

# HISTORY 102: World History II (since 1500)

Western Kentucky University, Spring 2024

CRN: 47770 Section 716

Instructor: Dr. Lewie Reece

E-mail: [lewie.reece@wku.edu](mailto:lewie.reece@wku.edu)

Virtual Office Hours/Meeting: By Appointment

Use this link to my virtual office: <https://wku.zoom.us/my/lewiereece>

(I will be glad to meet with you virtually. Please email with your request listing at least two times that will work with your schedule. I will do my best to accommodate you any time between 9 am - 6 pm CST Monday through Friday. If I am available and it is necessary, I am also willing to meet with you on the weekend.)

## *Course Description*

This course provides an introduction to the global past since 1500. It helps students to understand the diversity of and the connections between the world's cultures and ideologies as well as become acquainted with its political, social, and economic history. It uses lectures, readings, and class discussions to introduce major phases, achievements, turning points and individuals impacting world history. This course also encourages students to think analytically about how people have created and adapted societies and institutions in response to the challenges and opportunities that have confronted them in the past.

Major themes in this course include:

- Change, Continuity and Connections
- Cross-Cultural Interaction and Transfers
- Consumption, Production and Human and Environmental Consequences
- Ideologies and Lived Experiences
- Spectrum of Power Relations: Dominance, Interdependence, Agency/Resistance

## *Required Readings and Materials*

This section of HIST102 has been revised to be zero-cost for material, through partnership with the WKU Libraries Alternative Textbook Program. This includes the textbook below and also the WKU History Department's HIST102 digital Primary Source Reader. Links to material from the reader will be posted on Blackboard. Download a free copy of the textbook from the link below.

Textbook: Kordas, Ann, Ryan Lynch, Brooke Nelson, and Julie Tatlock. *World History, Volume 2: From 1400*. Houston: OpenStax, 2022. <https://openstax.org/details/books/world-history-volume-2>

A hardcopy can also be bought from [Amazon](https://www.amazon.com) at minimal cost. These links can also be found on our course website on Blackboard.

## *Course Objectives*

This course helps fulfill requirements for Category A: Foundations – Intellectual and Practical Skills in the Western Kentucky University General Education (Colonnade) program. After successful completion of this course students will be able to:

- understand the concept and practice of history as an interpretive framework
- comprehend significant events, peoples, major turning points and ideas in world history
- understand cause and effect relationships in history and understand historical method
- analyze primary and secondary sources

- understand the diverse interpretations and methodologies
- think critically to construct informed and ethical arguments
- effectively communicate ideas in written and oral formats
- write analytical essays applying historical knowledge, theory and research methods

### ***Course General Education Goals***

History 102 aims to prepare students for life by emphasizing the following goals of the course:

- Critical thinking: prepare students to make informed decisions and ethical choices by examining historical examples
- Informed citizenship: develop knowledge of and concern for a multicultural world
- Historical perspective: increase awareness of how personal bias and opinion shape historical analysis
- Social engagement: encourage students to become actively engaged in issues affecting their lives and those others around the world

### ***Course Requirements and Methods of Evaluation***

Grading will be based upon four elements: quizzes over the readings and maps, primary source paper, discussion forums and take-home exams. These components will be weighted as follows:

5 Quizzes (5 points each)	25 points total
5 Discussion Forums (5 points each)	25 points total
5 Journal Entries (5 points each)	25 points total
Primary Source Paper (25 points)	25 points total
2 Exams (50 points each)	<u>100 points total</u>
	200 points total

Course Grading Scale: A = 180-200      D = 120-139  
                                     B = 160-179      F = 119 or Less  
                                     C = 140-159

**Quizzes:** Five quizzes will be taken via Blackboard. They will be comprised of questions related to the course readings and may include maps. Each quiz will include up to 5 questions. See the Course Calendar for dates by which quizzes must be completed. Each will be worth 5 points.

**Discussion Forums:** Five discussion forums will be required. Each one will be worth 5 points. For each discussion forum you are expected to post a minimum of 3 times in response to a specific prompt. One should be your original post of 300 - 350 words. Respond to at least 2 other classmates (these can be shorter, but a minimum of 125 words). Post information that adds to the depth of the discussion. This may be in the form of additional information to support or refute the ideas in a post (cite resources); questions seeking clarification or further expansion of the topic; or examples/experiences that provide insight into the topic. Posts that are limited to "I agree" or otherwise lack substance are not sufficient. Standard English spelling, grammar, and punctuation are expected in all posts.

**Journal Entries:** Five journal entries will be required. Each one will be worth 5 points. To complete these, students will choose and answer one of the *Application and Reflections Questions* that are located at the end of the assigned chapter in our text. Full instructions are listed on Blackboard, but it is important to remember that the purpose of these assignments are to prompt you to think critically about the material for the lesson AND to prepare to write a well-composed essay for the primary source paper and exams. Grading is based on both content and writing skills. There is no required word count, but students should make sure they fully answer the question.

**Primary Source Paper:** Each week, we will review at least one primary source as part of assigned reading in our text. These sources are considered “primary” by historians because they were written or created by the people who were actually participating in the historical events. Written examples include diaries, letters, pamphlets, newspaper articles, or speeches. Visual examples might include drawings, paintings, maps, etc.

Students will write a paper using some of the primary sources. More details for this assignment will be posted on Blackboard. Nonetheless, the paper should be at least 1000 words. Each should be typed using 12-point font, one-inch margins, and double-spacing. A cover page with your name and date should be included. A bibliography should be included. Papers are to be uploaded to Blackboard by the due date and time noted in the Course Calendar.

**Exams:** Two exams will be required, a mid-term and a final. They will be taken in two parts. The first part will include multiple choice questions and must be completed in one hour. The second part will include two short answer questions and one essay question and must be completed in 1½ hours. The short answer questions will involve the analysis of a primary source related to the time period but chosen by the professor. The multiple choice and essay questions will be drawn from the text readings, from the various media materials assigned (posted to Blackboard) and material used in our Discussion Forums. For the essay, you will be presented with at least three questions and will choose one to answer. Your essay should be 600-1000 words in length, should have a clear thesis statement in the opening paragraph and include specific examples that provide evidence to support the argument. More instructions will be posted on Blackboard. These exams will be designed to assess both specific knowledge of course material and how the specific knowledge fits in the broad course themes. The final exam will NOT be cumulative; it will cover materials from the second half of the semester.

### ***Regular and Substantive Interaction***

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly instructor videos introducing the lesson,
- Faculty and student participation in discussion forums,
- Timely and detailed feedback on assignments,
- Meetings with individual students as requested, and
- Synchronous online review sessions before exams.

### ***CLASS POLICIES***

**Virtual Class Meetings** - This class does not include regularly scheduled virtual class meetings. I will however, schedule review sessions before the midterm and final exams during which I will be glad to answer any questions or review any material as requested. If you would like to participate in a review session, email me at least one week prior to the midterm and/or final exam. Suggest when you can be available to meet. I will attempt to group students as much as possible but am also always willing to meet with individual students as noted near the top of the syllabus re: virtual office hours and meetings. All review sessions scheduled will be posted to Blackboard under Announcements.

**Late Assignments** - Flexibility is sometimes needed by all of us due to extraordinary circumstances. Please attempt to turn in your work on time. Yet, if your situation is such that you have trouble completing an assignment by the time it is due, I will be as flexible as possible and accept late work without penalty IF you stay in communication with me regarding your situation. Please notify me BEFORE something is due rather than later. Otherwise late assignments will not be accepted except

under extenuating circumstances which again must be discussed with me. No late work will be accepted once the semester has ended unless you have previously discussed receiving an incomplete for the course. ***This policy is to encourage you to stay on track without falling behind, and to be fair to students who are timely.***

**Technology and assignments:** All assignments will be submitted on our Blackboard course website. You will find all course resources on Blackboard.

**Syllabus Change Policy:** Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and the instructor reserves the right to make changes to this syllabus, including the schedule of assignments, lectures, and the selected readings, with advance notice.

### ***Academic Honesty and Plagiarism***

All work you turn in MUST be your own. Student work will be checked using plagiarism detection software. In this course students who cheat or plagiarize will receive a score of 0 points for that assignment. If I consider the occurrence of plagiarism or academic dishonesty is extremely grave, i.e., a repeat offense or plagiarism on an exam or assignment, I will assign the student a grade of “F” for the entire course and a letter reporting your conduct will be sent to the Office of Judicial Affairs.

As a student at Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the University’s [“Student Life Policies on Student Rights and Responsibilities”](#) in the WKU Student Handbook. Violations of the academic code include, but are not limited to, cheating (giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and/or lying), copying (submitting work completed for another class) and plagiarism (turning in work that is not your own— including, but not limited to, copying from a book/article, pasting text from webpages, using an internet source to obtain all or part of a paper and quoting material in a paper and not crediting the original author with proper citation). Citation format must conform to Chicago Manual of Style (see [History Department’s Style Sheet for Citations](#)).

The [potential sanctions for academic dishonesty](#) are outlined in the WKU Student Handbook. If you do not understand what plagiarism is, it is your responsibility to ask me for clarification.

### ***Use of Artificial Intelligence (AI)***

In general, I expect that the work you submit in this class will be your own. Work submitted that is generated by an AI tool (for example *ChatGPT* or others) may be considered plagiarism. Exams will always be expected to be completed WITHOUT any type of assistance, including AI tools. (An exception to this is that you may use our text and any notes you take for yourself from assigned multimedia resources.) For other course assignments, general ideas from a work created by an AI tool may be used if ***appropriately cited*** just like any other outside source you might utilize. Again, if you chose to utilize AI, you are expected to properly document and cite this information. For this course, we use the *Chicago* style of writing. Examples of citing AI are available at: <https://libguides.wku.edu/stylewrite/ai>.

Once again, AI tools may NOT be utilized for the exams in this course. If you choose to use these tools in writing an exam, your actions will be considered academically dishonest and a violation of the [WKU Student Code of Conduct](#).

If you are unsure if you are using AI tools appropriately for other course work, I encourage you to visit with me.

### ***Title IX Sexual Discrimination/Harassment Policies***

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and

[Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s [Counseling and Testing Center](#) at 270-745-3159.

### ***WKU’s Inclusion Statement***

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

### ***ADA Accommodation***

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745- 3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). The university asks that you not request accommodations directly from any professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center. Nonetheless, I am happy to accommodate students with disabilities. Please speak with me at the start of the semester to help make necessary arrangements. The SARC will work with you and me to arrange appropriate services.

### ***Withdrawal from the Class***

If you must leave the university and will be missing a significant number of classes, contact the Academic Advising and Retention Center (745-5065) so that an Emergency Notification can be sent to your instructors. Students who wish to withdraw must complete designated withdrawal procedures by the designated deadlines. If you stop coming to class and fail to withdraw by this deadline, you will receive an “FN” grade on your transcript.

### ***How to get to the Blackboard Course Site***

Go to [WKU’s main page](#) and click on the “Blackboard” tab under “Students” menu. Enter ID and password (same as for email) and Login Then READ THE PAGES – step by step instructions are available Click on link for this class, then click on buttons to access documents

### **HISTORY TUTORING**

The History Success Center provides free tutoring services for all students enrolled in history classes. Tutors are available to go over any aspect of the class, including essays, reading comprehension, exam preparation, and study skills. The tutors this semester are Chloe, Claire, Sam, Hunter, Megan, and

Alexander. Drop-in appointments will be offered in Cherry Hall 202 from 10am-3pm on weekdays. Zoom appointments are also available. To make an appointment for free History tutoring, visit <https://calendly.com/wkuhistory/>

### ***Writing Center Assistance***

*The Writing Center on the Bowling Green campus* has tutors available to offer advice to current WKU students with any stage of their writing projects. In-person tutoring is usually available in Cherry Hall 123 from 10am-4pm Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9pm on Sunday through Thursday evenings. Check the center's website ([www.wku.edu/writingcenter](http://www.wku.edu/writingcenter)) for the current semester's schedule. WKU students may also request feedback via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the center's website for making appointments. Walk-in feedback is available unless they are booked. Students may also get short writing questions answered via email; put "Quick Question" in the subject line of an email to ([writingcenter@wku.edu](mailto:writingcenter@wku.edu)).

*The WKU START Centers* offer writing tutoring sessions via Zoom as well as in person at their Glasgow and Elizabethtown locations. More information on how to make appointments and what to expect from an appointment is posted at (<https://www.wku.edu/startcenter/>).

### ***The Learning Center Peer Tutoring Services***

*The Learning Center (TLC)* provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. *TLC* offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit [www.wku.edu/tlc](http://www.wku.edu/tlc).

### ***Final Thoughts***

World History is a fascinating but sometimes difficult subject. There is a substantial amount of reading each week and there is much to absorb. If you find yourself falling behind, please contact me so I can help you with some studying strategies. With some effort and an inquisitive mind, you will find yourself challenged in rewarding ways and begin to recognize the many ways history continues to shape the world in which you live.

## ***COURSE CALENDAR***

***\*\*All readings listed below are from our required text or are readings posted to Blackboard. Yes, read the full chapter each week, but also focus on primary sources that are listed. The numbers listed in parentheses are pages in the text. If the primary source is on the web, the URL is given.***

***Also be sure to log on each week for additional assigned materials such as videos, podcasts and links to the web-based primary sources listed below.***

***Assignments are to be uploaded to Blackboard by 11:59 pm (Central Standard Time) by the dates listed.***

Week 1 Jan 16-21	<b><i>Understanding the Past</i></b> Text Chapter 1 (9-32) Primary Sources: Child Labor in Great Britain (20-21), Senator Vest on Women's Suffrage (21-22) <b>Discussion Forum - original post by Thurs, Jan 18; response posts by Sun, Jan 21</b> <b>Quiz (Syllabus Quiz) - complete by Sun, Jan 21</b>
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- Week 2  
Jan 22-28 ***Exchange in East Asia and the Indian Ocean***  
Text Chapter 2 (33-73)  
Primary Sources: Wifely Devotion (42-43), Proper Behavior for Women (64)  
**Journal Entry –due by Sun, Jan 28**
- Week 3  
Jan 29-Feb 4 ***Early Modern Africa and the Wider World***  
Text: Chapter 3 (75-110)  
Primary Sources: Oludah Equiano Describes the Slave Trade (105-106)  
**Discussion Forum – original post by Thurs, Feb 1; response posts by Sun, Feb 4**  
**Quiz – complete by Sun, Feb 4**
- Week 4  
Feb 5-11 ***The Islamic World***  
Text: Chapter 4 (111-153)  
Primary Sources: Perspectives on Trade in the Muslim World (123) A Visit to Hurrem Sultan by a Genoese Noblewoman (129-130)  
**Journal Entry – due by Sun, Feb 11**
- Week 5  
Feb 12-18 ***Foundations of the Atlantic World***  
Text: Chapter 5 (155-203)  
Primary Sources: The Ninety-Five Theses (158-159), Massacre in the Temple (173-174), For and Against Mercantilism: Two Perspectives (186)  
**Discussion Forum – original post by Thurs, Feb 15; response posts by Sun, Feb 18**  
**Quiz – complete by Sun, Feb 18**
- Week 6  
Feb 19-25 ***Colonization and Economic Expansion***  
Text: Chapter 6 (205-246)  
Primary Sources: The Impact of Spanish Colonization (209-210), George Washington on the French and Indian War (219), The Wealth of Nations (235-236), The Luddites (238-239)  
**Journal Entry – due by Sun, Feb 25**
- Week 7  
Feb 26-Mar 3 ***Revolutions in Europe and North America***  
Text: Chapter 7 (247-285)  
Primary Sources: Enlightenment Perspectives on Natural Rights (252-253), Toussaint Louverture (272), Metternich on Revolution and Radical Change (279), Declaration of Independence [https://avalon.law.yale.edu/18th\\_century/declare.asp](https://avalon.law.yale.edu/18th_century/declare.asp), Declaration of the Rights of Man and Citizen [https://avalon.law.yale.edu/18th\\_century/rightsof.asp](https://avalon.law.yale.edu/18th_century/rightsof.asp)
- MIDTERM EXAM – BOTH PARTS MUST BE COMPLETED BY 11:59 PM CST, Sun, Mar 3**
- Week 8  
Mar 4-10 ***Revolutions in Latin America***  
Text: Chapter 8 (287-326)  
Primary Sources: Sentiments of the Nation (303-304), Justification for Revolution (313-314)  
**Discussion Forum – original post by Thurs, Mar 7; response posts by Sun, Mar 10**
- Week 9  
Mar 11-17 ***Expansion in the Industrial Age***  
Text: Chapter 9 (327-380)  
Primary Sources: The Future of the Philippines (367), An African King Fights the Boers (371-372), The Detriments of British Rule (374-375)  
**Primary Source Paper - due by 11:59 pm CST, Sun, Mar 17**
- Mar 18-22 **SPRING BREAK**

- Week 10  
Mar 25-31  
***Life and Labor in the Industrial World***  
Text: Chapter 10 (381-423)  
Primary Sources: “Phossy Jaw” (385-386), Penal Labor in Russia (405), Helping the Poor (413-414)  
**Quiz - complete by Sun, Mar 31**
- Week 11  
April 1-7  
***The War to End All Wars***  
Text: Chapter 11 (424-472)  
Primary Sources: A German Perspective (431), The Burning of Louvain (438-439), The Armenian Genocide (453), The Provisional Government (462-463), Franco-Russian Alliance  
[https://avalon.law.yale.edu/19th\\_century/frumil.asp](https://avalon.law.yale.edu/19th_century/frumil.asp)  
**Journal Entry – due by Sun, April 7**
- Week 12  
April 8-14  
***The Interwar Period***  
Text: Chapter 12 (473-522)  
Primary Sources: The Western View of Japan (484), Collectivization in the Soviet Union (488-489), A Jewish Homeland in Palestine (500-501), Marcus Garvey on Race in the United States (507), President Woodrow Wilson’s Fourteen Points [https://avalon.law.yale.edu/20th\\_century/wilson14.asp](https://avalon.law.yale.edu/20th_century/wilson14.asp)  
**Discussion Forum – original post due Thurs, April 11; response posts by Sun, April 14**
- Week 13  
April 15-21  
***The Causes and Consequences of World War II***  
Text: Chapter 13 (523-569)  
Primary Sources: Einsatzgruppen (544-545), Dropping the Atomic Bomb (559-560), The Atlantic Charter <https://avalon.law.yale.edu/wwii/atlantic.asp>  
**Journal Entry – due by Sun, April 21**
- Week 14  
April 22-28  
***Cold War Conflicts***  
Text: Chapters 14 & 15 (571-672)  
Primary Sources: Movement of Refugees during Partition of India and Pakistan <https://www.nationalarchives.gov.uk/education/resources/indian-independence/movement-refugees/>  
Calcutta Riots Prior to Partition <https://www.nationalarchives.gov.uk/education/resources/indian-independence/calcutta-riots>  
Voices from Chernobyl (638-639)  
**Quiz – due by Sun, April 28**
- April 29-May 2                      Final Exam Week  
**FINAL EXAM – BOTH PARTS MUST BE COMPLETED BY 11:59 PM TUESDAY, April 30**



## **GRADING RUBRIC FOR WRITTEN ASSIGNMENTS**

Students sometimes do not understand how a paper is graded. The explanation of grading here derives from standards for *Advanced Placement* exams and is called a "grading rubric". Note that this is the standard expected of good pre-college students. It outlines basic elements of a good paper and attaches grades to them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues such as presentation.

### **The Superior Paper (A/A-)**

**Thesis:** Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

**Structure:** Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

**Use of evidence:** Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

**Analysis:** Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

**Logic and argumentation:** All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis. **Mechanics:** Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

### **The Good Paper (B+/B)**

**Thesis:** Promising, but may be slightly unclear, or lacking in insight or originality.

**Structure:** Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

**Use of evidence:** Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

**Analysis:** Evidence often related to mini-thesis, though links perhaps not very clear.

**Logic and argumentation:** Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

**Mechanics:** Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

### **The Borderline Paper (B-/C+)**

**Thesis:** May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

**Structure:** Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

**Use of evidence:** Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

**Analysis:** Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

**Logic and argumentation:** Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

**Mechanics:** Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

### **The "Needs Help" Paper (C/C-)**

**Thesis:** Difficult to identify at all, may be bland restatement of obvious point.

**Structure:** Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

**Use of evidence:** Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner. **Analysis:** Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

**Logic and argumentation:** Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

**Mechanics:** Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

### **The Failing Paper (D/F)**

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

**Source:** Adapted from *Reading, Writing, and Researching for History*, Patrick Rael, Bowdoin College, 2004. <http://academic.bowdoin.edu/WritingGuides/>