In "'Indians': Textualism, Morality, and the Problem of History," Jane Tompkins writes that "one encounters contradictory facts and divergent points of view in practically every phase of life, from deciding whom to marry to choosing the right brand of cat food, and one decides as best one can given the evidence available." This class seeks to examine and aid you in learning how to make sense of "contradictory facts and divergent points of view." To this end, this class will explore various texts that recount the same series of historical events and/or places and will attempt to understand or "know" those events. As a student, you will be asked to think about how you "know" or "understand" "truth." You will be asked to do this by exploring four issues related to American history: the idea of the American landscape, the Salem witchcraft trials, the Vietnam War, and the current war on terror. In this class, as a group, we will read divergent accounts of historical events from a variety of sources (first-hand, scholarly, fictional) and from these we will complicate the basic history leaned in high school by asking questions of the material we will study. Beyond the deeper and more complicated question about how one "knows" or "understands" events, you will be asked to consider the following questions: how do we make sense of what happens in American history; how does history, particularly American history, get written and by whom? what are the benefits and consequences of how it gets written? how does the writing and rewriting of history relate to the formation of an American identity? Welcome to America's Secret History.

REQUIRED TEXTS

REQUIREMENTS
Discussion Board Posts: 25 points (5 @ 5 points each)
Conferences: 25 points (5 @ 5 points each)
Quizzes and/or In-Class Writings: 50 points (5 @ 10 points each)
Minor Writings: 100 points (5 at 20 points each)
Drafts: 200 points (4 @ 50 points each)
Unit #1 Essay: 100 points
Unit #2 Essay: 150 points
Unit #3 Essay: 150 points
Unit #4 Essay: 150 points
Revision Essay: 50 point

CLASS SCHEDULE

Monday, January 10th
Introductions to me, each other, and the course material.

Wednesday, January 12th
Due: Minor Writing Assignment #1. See "Assignments" for details.

Friday, January 14th
Discuss Lincoln's "Gettysburg Address" (AMERICA'S SECRET HISTORY pp. 78-79) and Chief Seattle's "Letter to President Pierce" (AMERICA'S SECRET HISTORY pp. 93-94). Also discuss course regulations and expectations.

Monday, January 17th
No Class--Martin Luther King Jr. Day.

Wednesday, January 19th
Discuss "Where I Lived, and What I Lived For" (pp. 77-93) and "The Bean-field" (pp. 146-57) from Thoreau's WALDEN.

Friday, January 21st
Discuss Berger's "Manhattan" (15-19) and Didion's "Marrying Absurd" (53-55) from AMERICA'S SECRET HISTORY.

Monday, January 24th
Continue the discussion on Las Vegas and Manhattan. Come to class ready to jump right back in to the discussion. I MIGHT, if time allows, talk a bit about Thoreau's "Bean-field" again.

Wednesday, January 26th
Discuss "Former Inhabitants" (241-49) and "The Pond in Winter" (266-80) from Thoreau's WALDEN. Come to class ready to discuss one passage from the reading assigned to you that seems artful or vitally important.

Friday, January 28th
Continue the discussion from Wednesday.

Monday, January 31st
Discuss Crane's "The Open Boat" (33-52) from AMERICA'S SECRET HISTORY.
Wednesday, February 2nd
Come to class ready to share your idea or ideas for your first paper. In-class exercise on space.

Friday, February 4th
Due: Draft for Unit #1 Essay. See "Assignments" for details about Unit #1 Essay. Do not come to class without a copy of your draft.

Monday, February 7th
No class--Individual Conferences. You MUST schedule a conference to discuss your draft with me. Conference times will be available on Monday and Tuesday. See my office door (Zinzendorf 104) to sign up for a time.

Wednesday, February 9th
Readings from Cotton Mather. See e-mail for links.

Friday, February 11th
More Mather. Review "Tryal of Bridget Bishop." Read the trials of "Susanna Martin" and "Martha Carrier." See your e-mail for links.

Monday, February 14th
Discuss hand-out from SALEM POSSESSED by Boyer and Nissenbaum.
Due: Unit #1 Essay. For details, see "Assignments."

Wednesday, February 16th
Discuss Miller’s THE CRUCIBLE, Acts 1 & 2.

Friday, February 18th
Continue Wednesday's discussion on Miller’s THE CRUCIBLE.

Monday, February 21st
Discuss Miller’s THE CRUCIBLE, Acts 3 & 4.

Wednesday, February 23rd
Discuss hand-out from ENTERTAINING SATAN.

Friday, February 25th
Due: Minor Writing #2. See "Assignments."
Discuss hand-out from THE DEVIL IN THE SHAPE OF A WOMAN by Karlsen.

Monday, February 28th
Discuss Hawthorne’s “Alice Doane’s Appeal” and Hawthorne’s “Young Goodman Brown.”

Wednesday, March 2nd
Due: Draft of Essay # 2 See “Assignments” for details. Peer-editing in class, so do not bother coming if you do not have a draft.
Friday, March 4th
No Class. Individual conferences with me. Times available on Thursday and Friday. See sign-up sheet on my office door.

Monday, March 7th
No Class—Spring Break

Wednesday, March 9th
No Class—Spring Break

Friday, March 11th
No Class—Spring Break

Monday, March 14th
Due: Essay #2. See “Assignments” for details. Introduction to Vietnam unit.

Wednesday, March 16th

Friday, March 18th
Selections from *The Things They Carried*.

Monday, March 21st
Due: Minor Writing # 3
Selections from *The Things They Carried*.

Wednesday, March 23rd
See *Platoon* before class meeting. I’ll be showing it. Time, date, and place TBA. Discuss *Platoon* and two articles about *Platoon*.

Friday, March 25th
No Class—Easter Break

Monday, March 28th
No Class—Easter Break

Wednesday, March 30th
Due: Draft of Essay #3. See “Assignments.”

Friday, April 1st
Library Visit. Research Assignment. See “Assignments.”

Monday, April 4th
No Class—Individual conferences with me. Conference times available on Monday and Tuesday.

Wednesday, April 6th
Present Research findings to the class.

Friday, April 8th
Harper’s article. Handout.
Due: Unit #3 Essay. See “Assignments.”

Monday, April 11th
"What September 11th Really Wrought” (AMERICA’S SECRET HISTORY pp. 56-61)
“And Our Flag Was Still There” by Kingsolver (AMERICA’S SECRET HISTORY pp. 75-77)

Wednesday, April 13th
Arundhati Roy article on 9/11.

Friday, April 15th
Hitchens’s “Of Sin, the Left & Islamic Fascism” (AMERICA’S SECRET HISTORY pp. 70-74).

Monday, April 18th
Barzini’s “The Americans: Why We Baffle the Europeans” (AMERICA’S SECRET HISTORY pp. 1-14).

Wednesday, April 20th
Milosz’s “American Ignorance of War” (AMERICA’S SECRET HISTORY pp. 80-84).
Sullivan’s “This Is a Religious War” (AMERICA’S SECRET HISTORY pp. 84-92).

Friday, April 22nd
More Research. Respond to what we’ve read. See “Assignments.”

Monday, April 25th
Due: Draft of Unit #4 Essay. See “Assignments” for details.
Discussion of Revision Assignment.

Wednesday, April 27th
No Class—Individual Conferences with me. Conferences available on Wednesday & Thursday. See my office door to sign up.

Friday, April 29th
Last day of class. Evals and Goodbyes.
Monday, May 2nd
Due: Unit #4 Essay due on Monday, May 2nd
You MUST meet with me for a conference during this week. See sign-up sheet on my door to schedule your conference.

Friday, May 6th
Due: Revised Essay. See “Assignments” for details.

**Attendance Policies**
Regular class attendance is both EXPECTED & REQUIRED. This class is basically all about conversation, and to do well in the class and to benefit from it, you must be in it and aware of what is taking place around you. Thus, YOU WILL BE MARKED ABSENT if I see you SLEEPING or DOING OTHER WORK in class. (Though your body may be here, I doubt that your mind could be. Your body does not concern me. Your mind does.)

I expect regular attendance, because I don't see how you could do very well in this course if you miss class often. And, in my experience, students who miss class do poorly. I will take attendance every day (usually via the daily quiz) so that I have an accurate record of absences. I will start to lower your grade after four unexcused absences. (All absences are considered unexcused without my PRIOR permission). You are not allowed to make-up a quiz unless your absence from class has been approved by me.

If you must miss a class, I EXPECT an ADVANCE PHONE CALL or E-MAIL. "I can't come to class because I have a test this afternoon in physics, and I need the time to study" is NOT a valid excuse. Treat this class as if it were a job. You would not think of cutting a day of work without good reason, and without calling in ahead of time with an explanation. I EXPECT the same COURTESY. This class is a community, and that means that you have a responsibility to your classmates and to me.

**Tardiness**
This class begins at 11:30 a.m. I will understand an occasional tardiness, but don't let tardiness become a habit. It disrupts the class and reflects poorly on you. If it becomes a problem, I will talk to you and will be forced to deduct points from your grade.

Also, if I have started teaching class when you enter the room, it is YOUR RESPONSIBILITY to find out what you may have missed. I often begin class with important assignment information. Make sure you find out what I said. It could be very important.

**Conferences**
During the semester, you will be required to meet with me four times. Once for each major paper plus once for the revision paper. Please come to conferences prepared to
discuss your paper. It might be best to have at least one solid question or issue that you wish to discuss during our individual time together.

I am also available for additional meetings. You can stop by during my office hours, Wednesday 12:30-2:30 p.m., or you can schedule an appointment by e-mailing me.

**Text Production**
I expect all submissions to be produced with a printer (or typed). Most of you will use a computer, so that revising will be almost painless, the software will catch many of your typos and spelling errors, and the final copy will look attractive.

I expect manuscripts to be double-spaced, neat, and error-free (but I don't mind a few hand-made ink corrections). Note that spell-check programs do not catch all errors (omitted words, incorrect word forms, homonyms, etc.), so that careful proofreading is still important. Always save a copy of the paper you submit, either a paper copy or a reliable electronic copy. Last minute computer problems are not a legitimate excuse for extensions of a deadline. Use reliable equipment; reserve time to solve computer glitches; and safeguard your text by making backup copies.

**Paper Deadlines**
I expect papers to be submitted on the due dates, and late submissions will be penalized. I will deduct one grade on a paper for each 24-hour period (or part of a period) that it is late. As a rule, papers will be due at the beginning of a class period (11:30 a.m.); a 24-hour period will start from this deadline and run to the same hour on the following day. Note that weekends and holidays count in lowering your grade, since they give you more time to work on the paper. Late papers can jeopardize your grade!

If you contact me in advance of the due date and have a compelling reason to submit a paper after the deadline, we can work out an extension. If you miss a deadline because of an accident or serious illness, I'll have to ask for confirmation, just to keep everything fair.

**Plagiarism**
For a definition of plagiarism and details about Moravian's regulations, please see pages 4 and 5 of the green handout "Guidelines: Writing 100" and feel encouraged to discuss any questions or concerns you may have with me.

As for my thoughts about plagiarism--DON'T DO IT!!! Plagiarism is damaging to your future and my time. Thus, I take it very seriously. You WILL get into a good deal of academic trouble if you plagiarize. Please don't put either of us through this.

Again, I CANNOT stress this enough -- plagiarism is a very serious academic offense, and will lead to very serious consequences.

**Grading Policies**
Qualities of Effective Expository Writing

1. Thoughtful ideas. Essays should contain ideas that, if not completely "original," nonetheless go beyond stock responses, common wisdom, or ideas that have been thoroughly discussed in class. Thoughtful essays suggest that the writer has engaged in critical analysis and creative thinking about the topic.

2. A claim with support. Essays (with the exception of "reaction papers") should make a claim—or a series of connected claims—that readers can identify clearly. Support is essential but may take a number of forms, such as providing reasons to accept the claim, giving examples that illustrate the point, citing relevant authorities, or referring to passages in a text being analyzed.

3. Effective organization. Essays should follow a plan of development that is clear and appropriate for a particular rhetorical task, such as explaining the significance if an experience, proposing a solution to a problem, comparing stories on the same theme, advocating a position on an issue, or analyzing the techniques in a poem.

4. Coherence and clarity of transitions. Essays should show the relationships among claims or among different elements of support, so that every point in an essay readers know where the argument is heading and how the current topic is related to the main idea.

5. Mature and effective style. Sentences should be of varied length and format; diction should be appropriate and precise, avoiding triteness and use of clichés. The style should reflect a level of syntax and diction consistent with the language employed in contemporary discourse about issues and ideas.

6. Attention to conventions, readability, and manuscript preparation. Essays should follow the conventions for college writing, including standard forms for punctuation, spelling, verb tense, agreement, and other expectations for academic papers. Writers should ensure readability by editing for such mistakes as missing words, homonym confusions, tangled sentences, unclear references, confusing punctuation, and so forth. Papers submitted for evaluation should demonstrate that care was taken in printing and preparation of the final manuscript.

Essay Grades

"A" Essays
These essays are better than "B" essays (see below) though they need not exceed the standards for a "B" on every quality. Rather, an "A" paper is best described as an essay that does something EXCEPTIONAL in at least one of the categories, while meeting the general standards for a "B" essay. Often the "A" essay is distinguished by unusual thoughtfulness and critical thinking, evincing a level of insight or creative understanding that is exceptional. An "A" might also be warranted because an essay is particularly effective in its rhetoric or style: perhaps claims are supported with especially cogent or well-developed reasons, or the overall quality of organization and expression marks the essay as an outstanding example of college-level writing.

"B" Essays
Papers in the B-range demonstrate considerable competence on all six qualities. These essays show thoughtfulness by making insightful statements about a topic, statements that suggest that the writer has engaged in sustained consideration of the topic and undertaken
a careful analysis of ideas. These essays make a clear claim—whether stated explicitly or
implied—and offer relevant evidence, convincing reasons, textual references, or some
other form of appropriate support. The organizing structure of a "B" paper should fit the
purpose of the essay, and connections between sections should be clear, with effective
transitions. Sentences and diction should contribute to a readable essay, one in which the
reader doesn't stumble over awkward phrasing. Finally, the "B" essay had few deviations
from the conventions expected in college writing; if there are mistakes, they do not
interfere seriously with
comprehension or readability.
"C" Essays
Papers in the "C" range typically fall below the expectations for "B" essays in
thoughtfulness, effectiveness of claims and support, and/or clarity of structure. The
controlling ideas and central claims in a "C" essay may be clear enough, but they will be
PREDICTABLE and not especially thoughtful; often the ideas will come directly and
without modification from reading assignments and/or class discussions. The support
offered for assertions will be underdeveloped or less than fully convincing. Though a
reader may not get lost, a "C" paper will seem disorganized in places. The paper may
contain enough instances of awkward phrasing, clichés, inappropriate usage, or errors in
mechanics or grammar to affect an academic reader's assessment of the writer's
competence and care.
"D" and "F" Essays
Papers in these grade categories have serious weaknesses in several of the qualities of
effective writing. Most damaging to their effectiveness is a lack of ideas: these essays
typically contain very average and/or underdeveloped ideas, and those presented tend to
be confusing and seriously underdeveloped, so that claims receive insufficient and
inadequate support, with little in the way of evidence or convincing arguments. Weak
papers also often strike readers as disorganized and difficult to read, because these essays
often lack devices for forecasting topics and provide few signals to ease transitions
between sub-points. Style, use of conventions, and manuscript preparation may also be so
weak that they interfere with readability or result in an essay that fails to meet the basic
expectations for college-level writing.

Grading Scale
I grade on a 1000 point scale. Here is the scale.
1000-930 points = A
929-900 points = A-
899-870 points = B+
869-830 points = B
829-800 points = B-
799-770 points = C+
769-730 points = C
729-700 points = C-
699-670 points = D+
669-630 points = D
629-600 points = D-
599 points or less = F
My Expectations
Above all, I'm asking for a commitment to the course: a promise to do the reading and writing to the best of your ability. I expect you to keep up with scheduled work, to submit papers when they are due, and to come to class prepared to participate in activities and discussions.

STAY IN COMMUNICATION. If you start to have problems that may affect your work in the course, please get in touch with me as soon as possible. These problems include serious illness, an accident, severe stress, family difficulties, etc. I don't need to know all about the problem. But I do need to talk with you about the impact that a difficulty might have on your work in Writing 100. Above all, don't just "disappear" if a problem develops! Keep in touch with me by e-mail or phone.

WELCOME TO THE CLASS!!!