

**U.S. Women's History I
Contact to 1877**

HIST 308
CRN 16058
Fall 2009
Professor R. Sullivan

This course surveys the history of women in the United States from the time of European-Native contact to the end of Reconstruction in 1877. We will begin by tracing the complex relationships between women during the colonial period and discuss the social and legal restrictions women faced, as well as how these changed over time. We will examine the lives of enslaved and working-class women alongside women of privilege. The question of women's proper role and their place in public life will be considered as well as how women began to identify as a group and argue against the limitations they faced. The deep divisions between women of color and those of privilege will be emphasized as well as the question of women's sexuality and efforts to control it. Throughout the course our focus will be on understanding the impact of ideology on gender roles and how interactions between women of differing classes and ethnicities influenced gender construction.

Class Meeting: Mondays & Wednesdays, 12:00-1:20 pm
129 McKenzie

Information on Contacting Dr. Sullivan:

Office Hours: Tuesdays and Thursdays, 2:00-3:00 pm; or by appointment, gladly given.
Office: 362 McKenzie
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Information on the GTFs:

Graduate Teaching Fellows: Carrie Adkins & Jerica Mercado

GTF email addresses: cadkins@uoregon.edu, mercado@uoregon.edu

GTF Office Hours: Adkins: Mondays, 9:00-11:00 am
Mercado:

GTF Office Location: Adkins: 340L McKenzie Phone ext.: 4818
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Required Readings:

The main textbooks for this class are Nancy Woloch, *Women and the American Experience, A Concise History*, 2nd ed. and Mary Rampolla, *A Pocket Guide to Writing In History*, (5th or 6th ed.). There is a coursepack of required readings on sale at the bookstore as well.

*Please note: If students choose not to purchase the coursepack, **they are still responsible for bringing copies of the readings to class when assigned.** We will be working with the Rampolla assignments and coursepack readings in class and it is important for each student to have her or his own copy. Students who regularly do not bring copies of these readings to class can expect a deduction to their participation grade. Copies of the textbooks are on reserve in the library.*

Student Responsibilities:

For most of the term, you can expect to attend **two 80-minute class meetings each week.**

The **Woloch textbook** provides the basic background reading—the facts that are the foundation of history. Assignments for the textbook are listed below. During class meetings and on quizzes and exams, *you will be held responsible for the basic knowledge that you can derive only from reading Woloch's text. Please do not fall behind in textbook reading.*

The **coursepack** provides primary sources as well as analysis and arguments by professional historians. Each week you will read an assignment from the coursepack and respond to it in writing. The questions are provided in the syllabus below. Always bring these materials to class meetings.

The **Rampolla textbook** provides essential information about writing in the discipline of history. Writing well is foundational to the study and practice of history. Students would not expect to enter a chemistry or physics class without

the mathematics skills necessary to succeed. So it is with history. Learning to express your ideas clearly and to make a sustained argument is a critical part of a university education. This is what you will be practicing and learning in this course. Thus always read these assignments carefully and rely Rampolla's rules and advice to improve your writing style. *You will be held accountable for this information and expected to conform to the conventions of historical writing.*

Honorable and Courteous Behavior:

In large lecture classes, such as this, good manners are especially important.

- *Courtesy during class:* It is disruptive to arrive late or to leave early. If you know that you must leave early, explain the situation in advance. If you must leave early, please do so quietly. If you happen to arrive late, be respectful and quietly take the nearest seat.

Excessive talking or other disruptive behavior during lecture cannot be tolerated as it impacts my ability to teach and students' ability to learn. If you are disruptive, I will be forced to pause my lecture and ask you to stop. You may be asked to leave the lecture hall and may be referred to the Office of Student Conduct.

You may not use computers, cell phones or any other electronic device during class meetings. There will be no exceptions to this policy whatsoever. All electronic devices must be turned off and put away. They may not be on your desk, in your hand or lap or in any way accessible for use. If you do not follow this policy, I will be forced to pause my lecture and ask you to do so. You may be asked to leave the lecture hall and may be referred to the Office of Student Conduct.

- *Courtesy in dealing with your instructors:* I am eager to help you succeed in this course. Each week you will have opportunities in class and during office hours to consult with me. I am also available by appointment if you cannot make my office hours. The quickest way to reach me is via email. If you have an emergency, leave a message on my office phone or send an email.

- *Courtesy in debate:* Disagreement is an important part of intellectual discussion and debating issues is critical to a university education. Therefore, you should expect to disagree with the ideas or opinions of your fellow students when you meet class. Always discuss ideas in a respectful manner and treat others as you would expect to be treated.

Academic Dishonesty:

Academic dishonesty of any type—plagiarism, fabrication or cheating—will not be tolerated. The university's policy on academic dishonesty, taken from the Student Handbook, is as follows:

"Policy on Academic Dishonesty

Members of the university community are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced.

It is the official policy of the University of Oregon that all acts of alleged academic dishonesty by students be reported to the Director of Student Conduct and Community Standards in the Office of Student Life (346-1141). It is contrary to university policy for an instructor to assign a disciplinary grade such as an "F" or zero to an assignment, test, examination, or other course work as a sanction for suspected academic dishonesty in lieu of following the procedures on academic dishonesty under the university's Student Conduct Code (OAR 571-21-068). Such an independent action violates the student's guaranteed legal right to due process and leaves the instructor vulnerable to a student grievance, an off-campus civil suit, and possible disciplinary action by the university.

Similarly, students are prohibited from proposing or entering into an arrangement with an instructor to receive a grade of "F" or any reduced grade in a course or on an academic exercise in lieu of being charged with academic dishonesty under the code.

It is also a violation of Oregon state law to create and offer to sell part or all of an education assignment to another person (orS 165.114) or to falsify the authorship of a work product (orS 165.037)"

Students with questions about this policy should consult the student handbook online at http://studentlife.uoregon.edu/programs/student_judi_affairs/index.htm. For specific information regarding plagiarism, see <http://libweb.uoregon.edu/guides/plagiarism/students/>.

Course Requirements:

- **Attendance & Class Participation:** 10% of final grade

Students may miss three classes without impacting their course grade. If you miss more than three meetings, your grade will be affected. ***If you miss more than six classes, you will not pass this course.*** Attendance will be taken. In class meetings you will be expected to participate in all activities, including in-class writing assignments, small group work and discussion.

- Response Papers: 30% of final grade

Each week you will complete a reading assignment and respond to a question about the readings provided in the syllabus. These papers are short, 450 words minimum to 600 words maximum, and will be graded on a twenty-point scale. They should be typed, double-spaced and handed in at the beginning of class. They should be written with attention to the rules of grammar and to the conventions of historical writing. **If you do not attend class, you may not submit a paper unless you have a documented excuse for the absence.** Five papers are required. You may write only five or you may write eight and drop your three lowest grades.

- Exams: 60% (Midterm Exam, 30%; Final Exam, 30%) of final grade

You will take a Midterm and a Final Exam. The exams will cover all assigned course materials. The exams will contain identification questions and an essay. Three possible essay questions will be distributed before the exam, and the exam essay question will be chosen from these three on the day of the exam. The Final Exam will not be cumulative.

- Course Credit:

Credit for this course will be earned only as stated above. No provisions for extra credit will be offered.

Special circumstances or illness policy: *On occasion, circumstances may arise which cause you to need to take a make-up exam or turn in a late assignment. To be eligible for special consideration, you must contact me before the day of the exam or due date of the assignment and explain your circumstances. The reasons should be limited to personal illness or family crises, both of which must be documented. Do **not** expect that you will be given the opportunity to make-up an exam or an assignment if you do not discuss your circumstances with me well before an assignment is due.*

Course Schedule

WEEK ONE: SEPT. 28—OCT. 2 COURSE INTRODUCTION

1. Wednesday Course Introduction

WEEK TWO: OCT. 5—9 WOMEN, GENDER AND CONTACT

1. Monday Gender and women's history

Assignment: In the coursepack, pp. 1-19: Hauleman, pp. 1-8; Casteneda, pp. 14-18, and Alexander, pp. 19-23; Rampolla, 5th edition: on the conventions of historical writing, pp. 43-52 (top), and on word choice and grammar, pp. 61-8 *or* Rampolla, 6th edition: pp. 39-48, 58-65. [33 pgs.]

2. Wednesday Gender and contact

Assignment: Woloch, pp. 17-22; and in the coursepack, pp. 21-8: Kathleen Brown, "The Anglo-Algonquian Gender Frontier," pp. 11-21; Rampolla, 5th edition: on plagiarism, pp. 88-95, on reading critically, pp. 25-8 *or* Rampolla, 6th edition: pp. 86-93, 20-3. [33 pgs.]

- Response Paper #1: (400-600 words)

After reading the articles by Hauleman, Casteneda and Alexander, give your assessment of their critique of American women's history in one paragraph.

In the second paragraph, use the critiques of Hauleman, Casteneda and Alexander to assess Professor Brown's article. How does her treatment of colonial contact and gender construction fit with the concerns presented by these scholars?

WEEK THREE: OCT. 12—16 THE COLONIAL PERIOD: CONSTRUCTING GENDER IN THE "NEW" WORLD

1. Monday Settlers in the northern colonies: women, ideas and work

Assignment: Woloch, pp. 1-13; in the coursepack, pp. 33-47: Laurel Thatcher Ulrich, excerpt from *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary* (NY, 1991), pp. 36-49; Rampolla, 5th edition: on evaluating secondary sources, pp. 14-16 (top) *or* Rampolla, 6th edition: 7-8, 15-7. [32 pgs.]

2. Wednesday

Settlers in the south: women, ideas and work

Assignment: Woloch, pp. 13-17; in the coursepack, pp. 50-76: Kathleen Brown, excerpt from *Good Wives, Nasty Wenches & Anxious Patriarchs* (Chapel Hill, 1996), pp. 80-8, 107-116, and 128-135; Rampolla, 5th edition: on organization and effective writing, pp. 52-61 *or* Rampolla, 6th edition: 49-58. [35 pgs.]

- Response Paper #2: (400-600 words)

The readings this week present two models or ways of writing the history of women during the colonial period. Prof. Ulrich addresses a single woman, of northern European ancestry, while Prof. Brown studies the gendered system of labor in colonial Virginia to illuminate how gender and slave status were constructed.

In the first paragraph address this question: What do you see as the strengths and weaknesses of each approach? Does one offer a stronger model than the other or present a fuller understanding of what it meant to be a woman during this period?

In the second paragraph, consider only the excerpts from Prof. Brown's study. She analyzes labor systems, attitudes and legal changes in the Virginia colony to draw conclusions about gender and the emergence of slave status. How did the English concept of proper female behavior influence the understanding of gender and the legal statuses of women that emerged in colonial Virginia?

WEEK FOUR: OCT. 19—23

WOMEN, WITCHCRAFT & THE REVOLUTIONARY PERIOD

1. Monday

Women, witchcraft and the question of historical interpretation

Assignment: Woloch, pp. 27-32; in the coursepack, pp. 78-106: Primary source, "The Trials of a Witch," pp. 53-7; John Demos, "The Poor and Powerless Witch," pp. 57-71; Carol Karlsen, "The Potentially Powerful Witch," pp. 71-81; and Rampolla, 5th edition: on evaluating primary sources, pp. 9-13 *or* Rampolla, 6th edition: 6-7, 10-3. [33 pgs.]

2. Wednesday

Women and the American Revolution

Assignment: Woloch, pp. 36-7, 45-8, 52-6; in the coursepack, pp. 107-133: Joan Hoff, "The Negative Impact of the American Revolution on White Women," pp. 76-86; Mary Beth Norton, "The Positive Impact of the American Revolution on White Women," pp. 87-95; and Jacqueline Jones, "The Mixed Legacy of the American Revolution for Black Women," pp. 96-100. [30 pgs.]

- Response Paper #3: (400-600 words)

In the first paragraph, consider the articles on witchcraft by John Demos and Carol Karlsen. Which historian do you think has made a stronger case for understanding this phenomenon? In other words, which interpretation persuades you. Explain why and reference the readings.

In the second paragraph, address the articles on the American Revolution. Prof. Hoff's interpretation of the war's impact differs markedly from that of Prof. Norton and Prof. Jones. Which interpretation or interpretations do you find to be the most persuasive? Explain your conclusion by referring to the texts.

WEEK FIVE: OCT. 26—30

DOMESTICITY AND IDEOLOGY, 1790S TO THE 1830S

1. Monday

Domesticity and religion: The dominant culture

Assignment: Woloch, pp. 71-89; in the coursepack, pp. 135-42: Barbara Welter, "The Cult of True Womanhood, 1820-1860," pp. 115-122; and Rampolla, 5th edition: on using quotations properly, pp. 96-100 *or* Rampolla, 6th edition: pp. 94-9. [29 pgs.]

2. Wednesday

Domesticity as an ideology: its impact and variations

Assignment: In the coursepack, pp. 143-55: Theda Perdue, "Southern Indians and the Cult of True Womanhood," pp. 132-7; and Christie Farnham, "The Position of Women in the Slave Family," pp. 145-55; and Rampolla, 5th edition: on taking history exams, pp. 38-42 *or* Rampolla, 6th edition: pp. 34-8. [25 pgs.]

- Response Paper #4: (400-600 words)

The readings for this week address the prevalent 19th century ideology of gender, what historian Barbara Welter has termed, "The Cult of True Womanhood."

In the first paragraph, give your general assessment of this ideology and its impact on gender and relations between white men and women in the 19th century. In the second paragraph, assess the broader impact of the ideology on native women, free women of color and enslaved women based on the assignments.

WEEK SIX: NOV. 2—6

MIDTERM EXAM

1. Monday

Midterm Examination.

2. Wednesday

Women and Sexuality in the 19th century

Assignment: Woloch, pp. 182-6; in the coursepack, pp. 175-93: Janet Farrell Brodie, "Reproductive Control and Conflict in the Nineteenth Century," pp. 134-45; and Catherine Clinton, "Sexuality in Black and White," pp. 140-6. [21 pgs.]

WEEK SEVEN: NOV. 9—13

WOMEN IN THE EARLY 19TH CENTURY: EXPANSION & REFORM

1. Monday

Westward Expansion: Gender along the "frontier"

Assignment: Woloch, pp. 94-9; in the coursepack, pp. 161-74: John Mack Faragher, "The Separate Worlds of Men and Women on the Overland Trail," pp. 205-9; and Glenda Riley, "Women and Indians on the Frontier," pp. 112-9. [20 pgs.]

2. Wednesday

Women, Reform and Abolitionism

Assignment: Woloch, pp. 109-16, 122-8; in the coursepack, pp. 195-215: Kathryn Kish Sklar, "Women's Rights Emerges Within the Anti-slavery Movement: Angelina & Sarah Grimke in 1837," pp. 95-107; and Shirley Yee, "Free Black Women in the Abolitionist Movement," pp. 146-52. [31 pgs.]

- Response Paper #5: (400-600 words)

In two strong paragraphs, do the following: First, identify Prof. Sklar's overarching argument. Then analyze it. Is it persuasive? If so, why? If not, why?

In the second paragraph, answer this question: How would you compare Prof. Yee's argument with that of Prof. Sklar? Is Prof. Yee's argument persuasive? Does it complement or conflict with Prof. Sklar's thesis?

WEEK EIGHT: NOV. 16—20

THE ANTEBELLUM PERIOD TO THE WAR: RIGHTS, POLITICS AND CONFLICT

1. Monday

The Woman's Rights Movement

Assignment: Woloch, pp. 133-7; in the coursepack, pp. 217-25: Steven Beuchler, "The Origins of the Women's Rights Movement," pp. 183-8; two primary sources: "The 'Declaration of Sentiments' of the Seneca Falls Convention, 1848," pp. 167-8, and "Catherine Beecher and Harriet Beecher Stowe on Why Women Should Not Seek the Vote," pp. 168-9. [11 pgs.]

2. Wednesday

Women and the Experience of the Civil War

Assignment: Woloch, pp. 142-7; in the coursepack, pp. 227-43: LeeAnn Whites, "Southern White Women and the Burdens of War," pp. 169-76; and Jeanie Attie, "Northern White Women and the Mobilization for War," pp. 177-85. There is also an excerpt from *They Fought Like Demons* posted on Blackboard. [35 pgs.]

- Response Paper #6: (400-600 words)

After reading these three selections, draw your own conclusion about the experience of women during the war period. Reference all three articles and make an argument to support your ONE overarching conclusion about women, their experience and gender roles during the Civil War.

WEEK NINE: NOV. 23—27

THE POST-WAR PERIOD: NORTH & WEST

1. Monday

Women in the Post-war Period: The North & West

Assignment: Woloch, pp. 152-61, 170-3; in the coursepack, pp. 245-69: Coll-Peter Thrush and Robert H. Keller, Jr., "The Life and Murder Trial of a Native American Woman in the Pacific Northwest," pp. 198-204; and Susan Levine, "Labor's True Woman: Domesticity and Equal Rights in the Knights of Labor," *The Journal of American History*, Vol. 70, No. 2 (Sep., 1983), pp. 323-339. [34 pgs.]

- Response Paper #7: (400-600 words)

These two articles present a snapshot of women's lives in the postwar period in the Pacific Northwest and in the industrialized areas of the country, especially the North and Midwest.

What conclusion or conclusions can you draw about women, gender, relationships and ideology in the late 19th century from these readings? Please address both articles in your discussion and support your ideas by referencing them. You may draw either one or two conclusions.

2. Wednesday

Thanksgiving holiday

WEEK TEN: NOV. 30—DEC. 4

THE POST-WAR PERIOD CONTINUED

1. Monday

Women in the Post-war Period: The Southern States

Assignment: Woloch, pp. 147-52; in the coursepack, pp. 271-96: Martha Hodes, "A Brief Dialogue on Illicit Sex Between White Women and Black Men in the Slave South," pp. 246-52; excerpt from Jacqueline Jones Royster, "Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900," (NY, 1997), pp. 14-9, 23-33. [26 pgs.]

- Response Paper #8: (400-600 words)

In the first paragraph, do the following: Identify Prof. Hodes' main argument. What evidence does she employ? Does she persuade you of her conclusions?

In the second paragraph, answer this question: What connections can you find between Prof. Hodes' article and Prof. Jones' overview of Ida B. Wells' and her campaign against lynching? Taken together, what is your gendered analysis of the changes, materially and ideologically, that were taking place in the postwar South?

2. Wednesday

Course Overview & Exam Review

FINAL EXAM SCHEDULE

WEDNESDAY, DEC. 9, 2009
10:15 AM

ADDENDUM TO SYLLABUS

• **Response Papers**

Each week you will read primary and/or secondary sources and respond to them in writing. Before beginning the readings, be sure to review the paper assignments in the syllabus. These questions should guide your thinking as you read.

After you have completed the reading, you will write a short response in which you address the questions provided in the syllabus. These papers should be between 400 and 600 words in length. Do not write significantly more or less than this range. The questions should be addressed just as they are written in the syllabus. **Write only one or two strong paragraphs, as directed, and do not write an introduction and conclusion.** Our emphasis will be on writing strong, well-constructed paragraphs this term.

The papers should be typed in a standard 12 pt. font, doubled-spaced and written with attention to the general rules of style, grammar, and spelling. Errors of style, grammar or spelling will result in deductions from the overall grade. Papers with too many errors may be returned rewriting.

These assignments should be handed in at the beginning of each discussion section. Overall, students are required to write **five of the eight assigned papers**. Students may skip writing three papers or drop their three lowest scores at the end of the term. Each paper will be graded on a twenty-point scale. If you do not attend a discussion section, you lose the opportunity to turn in a paper. Late papers will not be accepted unless you have a legitimate excuse as per the course policy. See p. 3 of the syllabus.

When writing Response Papers, please take care to *answer the questions that are asked*. **Do not simply summarize the readings or give your unfocused thoughts.** Instead, specifically address the questions provided in the syllabus. *If your paper does not address the assigned questions, it will receive a failing grade.* The purpose of writing Response Papers is to practice the skills of analysis and assessment that historians use in their craft. So you should read the assignments closely and *come to your own conclusions*. Your work should not be shared with classmates as this often leads to plagiarism. Explain, by referencing the assignments, how the evidence supports the conclusion or conclusions that you have drawn. If you ever have questions about the readings or the assigned questions, please contact me. I will be happy to assist you in any way.

• **Citations**

In this class you will not need to use full citations in your written work. In your Response Papers, you should use parenthetical citations. For example, if you want to cite a textbook, you would do so in this way: (Finkenbine, p. 18). If you want to cite a lecture: (Sullivan, lecture, 1/9/08). *This course requires no reading or research outside the assignments listed in this syllabus.* Thus, no other texts should be consulted or cited. Students who use outside sources will be penalized.

• **Examinations**

There will be two exams in this course, a Midterm and a Final. Three possible essay questions will be distributed to students before the exam. The day of the exam, I will eliminate one essay question (from the three possible) for students to address. Student will choose between the remaining two questions ONE essay question to answer. Students should bring examination booklets to class on the exam days. The Final Exam will not be cumulative.

• **Advice**

I have provided a great deal of information in this syllabus. Please read it carefully and keep it with you throughout the term. All of the assignments are included in this syllabus and you should refer to it often. *Do not email me for assignments.* I will refer you to the syllabus. If you lose your syllabus, you can download a copy from the "course documents" section on Blackboard.

• Plagiarism and Its Costs

Plagiarism is stealing the words, ideas, or thoughts of another person and treating them as your own. Students often plagiarize from books (by using an author's words without quotation or attribution), but students can also plagiarize from each other. **Just last term, I found plagiarism between two students and had to refer them to the Office of Student Conduct and Community Standards. Never, ever email or share your written work with others in this course.** Doing so violates the rules of student conduct and can easily result in plagiarism. *Plagiarism is a serious offense and, as a result, will bring serious consequences.* (See the Student Handbook for the policy on academic dishonesty at http://studentlife.uoregon.edu/programs/student_judi_affairs/index.htm.) If you **ever** have any questions about plagiarism, please refer to the Rampolla textbook or speak with me. You may also consult the university's website on plagiarism: <http://libweb.uoregon.edu/guides/plagiarism/students>.

Changing a word or two in a sentence does not suffice to avoid plagiarism. For example, if you wrote that "It is important to note that *changing a word or two in a sentence does not suffice to avoid plagiarism*," you would be guilty of that very crime. Don't do this! If you do happen to fall into this error of "petty plagiarism" only a few times, you will be penalized. I will take two points off for each occurrence. After three such occurrences, I will take administrative action.

Here are some more examples of petty plagiarism:

- On page 108, Spielvogel writes: "Alexander is one of the most puzzling great figures in history."
- Petty Plagiarism: "Alexander is seen by historians as a puzzling great figure."
- Petty Plagiarism: "Alexander is one of the most peculiar great figures in history."
- Legitimate rephrasing in your own words: "Alexander is an enigmatic figure."
- Legitimate rephrasing in your own words: "Alexander is hard for historians to understand."

To protect your own work from plagiarism by classmates, do not provide your written work to any student in this course. I had to discipline five students in one term for plagiarism between friends. I also had to discipline four students for plagiarizing from the course textbooks. To protect your grade and to ensure that you are not referred for university discipline, **DO NOT PLAGIARIZE**.

• Writing Clearly

You can have the best ideas in the world, but if you cannot present them effectively, you won't get far. This is true in history classes, and it is true in life. If your reader is confused by your writing or distracted by petty errors of spelling or grammar, then you won't get your point across. In other words, to present your ideas effectively, you must write clearly and avoid errors. Learning to write well is a fundamental part of your university education. Remember this as you write papers for this course. Pay attention to grammar. Pay attention to spelling. Pay attention to the structure and rhetoric of your writing. Here is some quick advice:

- Rampolla explains the general conventions of historical writing in chapter four. If you need addition guidance, refer to this section, especially pp. 43-68 in the 5th ed. and in the 6th ed., pp. 39-58.
- Do not capitalize words randomly or forget basic punctuation rules.
- **Always, always** use the past tense when discussing past events. See Rampolla, 5th ed., pp. 65-6, and in the 6th ed., pp. 62-3.
- If you aren't comfortable with the rules regarding comma usage, you may review them here: http://owl.english.purdue.edu/handouts/grammar/g_comma.html.
- Try to avoid run-on sentences, incomplete sentences and awkward sentences. These detract from your work. Short clear sentences are always better than long awkward ones.
- Don't overuse direct quotations. Use quotations only to illustrate your point. Otherwise, use *your* words to explain your ideas. This strengthens your argument and allows your voice to come through in your writing. Never string together a series of direct quotations. This is not an acceptable substitute for your own writing. See Rampolla for additional discussion on how to use quotations correctly, in the 5th ed., pp. 96-100, and in the 6th ed., pp. 94-99.

• **Grading Scale**

93-100	A	77-79	C+	59 and below	F
90-92	A-	73-76	C		
		70-72	C-		
87-89	B+				
83-86	B	67-69	D+		
80-82	B-	63-66	D		
		60-62	D-		

Detach this page and return to instructor.

AFTER READING THIS SYLLABUS, PLEASE SIGN BELOW TO CONFIRM THAT YOU UNDERSTAND THE RULES AND REQUIREMENTS OF THIS COURSE.

I, _____, have read the above syllabus, and I understand the rules and the requirements of this course.