adequate as they are for HIST 195.
 - e. No Travel Funds are necessary.

- C3. No grant funds are necessary.
- C4. This course will be offered every semester.
- C5. The combination of HIST 196, 197, and 198 will amount to the same number of courses offered as HIST 195.
- C6. We envision these classes as large lecture-style classes as has been the case with HIST 195. As in the past, the ultimate class size will be determined by student enrollment and by the Dean. We anticipate an enrollment of at least 60-70 students.
- C7. No professional society recommends enrollment limits or parameters for this course.
- C8. This course does not involve the use of distance education.

D. Miscellaneous

No additional information.

Liberal Studies Course Approval General Information

1. As this is a multiple-section, multiple-instructor course, the department chair or his/her designee(s) will ensure basic equivalency among the various sections with regards to such things as course outcomes, content, and assessments. Periodic discussion will take place during regular department meetings and at an annual meeting dedicated to the topic for faculty to exchange ideas about resources and teaching strategies. Official or unofficial exchange of individual instructor syllabi will further ensure an appropriate degree of equivalency where applicable.
2. All sections offered under the rubric of the proposed HIST 196 will include the perspectives, experiences and contributions of women as well as racial and ethnic minorities. That is a primary objective of the proposed course (See course outcome #4).
3. The reading and use by students of at least one or more substantial works of fiction or nonfiction in addition to a text is a requirement in the course.
4. This course is not open to majors in the department. The department offers a separate set of courses for its majors. Consequently, the content of this course is designed to introduce students to an aspect of U.S. history. The department believes that the more focused treatment of themes or eras is more appropriate for non-majors early in their college careers. This new course, which allows faculty who choose to teach a U.S.-focused the wherewithal to develop a course focused on a specific topic or era, makes available to students a range of History courses that can fulfill the liberal studies requirement. At the same time, the course introduces the core components of the discipline – historical thinking, historical analyses, historical patterns and interconnectedness of historical events – to non-majors.

Sample Assignment for Liberal Studies Course
Group Project and Presentation: Contemporary Concerns and Historical Antecedents

This assignment requires you to examine a contemporary issue in historical perspective, create and present a 15-minute PowerPoint presentation with your group, and write an individual response.

Objectives of the assignment:

- a) Analyze a contemporary issue/topic in a historical perspective
- b) Synthesize material and create a coherent presentation.
- c) Present material orally in front of a group.
- d) Work with peers in a collaborative fashion.

Topics

No more than TWO groups may pick the same topic.

Responsibilities of the Federal Government
Technology and its impact on U.S. Society
Racial and Ethnic Politics
Changes in the U.S. Economy
Individual Rights versus Security
American Workers and their Concerns
Grassroots Activism
The Role of the United States in the World
Americans and Americanism
Consumer Culture

Task

- a) You have to select TWO stories, feature articles, editorials, and/or other material from contemporary sources (i.e. 2008 onwards) that illustrate the contemporary issue you have chosen.
- b) These sources **MUST** be or have been in print form. Examples: *New York Times*, *Washington Post*, *Los Angeles Times*, *Time*, *Harper's*, etc.
- c) Only **ONE** of your selections may be an editorial cartoon.
- d) You need to make connections to at least **THREE** different instances in U.S. history when these concerns surfaced and were debated in the United States.
- e) You need to determine whether the fundamental questions surrounding your issue have changed overtime or have remained the same. You also need to explain how a historical perspective helps you understand the contemporary concern.
- f) Create a PowerPoint presentation to accompany your group's oral presentation to the class.
- g) Write a single-page individual response to the following:

How has a historical perspective contributed to your understanding of the contemporary topic you

have selected?

Procedure

1. Forming Groups (3 Points)

- You need to organize yourselves into groups of 4.
- Submit a list of names of members of your group and contact information to the professor.
- This should be done no later than the end of Week 2 of the semester.

2. Picking a Topic (5 Points)

- Your group needs to “meet” through the discussion board on D2L to choose a topic for your group project. I will monitor your discussions. Every member of the group is expected to contribute at least twice to this initial discussion.
- Use the textbook as your guide.
- By the end of Week 4, you should have a topic.
- Submit the topic to the professor.

3. Choosing Contemporary Sources that deal with Issue (5 Points)

- Your group needs to meet and continue your discussions on the project.
- Read around the topic that you have chosen, discuss what material you will pick. Each member of the group has to bring to discussions/meetings at least TWO sources that deal with the issue you have picked. Discuss your material and decide if they are suitable. If not, your group has to look for alternatives.
- Make a list identifying the material each group member contributes. Include on the list the final TWO choices that the group agrees upon. Submit this to the professor by the end of Week 6.

4. Progress Report (7 Points)

- Your group has to identify the TWO or THREE historical antecedents that you wish to discuss in your group presentation.
- Decide how you want to relate the contemporary issue to the historical antecedents.
- Submit a progress report to the professor by the end of Week 10.

5. Working on the Project

- You should work on the project both individually and as a group.
- Think about your individual components.

6. Peer Review (5 Points)

- You should review the contribution of each member of your group.
- Fill out the peer review sheet and submit it on the day of your presentation.

7. Individual Write-Up (10 Points)

- You need write a one-page, double-spaced response to the following:

How has a historical perspective contributed to your understanding of the contemporary topic you have selected?

8. Presenting the Material (65 Points)

- Create a PowerPoint Presentation to accompany your oral presentation.
- The PowerPoint presentation should include images, maps, and charts where appropriate.
- Each member of the group must take part in the oral presentation. You will be evaluated individually.

Tasks	Total Possible Points	Points Attained	Due
Forming Groups	3		End Wk 2
Choosing a Contemporary Topic	5		End Wk 4
Contemporary Sources	5		End Wk 6
Progress Report	7		End Wk 10
Peer Review	5		PresentationDay
Presentation (Group and Individual)	65		PresentationDay
Individual Response	10		PresentationDay
Total	100		

PowerPoint and Oral Presentation

Categories	Points	Elements the Professor Looks for
Content	40	Introduces the overall topic to the audience clearly and concisely. Uses appropriate and interesting sources to illustrate the contemporary issue. Chooses significant and relevant historical antecedents. Explains the connections between the contemporary issue and its historical antecedents thoroughly and clearly. Synthesizes material to enable a logical and coherent progression of ideas.
Layout	5	Uses headings, subheadings, numbering system to organize material; enables audience to follow the progression of ideas. Uses vertical, horizontal and white space appropriately.
Text and Images	5	Fonts are easy-to-read; varies appropriately. Background enhances visibility of text.
Mechanics of Writing	5	Text is written with no errors in grammar, punctuation, spelling, and capitalization.
Oral Presentation	10	Speaks clearly and loudly; appears familiar with all the material in the presentation; does not read material directly from slides or notecards.
Total	/65	

A Presentations demonstrate all of the above elements in each of the categories.

B Presentations demonstrate most of the above elements in the above categories. Gaps tend to be in those categories that are not as heavily weighted.

C Presentations demonstrate several of the above elements in the above categories, but gaps tend to be in the "Content" category.

D Presentations demonstrate some of the above elements in the above categories, but there are significant gaps in the "Content" as well as other categories.

F Presentations do not demonstrate the above elements in several categories.

Individual One-Page Papers

Categories	Points	Elements Professor Looks For
Content	10	Discusses a few specific ways in which a historical perspective has helped in understanding the particular contemporary issue chosen. Material discussed is specific to the issue chosen and not generic and applicable across the board. If appropriate, includes a discussion of how a historical perspective may get in the way of understanding,
Mechanics of Writing	5	Meets the required length and is written with no errors in grammar, punctuation, spelling, and capitalization.

A Papers demonstrate all of the above elements in each of the categories.

B Papers demonstrate most of the above elements in the above categories. There may be few grammatical errors, but these do not get in the way of the flow of the paper.

C Papers demonstrate some of the above elements in the above categories, but the points made tend

toward the general rather than being tailored to the contemporary issue the group has chosen.
D Papers do not discuss specifics, show little familiarity with the group project, and are filled with grammatical errors that impede the flow of the paper.
F Papers tend to be too short, and make no effort to address the question or are so riddled with grammatical errors that communication cannot take place.