

us history II

HI 112-11
HI 112-H1

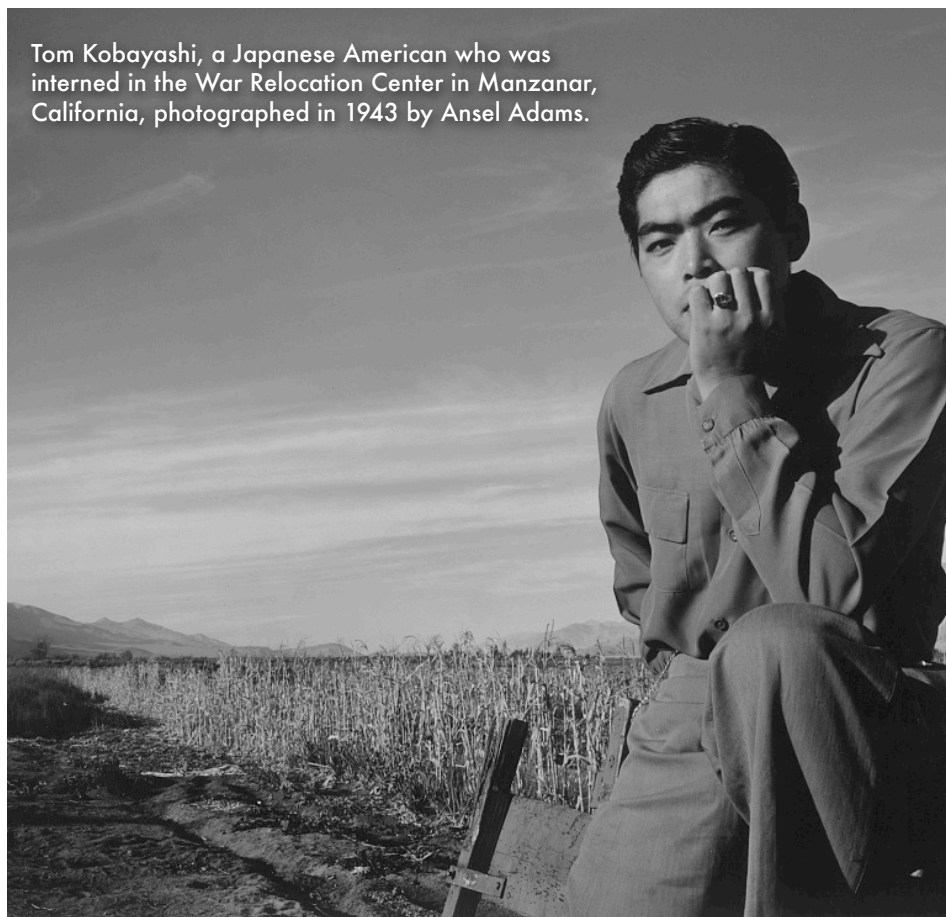
SPRING 2012

MWF 10:30 AM

ROOM S-320

WORCESTER
STATE
UNIVERSITY

Tom Kobayashi, a Japanese American who was interned in the War Relocation Center in Manzanar, California, photographed in 1943 by Ansel Adams.



Course Description and Objectives

In this course, we explore US history since the end of the Civil War & Reconstruction

You will study broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and rights movements. You will also develop the ability to think historically through critical analysis of primary and secondary sources; set events, documents and people in their historical contexts; and

craft interpretations and historical narratives from the “raw material” of the past. In this course, you should expect to do much more than memorize facts or dates – you will be busy actively *doing* history, not passively learning about history.

Since it fulfills your “Constitutions” requirement, the course will also cover relevant aspects of the US and Massachusetts state constitutions. This is in accordance with MA General Laws, Chapter 73, Section 2A, which reads: “In all state colleges the constitutions of the United States and of the commonwealth shall be taught as

required subjects for the purpose of fitting the students, morally and intellectually, for the duties of citizenship and of school teaching.”

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course details Website: <http://tonahangen.com/wsc/us2>

LASC: USW, CON

Required textbook: James West Davidson et al, *Experience History: Interpreting America’s Past* Volume 2, From 1865 (McGraw Hill 2011) ISBN: 978-0077368326

how to take this course

It's not what you "get" in this course, it's how deep you go. People take a US History survey for lots of reasons, usually variations on "it's required." Think about why someone has decided that learning this material might be essential to your college experience, and what that means for you personally.

It is entirely possible to do well in the class without being transformed by your new-found historical knowledge, but it would be a darn shame. I like to think that this (and indeed, any) course operates on three levels. Imagine we are standing on the seashore; the course is the ocean. Enter with me and go as deep as you dare...

wading

you need the basic outlines of US history, the highlights, the main characters & ideas, the surface-level knowledge

There's nothing wrong with staying in the shallows; this approach may work for you if this is likely to be your only history course, or if you've never taken one before & it's all new

"Waders" will tend to assume that textbook, documents, and professor are mutually reinforcing, telling basically the same story. Waders are mainly concerned with WHAT happened in the past.

snorkeling

you have a grasp of the basics and are ready to think historically and explore what's below the surface

Perhaps you've taken US history before, or are a beginning history major. You already know that history is a conversation among differing and/or contradictory perspectives.

"Snorkelers" notice historical inconsistencies and they respectfully challenge assumptions through lively debate. Snorkelers are interested in HOW & WHY things happened as they did.

scuba diving

you want to go deeper into the past, using the cognitive equipment & tools of history as a focused critical thinker

Experienced? You are well aware of historical controversy and how historical knowledge is constructed. You actively seek alternative sources, interpretations, and voices.

"Divers" don't take any of the course's structure or content as natural or inevitable. They see (and then fill) the course's gaps. They are curious, passionate, and concerned with WHY HISTORY MATTERS.

Course Requirements

This course involves reading, writing, and group discussion. It is fast-paced; you will need to absorb textbook material on your own outside of class. We will use the entire *Experience History* textbook but will not discuss all of it in class. You will write the equivalent of 30 pages over the course of the term. You will need to put in consistent effort throughout the whole semester. You'll need to have (or learn) basic library and online research skills. You will need to speak up in class and demonstrate active learning, not passive absorption. **Learning is not a spectator sport.**

Attendance and Participation (13%) I take attendance in each class. You should be on time and ready to participate each day. I expect class discussion will be lively, respectful, substantive, and that you will have done that day's assigned reading before class. Workshop days are especially important, since the work we do depends on being present in class. If you must miss class, I do appreciate knowing when & why you are absent, but it doesn't "excuse" the absence.

Exams and Quizzes (70%) We will have 5 exams, taken as written exams in class. The last one will take place during the final exam period, but will be the equivalent of the other

four exams (not a cumulative final). Your lowest exam is dropped; **there are no makeup exams.**

In addition, there will be 6 quizzes spaced throughout the term, based on the textbook. These are online quizzes taken through Blackboard, and each will be available for about 4 days. The quiz can be taken up to 3 times and after it closes I record your highest grade. All the quizzes count, and there are **no makeups on the quizzes.**

Written Projects (17%) This includes 5 short papers called "Skill Builders," each one based on a primary source. They are 2 pages long and give you practice with the analysis of the "raw material" that historians use to make history. More information about those can be found on page 4.

Your written projects grade also includes two projects of your own original work. Both involve planning ahead, research, and well-crafted, evidence-based historical writing. For the first project you will write a paper that uses old documents as evidence for a historical argument. For the second project you'll use and then improve a student-made packet of sources for studying a recent event in American history. See the course website for detailed information and project guidelines for each of these assignments.



Margaret Sanger was banned from sending material through the US mail for her stance on birth control, ran a free clinic for poor women in NYC, and became the darling of the eugenics movement.

Your Instructor

Dr. Tona Hangen
Office: Sullivan 327-B
Phone extension: 8688
email: thangen@worchester.edu
Email is the preferred way to reach me

Office Hours (signup posted on door)
MW 2-3 pm, Th 12:30-2:30 pm
and by appointment

Grading Scale

A 433 or above	Attendance/Participation	60 points	Silent attendance will not earn full credit; class participation matters. Sleeping or texting in class will lower this grade.
A- 414 - 432	Exams (best 4 of 5)	200 pts	Exam dates: 2/3, 2/17, 3/14, 4/6, 5/9
B+ 405 - 413	Quizzes (6)	120 pts	Online. Multiple re-takes allowed. Open for multiple days.
B 381 - 404	Skill Builders (4 of 5 required)	40 pts	Short analytical papers (2 pages) tackling a primary source. Due Dates: 1/20, 1/30, 3/2, 3/30, 4/20
B- 368 - 380	Primary Source Project	20 pts	5-page research paper using a document reader. Due 3/16
C+ 359 - 367	History Now Project	20 pts	A project focused on an event since 1980. Due 4/30
C 340 - 358			
C- 322 - 339			
D+ 313 - 321			
D 295 - 312			
D- 276 - 294			
F 275 or below			
Total		460 points	

Syllabus (tentative - full version will be published by 1/23)

#	Date	What to Plan For	What to Read	What's Due
Unit One: America in the Late 19th Century				
Quiz 1 (1/23 - 1/27)				
1	W 1/18	Course Introduction	EH Table of Contents, Introduction	
2	F 1/20	Was America Reconstructed?	Website: "Wet w/ Blood"	SB1
3	M 1/23			
4	W 1/25			
5	F 1/27	Workshop Day		
6	M 1/30			SB2
7	W 2/1			
8	F 2/3	Exam #1		
Unit Two: The Progressive Era				
Quiz 2 (2/6 - 2/10)				
9	M 2/6			
10	W 2/8			
11	F 2/10	Workshop Day		
12	M 2/13			
13	W 2/15			
14	F 2/17	Exam #2		
Mon 2/20 No Class - President's Day				
15	W 2/22	Constitutions Day		
Unit Three: The 1930s and 1940s				
Quiz 3 (2/27 - 3/2)				
16	F 2/24	Workshop Day		
17	M 2/27			
18	W 2/29			
19	F 3/2	Primary Source Workshop		SB3
20	M 3/5			
21	W 3/7			
22	F 3/9	Writing Workshop		

Syllabus Overview

Although we will utilize the entire textbook, we focus more closely on some things than others. Each unit will have a main topic or theme (based on your interests and voting in the first week of the term) with one chapter that we consider more deeply. The quizzes (open book, online, at home, with the option for multiple retakes) are based on the chapters which we do not consider in depth or in class. Each unit quiz is open for about one week and then when it closes, I record your highest quiz grade.

During each unit, we explore our central topic or theme from multiple angles: textbook reading and discussion, lecture, primary and visual sources, music, online resources, and in-class workshops or learning labs. Each unit contains several learning sessions including at least one Workshop Day, one Skill Builder paper, and a written exam.

In the second half of the course, you will apply your skills to the development of a historical thesis in a longer piece of writing, based on the sources in a document book on reserve in the library. And at the end of the course, you demonstrate your historical learning by exploring an event in recent American history and evaluating and improving a packet of sources about that event.

(calendar continued on next page)

#	Date	What to Plan For	What to Read	What's Due
23	M 3/12			
24	W 3/14	Exam #3		
25	F 3/16			P-Source Paper
Spring Break 3/19 - 3/24				
Unit Four: Cold War America Quiz 4 (3/26 - 3/30)				
26	M 3/26			
27	W 3/28			
28	F 3/30	Workshop Day		SB4
29	M 4/2			
30	W 4/4			
31	F 4/6	Exam #4		
Unit Five: The Sixties Quiz 5 (4/9 - 4/13)				
32	M 4/9			
33	W 4/11			
34	F 4/13	Workshop Day		
Mon 4/16 No Class - Patriot's Day				
35	W 4/18			
36	F 4/20			SB5
Unit Six: History in Our Time Quiz 6 (4/23 - 4/27)				
37	M 4/23			
38	M 4/25	History Now Workshop		
39	F 4/27			
40	M 4/30			History Now Project
	W 5/9	Exam #5 at 8:30 am		

Skill Builders: Thinking Like a Historian - One of the features of the

Experience History textbook is the additional resources that appear in colored boxes or pages in each chapter. In the "Dueling Documents," the book's editors set two documents in conversation/argument with each other. Both represent actual evidence from the past, but they usually take opposing views of an issue or an event. This is useful because historians often need to weigh conflicting pieces of evidence, and you get to see that in action. In "Historian's Toolbox," an artifact or object is explored using critical thinking questions and annotations, to show how a historian would approach this thing from the past. In "After the Fact," the editors create a longer essay that discusses evidence, controversy and interpretation in a historical reconstruction of an episode in American history. Through all of these special resources, you see historians at work: uncovering their process, analyzing evidence, and developing plausible stories (histories) that acknowledge scholarly research and argument.

For each of your five "SkillBuilder" papers, you will draw on a primary source in a similar way. Choose from one of these special textbook sections, or from a list of online resources I will provide (exception: SB1, which is based on a website). Choose from any time period, anywhere in the book. You will write a concise, 2-page paper that addresses the topic, either applying the suggested questions to it, or using your own appropriate questions to analyze the historical evidence. The evidence you use (whether it's a document, an image or an object) and any direct quotations or paraphrases from the source **MUST BE CITED** using correct Chicago-Style footnotes.

Let me stress, these are not opinion pieces but brief works of historical analysis. As you do this over and over, you will develop stronger critical thinking skills, approach primary sources with greater confidence, and understand how historians use such sources to construct their interpretations of the past. In other words, as you model what they do, you will begin thinking like a historian.

Criteria and grading: A SkillBuilder should be 2 full pages long (double-spaced) and thoroughly proofread for spelling and grammar. It should contain at least one correctly formatted footnote to the original sources. Give your paper a catchy title (not "SkillBuilder #3"). Do not include a title page or a separate Works Cited page - what you turn in should be exactly 2 sheets of paper, no more and no less. Each SkillBuilder is worth 10 points on your final grade. You may submit your SkillBuilders electronically or as printed papers (see sidebar).

continued on p. 5

Student Learning Outcomes

By the end of this course, students will be able to...

- Explain processes of modification and interpretation of the US and MA Constitutions in the period 1877-now
- Apply concepts and skills of historical thinking to selected topics in the period 1877-now (such as chronology, contingency, causality, pastness, sourcing).
- Distinguish between primary and secondary sources and apply appropriate analytical questions to each to demonstrate understanding of their scholarly uses in history
- Self-select a level of course intensity and extend one's own individual skills in historical thinking and analysis
- Recall and connect events across different periods in the American

Paper Submission Guidelines

Best = hand in your SB during class on its due date, as a printed paper

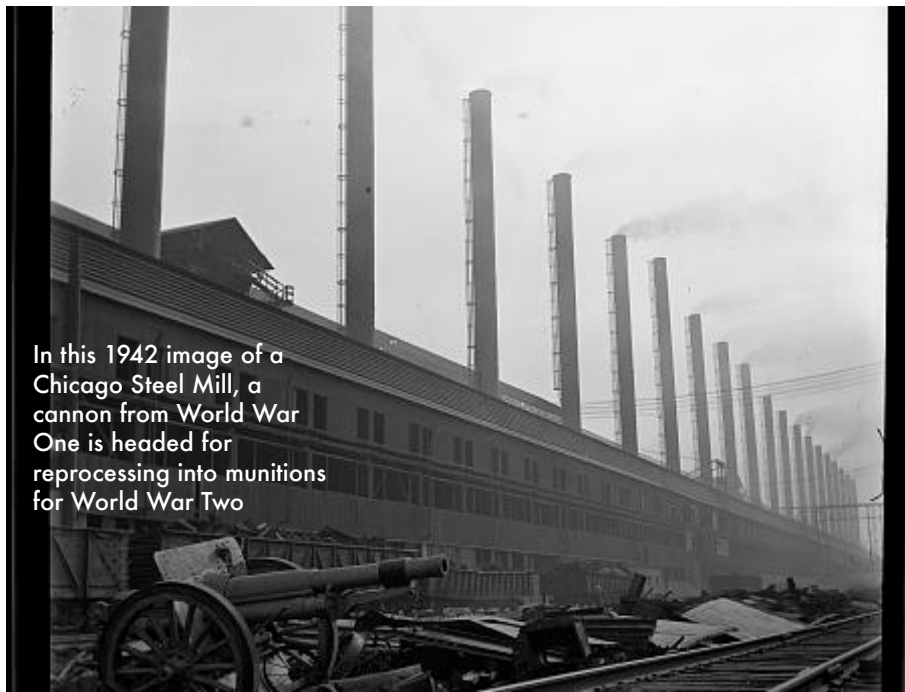
Also Best = upload your SB to Blackboard Digital Dropbox before class begins on the due date. Put your last name in the uploaded paper's filename.

Acceptable = turn in your printed SB before its due date either in class or in my office mailbox (Sullivan 327-B)

My least favorite = sending your SB as an attachment or in the text of an email

Not acceptable = anything else, like having printer trouble and not bringing it to class, not uploading it before class begins, or begging me to let you print it later and drop it off, or forgetting to do them and asking to turn them in all at once at the end of the semester. My answer will be: there are no makeups or late work on SkillBuilders.

To avoid losing work, I recommend that you 1) not keep your papers on only one computer or flash drive, and 2) email your papers to yourself frequently so you can access them from another computer in a pinch. Alternatively, you can use a free program like Dropbox (<http://dropbox.com>) to store documents "in the cloud" for remote access.



In this 1942 image of a Chicago Steel Mill, a cannon from World War One is headed for reprocessing into munitions for World War Two

Skill Builders Continued

SkillBuilders are due at the beginning of class on the specified date. You can drop one without penalty since only 4 of the 5 are required, but you will get the full credit for all 5 if you turn them all in. **There are no makeups on the SkillBuilders.**

Plan ahead: I will not grant extensions or allow late submissions on SkillBuilders. This includes printing/sending after class on the same day it is due, which is not permitted. I am happy to read and comment on late work but it will not receive credit.

Comments: When I return your graded SkillBuilder, I attach a document with the grading rubric and my cumulative comments on ALL your SkillBuilders. I do this so that you can track your improvement using a record of your past feedback throughout the semester. I like to see general improvement over the semester in both your writing and your analytical skills, and I find that it helps students to see all the previous comments each time.

The paperless option: If you submit your paper electronically, you will receive it back electronically. If you submit it as a printed paper, you will receive it back with printed comments attached.

The Fine Print

Regarding plagiarism: On papers and exams, doing your own work is absolutely essential. You must demonstrate academic integrity in taking the online quizzes. In ALL papers, you must cite the sources of any information, quotations or ideas which are not your own, using standard citation methods (Chicago Style). Let me be very clear. The online quizzes are intended to be taken by yourself without others' help. You cannot clip and paste text from the internet or the textbook into your papers and pass it off as your own writing. You cannot turn in a paper that someone else has written or that you have bought or downloaded from online. Plagiarized work or exam/quizz cheating is an automatic zero on the assignment and may cause you to fail the class, at my discretion. I take such violations very seriously. Please familiarize yourself with and follow the University policy on Academic Honesty in the Student Handbook.

Technology Use in Class: We will be busy in every class session and we don't need any electronic distractions. Silence your cell phones before you enter the classroom. If it rings, I reserve the right to answer it. No texting in class. You may bring a laptop, but only for taking notes or accessing relevant course material during discussion. Do not use your laptop in class to surf the internet, check your email, update your Facebook status, or the like. These activities seriously jeopardize your class participation grade.

Help & Resources

If you are feeling lost or overwhelmed...

1. Speak up in class

You may not be the only person with the same concern, and we all benefit from working questions out together.

2. Make an appointment with me

You are welcome to email or sign up for an appointment to meet during my office hours, or better yet: just drop in. Many questions and issues can be easily resolved this way.

3. Consult appropriate online resources

In the sidebar of the website, I've linked to some useful online resources, including a study site, an online textbook, and a writing handbook.

4. Get to know the Reference Desk

Our library staff is eager to help guide your research and to orient you to our library's printed and online resources.

5. Use the Writing Center

The Writing Center is a free resource at any stage of the writing process, from getting started to revising drafts to polishing a final essay. It's located in Sullivan 306, extension x8112.

6. Meet with the History Department Tutor

Our department has a grad assistant with tutoring hours to help students in any history class. Sign up at the Secretary's desk in Sullivan 327 and bring your textbook with you to the tutoring session.

7. Visit the Academic Success Center

In some cases, students benefit from tutoring or one-on-one intervention. The Academic Success Center offers (free) tutoring in many subjects, including history, and can also help you with general study, note-taking, or textbook reading strategies. They are located in Admin 130, phone x8111.

Accommodations

If you have a documented disability (learning or otherwise), and you need a reasonable accommodation made for you in this course, please consult with me immediately at the outset of the course so we can design a solution that will help you be successful in the class.

HI 112 Syllabus Spring 2012 – Revised 1/20/12

#	Date	What to Plan For	What to Read	What's Due
Unit One: America in the Late 19 th Century. Deep Focus = Rise of the City (Ch 20) // Quiz 1 (1/23-27) → Ch 18 + 19				
1	W 1/18	Course Introduction	EH Table of Contents + Introduction	
2	F 1/20	Was America Reconstructed?	Website: Wet With Blood + EH Ch 17	SB 1
3	M 1/23	The Gilded Age	Skim Ch 18 and 19	
4	W 1/25	Rise of the City	EH 20 p. 540-545	
5	F 1/27	Workshop Day	"Digital Detecting" p. 527	
6	M 1/30	City Life	EH 20 p. 545-555	SB 2
7	W 2/1	City Culture	EH 20 p. 555-566	
8	F 2/3	Exam #1		
Unit Two: The Progressive Era. Deep Focus = Why the Twenties Roared (Ch 22 + 24) // Quiz 2 (2/6-10) → Ch 21, 23				
9	M 2/6	Progressivism	EH 22	
10	W 2/8	Roaring Economy	EH 24 p. 657-665	
11	F 2/10	Workshop Day	EH 24 p. 665-670	
12	M 2/13	Cultural Conflict	EH 24 p. 670-676, 683	
13	W 2/15	Politics of the Twenties	EH 24 p. 677-680	
14	F 2/17	Exam #2		
<i>M 2/20 No School, President's Day</i>				
15	W 2/22	Constitutions Day	Reading TBA	
Unit Three: The 1930s and 1940s. Deep Focus = The Great Depression (Ch 25) // Quiz 3 (2/27-3/2) → Ch 26				
16	F 2/24	Workshop Day	EH 24 p. 680-684	
17	M 2/27	Oh, the Humanity!	EH 25 p. 687-697	
18	W 2/29	Economics of the Depression	Reading TBA	
19	F 3/2	Primary Source Workshop	No reading	SB 3
20	M 3/5	New Deal I	EH 25 p. 697-702	
21	W 3/7	New Deal II	EH 25 p. 702-706, 715	
22	F 3/9	Writing Workshop	Bring the draft of your paper	
23	M 3/12	Culture of the 1930s	EH 25 p. 706-714	
24	W 3/14	Exam #3		
25	F 3/16	Film Day: Grapes of Wrath		P-Source Project
<i>Spring Break 3/19-24</i>				
Unit Four: Cold War America. Deep Focus = TV and Culture of the 1950s (Ch 28) // Quiz 4 (3/26-30) → Ch 27				
26	M 3/26	From WW2 to the Cold War	EH 26 p. 740-750 + 27 p. 757-763	
27	W 3/28	McCarthyism	EH 27 p. 769-772, 776	
28	F 3/30	Workshop Day	Reading TBA	SB 4
29	M 4/2	Suburbia and its Critics	EH 28 p. 781-792	
30	W 4/4	Rebellion and Space Racing	EH 28 p. 793-805	
31	F 4/6	Exam #4		
Unit Five The Sixties. Deep Focus = Vietnam: Hawks and Doves (Ch 30) // Quiz 5 (4/9-13) → Ch 29				
32	M 4/9	Prelude to Vietnam	EH 30 p. 839-844, 865	
33	W 4/11	Hawks and Soldiers	Reading TBA	
34	F 4/13	Doves	Reading TBA	
<i>M 4/16 No School, Patriots Day</i>				
35	W 4/18	Workshop Day	EH 29 p. 828-829 + 30 p. 846-848, 857	
36	F 4/20	Legacies and Memories	EH 30 p. 868-871 + McNamara (PDF)	SB 5
Unit Six: History in Our Time. Deep Focus = America Since 9/11 (Ch 32) // Quiz 6 (4/23-4/27) → Ch 31				
37	M 4/23	Fill in the Background	EH 31 p. 887-893 + 32 p. 907-909	
38	W 4/25	History Now Workshop	No reading	
39	F 4/27	9/11 and the War on Terror	EH 32 p. 917-927	
40	M 4/30	Where we go from here	Reading TBA	H-Now Project
	W 5/9	Exam #5 at 8:30 am		



WHAT'S IN THIS SYLLABUS

2

COURSE REQUIREMENTS

How to succeed, and what your grade will be based on.

3

GRADING SCALE & TENTATIVE SYLLABUS

A finalized syllabus (based on class voting) will be distributed in the second week of class.

4

SKILLBUILDER INFO

Guidelines and advice for making the most of the SkillBuilder assignments, and instructions for submitting your papers.

5

STUDENT LEARNING OUTCOMES (SLOs)

These are what you should know or be able to do by the end of this course.

5

POLICIES AND RESOURCES

Got a question? Need help? Want clarification on course policies? Check here first.

In this course, we explore US history since the end of Reconstruction in 1877

Course Description and Objectives

You will study broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity and rights movements.

You will improve your ability to think historically through critical analysis of primary and secondary sources; set events, documents and people in their historical contexts; and craft your own interpretations and historical narratives from the “raw material” of the past. If your past experience in history courses involved a lot of memorization of facts and dates, then you will find this course to be very different – you will be busy actively doing history, not passively learning about history.

Since it fulfills your “Constitutions” requirement, this course will also cover relevant aspects of the US and Massachusetts state constitutions. This is in accordance with MA General Laws, Chapter 73, Section 2A, which reads: “In all state colleges the constitutions of the United States and of the commonwealth shall be taught as required subjects for the purpose of fitting the students, morally and intellectually, for the duties of citizenship and of school teaching.”

Course Schedule

Section 01

MWF 8:30 am Sullivan 104

Section 11 + H1

MWF 9:30 am Sullivan 104

Course Resources

Textbooks

Our textbooks this term are:

James A. Henretta, *America: A Concise History* VOL 2, 5th edition (Bedford St. Martins 2012) ISBN 978-0-312-64329-4

Kevin J. Fernlund, *Documents for America's History* VOL., 7th edition (Bedford St. Martins 2013) ISBN 978-0-312-64863-3

Course Website

<http://tonahangen.com/wsc/us2>

Professor Info

Dr. Tona Hangen

Office: Sullivan 327-D
Phone: x8688

Office Hours: M and W-F and by appt. Signups are posted on my office door and under “Prof Info” on the course website. Email is the preferred way to reach me:

thangen@worcester.edu

SOCIAL HISTORY

HISTORY OF “NON-FAMOUS” PEOPLE

This 1943 painting, titled “The Ironers,” is by Jacob Lawrence, an African-American artist who captured the spirit and hopes of blacks moving north during the “Great Migration” of the early twentieth century. The women he painted remind us that for most people, throughout most of American history, life was hard work--but despite that, colorful and often communal.

Perhaps you’ve experienced history as a blur of dates and presidential administrations. I try to take a different approach, focusing on aspects of the past including culture, media, gender, work, social and religious organizations, physical landscapes, and especially documents, images, sounds, and stories.



Course Requirements

This course involves reading, writing, and group discussion. It is fast-paced; you will need to absorb textbook and other reading material on your own outside of class. We will use the entire textbook but will not discuss all of it in class. You will write the equivalent of 30+ pages over the course of the term. You will need to put in consistent effort throughout the whole semester. You’ll need to have (or learn) basic library and online research skills. You will need to speak up in class and demonstrate active learning, not passive absorption. **Learning is not a spectator sport.**

Attendance and Participation 25%

I take attendance in each class. You should be on time and ready to participate each day. I expect class discussion will be lively, respectful, substantive, and that you have put in the necessary time to read and understand the unit’s assigned reading. Your A&P grade also includes any in-class group work and writing assignments. Workshop days are especially important, since the work we do depends on being present in class. If you must miss class, I do appreciate knowing when & why you are absent, but it doesn’t “excuse” the absence.

Exams and Quizzes 45%

There is a 12-point online quiz posted in Blackboard during each unit, open-book and permitting up to 3

attempts. At the end of each unit there is a 20-point exam, based both on the textbook and on the unit’s in-class explorations. You have to take all 4 online quizzes, but the lowest written exam will be dropped. For that reason, **there are no makeup in-class exams.** The last written exam takes place during finals period, but will be the equivalent of the other three exams - it is not a cumulative final.

Written Projects 30%

Written work includes up to 8 short papers called Skill Builders, each one based on a primary source. They are 2 pages long and give you practice with analyzing the “raw material” that historians use to make history. More information about those can be found on page 4.

Your written projects grade also includes two projects of your own original work. Both involve planning ahead, research, and well-crafted, evidence-based historical writing. For the first project you will write a paper that uses old documents as evidence for a historical argument. For a second project you’ll use and then improve a student-made packet of sources for studying a recent event in American history. See the course website for detailed information and project guidelines for each of these assignments.

GRADING

ATTENDANCE & PARTICIPATION **60 POINTS**

Silent attendance will not earn full credit & class participation matters. Sleeping or texting in class will definitely lower your grade.

EXAMS (BEST 3 OF 4) **60 POINTS**

Exam dates: Feb 15, March 15, April 12, and May 10 or 13.

QUIZZES (4) **48 POINTS**

12-point quizzes are online. Multiple re-takes allowed during a 2-day window.

SKILLBUILDERS (8 POSSIBLE) **35 POINTS**

Short (2-page) analytical papers, tackling one primary source. Due dates: Jan 25, Feb 1, 8, 22, March 29, Apr 5, 19 and 26. One may be dropped without penalty.

PRIMARY SOURCE PROJECT **20 POINTS**

A 5-page research paper using our document reader. Due March 8..

HISTORY NOW PROJECT **17 POINTS**

A project focused on an event since 1980. Due May 6.

TOTAL **230 POINTS**

Overview

Although we will utilize the entire textbook, we focus more closely on some things than others. Each chronological unit uses a different “lens” (based on your interests and voting in the first week of the term) through which we consider the history of that period. A finalized syllabus will be distributed in the second week of class.

Every unit involves multiple sources or ways to learn, such as textbook reading and discussion, lecture, primary and visual sources, music, online resources, and in-class workshops or learning labs. All units contain several learning sessions, two Workshop Days, at least one SkillBuilder, an online quiz and a written in-class exam.

During the second half of the course, you will apply your skills to the development of a historical thesis in a longer piece of writing, based on the sources in your document reader. And at the end of the course, you demonstrate your historical learning by exploring an event in recent American history and evaluating and improving a packet of primary sources about that event.

Tentative Syllabus

Units & Readings	Important Dates
1. America in the Late 19th Century. Jan 18 - Feb 15 Reading: Chapters 15 - 19	1/18 No Class, MLK Day 1/25 Practice Quiz, SB1 Due 1/30 Workshop Day 2/1 Quiz 1, SB2 Due 2/8 SB3 Due 2/13 Workshop Day 2/15 Exam #1
2. Industrial, Modern America (to 1940) Feb 20 - March 15 Reading: Chapters 20 - 23	2/22 SB4 Due 2/27 Workshop Day 3/1 Primary Source Paper Draft 3/8 Quiz2, PS Project Due 3/13 Workshop Day 3/15 Exam #2
<i>Spring Break March 18 - 22</i>	
3. Cold War, Liberalism and Freedom March 25 - April 12 Reading: Chapters 24 - 27	3/29 SB5 Due 4/3 Workshop Day 4/5 Quiz3, SB6 Due 4/10 Workshop Day 4/12 Exam #3
4. America In Our Time April 17 - May 6 Reading: Chapters 28 - 31 Exam #4 for 112-01 = 5/10 8:30am Exam #4 for 112-11 = 5/13 8:30am	4/19 SB7 Due 4/24 Workshop Day 4/26 Quiz4, SB8 Due 4/29 Workshop Day 5/6 History Now Project Due

GRADING	SCALE
A 216 or above	C 170-178
A- 207-215	C- 161-169
B+ 202-206	D+ 156-160
B 193-201	D 147-155
B- 184-192	D- 138-146
C+ 179-183	E 137 or below



Thinking Like a Historian SkillBuilders

Historians use evidence to construct a story or interpretation about the past, and often that evidence is fragmentary, partial or conflicting. A careful historian asks critical questions about her or his evidence and acknowledges the potential strengths and weaknesses of those sources for constructing plausible stories (histories) about the past. Historians make knowledge rather than just consume it.

For each of your seven required "SkillBuilder" papers, you will practice using a primary source in these ways. You'll write a concise, 2-page paper critically analyzing ONE source from the relevant unit chapters of the Fernlund documents reader and connecting it to a specific passage in the Henretta textbook. Both the evidence and the textbook passage **MUST BE CITED** in your paper using correct Chicago-Style footnotes.

Let me stress, these are NOT opinion pieces but brief works of historical analysis. As you do this over and over, you will develop stronger critical thinking skills, approach primary sources with greater confidence, and understand how historians use such sources to construct their interpretations of the past. You will also be able to contribute more thoughtfully in class discussion. In other words, as you model what they do, you will begin thinking like a historian.

Criteria and grading: A SkillBuilder should be a full 2 pages long (double-spaced) and thoroughly proofread for spelling and grammar. It should contain at least two correctly formatted

footnotes (one to the primary source and one to the textbook passage). Give your paper a catchy title, not "SkillBuilder #3." Do not include a title page or a separate Works Cited page – what you turn in should be exactly 2 sheets of paper, no more and no less. Each SkillBuilder is worth 5 points on your final grade. You may submit your SkillBuilders electronically or as printed papers (see sidebar).

SkillBuilders are due at the beginning of class on the specified date. You can drop one without penalty since only 7 of the 8 are required, but you will get the full credit for all 8 if you turn them all in.

There are no makeups on SkillBuilders.

Plan ahead: I will not grant extensions or makeups or allow late submissions on SkillBuilders. This includes printing/sending after class time on the same day it is due, which is not permitted. I am happy to read and comment on late work but it will not receive credit.

Comments: When I return your graded SkillBuilder, I attach a document with the grading rubric and my cumulative comments on ALL your SkillBuilders. I do this so you can track your improvement and have a record of your past feedback throughout the semester. I like to see general improvement over the course in both your writing and your analytical skills, and I find that it helps students to see all the previous comments each time.

The paperless option: if you submit your paper electronically, you will receive it back electronically by email. If you submit it as a printed paper, you will receive it back with printed comments attached.

PAPER SUBMISSION GUIDELINES

Best

Hand in your SB during class on its due date, as a printed paper

Equally Fine

Email your SB to me as an attachment. Your last name **MUST** appear in the document's filename. The file needs to be in one of the following formats: .doc, .docx, .rtf, or .pdf.

Acceptable

Turn in your printed SB before its due date either in class or in my office mailbox (Sullivan 327-D)

Not acceptable

Anything else, like having printer trouble and not bringing it to class, not uploading it before class begins, or cutting & pasting the text into an email. There are no makeups or late work on SkillBuilders.

To avoid losing work, I recommend that you 1) not keep your papers on only one computer or flash drive, and 2) email your papers to yourself frequently so you can access them from another computer in a pinch. Alternatively, you can use a free program like Dropbox, Microsoft Skydrive, or Google Drive to store documents "in the cloud" for remote access.

Q&A

Policies, Resources, and Advice

What are the course Student Learning Outcomes (SLOs)? In other words, what should I know or be able to do by the end of this course?

Explain processes of modification and interpretation of the US and MA Constitutions in the period 1877-now

Apply concepts and skills of historical thinking to selected topics in the period 1877-now (such as chronology, contingency, causality, pastness, sourcing)

Distinguish between primary and secondary sources and apply appropriate analytical questions to each to demonstrate understanding of their scholarly uses in history

Self-assess and extend one's own individual skills in historical thinking and analysis

Recall and connect events across different periods in the American past and present

What is the course policy on technology use in class?

We will be busy in every class session and we don't need any electronic distractions. Silence your cell phones before you enter the classroom and refrain from texting in class. You may bring a laptop, and on some days laptops are actually required, but please confine your laptop work to taking notes or accessing relevant course material during discussion. Do not use your laptop in class to surf the internet, check your email, update your Facebook status, etc. These activities will definitely jeopardize your class participation grade.

What if I need a disability accommodation?

If you have a documented disability (learning or otherwise), and you need a reasonable accommodation made for you in this course, please consult with me immediately at the outset of the course so we can design a solution that will help you be successful in the class.

What is the course policy regarding plagiarism and academic honesty?

On papers, exams, and quizzes, doing your own work is absolutely essential. You must demonstrate academic integrity in taking the exams. Each student should take the online portion individually; it should not be taken in groups. In ALL your papers, you must cite the sources of any information, quotations or ideas which are not your own, using standard Chicago Style citation method. Let me be very clear. You cannot clip and paste text from the internet or the textbook into your papers and pass it off as your own writing. You cannot turn in a paper that someone else has written or that you have bought or downloaded online. Plagiarized work or exam/quiz cheating is an automatic zero on the assignment and may cause you to fail the class, at my discretion. I take such violations very seriously. Please familiarize yourself with and follow the University policy on Academic Honesty in the Student Handbook.

What should I do if I am feeling lost or overwhelmed in this class?

Two things may help, for starters... First, speak up in class. You may not be the only person with the same concern, and we all benefit from working questions out together.

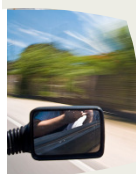
Second, make an appointment with me. You are welcome to email or sign up for an appointment (sheet is posted on my door) to meet during my office hours, or better yet: just drop in. Many questions and issues can be easily resolved this way.

What other campus resources might help me succeed in this class?

Get to know the Reference Desk in our library ~ Check out the Writing Center (Sullivan 306, Phone x8112) for help at any stage of the writing process ~ Visit the Academic Success Center (Admin 130, Phone x8111) which offers free tutoring and help with study, note-taking and time management strategies ~ Meet with the History Department Tutor (sign up in the History Office in Sullivan 327, and be sure to bring your textbook with you to the tutoring session).



► **Reading:** Achievement of advanced literacy and articulate one's responses verbally & in writing.



► **Writing:** Develop writing process includes pre-write, multiple drafts, revise, edit and polish.



► **Critical Thinking:** Ability to compare, contrast, analyze & synthesize; challenge underlying assumptions; take imaginative leaps and intellectual risks.

◦ T/R 3:30-4:45 | ◦ Rounds 303 | ◦ ENDI1450.07

<http://fall2011outsiders.wordpress.com/>

Skype/Twitter: mrs alander Hashtag: #psuoutsiders

Email: vanessa.alander@gmail.com

Google+: [gplus.to/vjalandar](https://plus.google.com/u/0/vjalandar)

Text/Cell: 603.452.8444

the outsider

Definitions belong to the definer not the defined.

~~Toni Morrison~~



Course Details:

Directions: Self & Society

Course Information:

This course has a blog component (<http://fall2011outsiders.wordpress.com/>). All handouts, product descriptors and more are found there; including how to submit your assignments. I am attempting to go as paperless as possible. It would be in your best interest to check this frequently.

Late Paper Policy:

Simply written, late papers are not accepted. If a class is devoted to revision or peer writing, and you do not have your writing, you will be asked to leave. The missed day will count as an unexcused absence. Papers not handed in on-time will receive zero a (0).

A Quick Note About Excuses:

Computer-related excuses are not accepted. Always back up your work in multiple places (or use Dropbox). No excuse will allow you from having to produce a final document in time for class.

Participation:

This course requires that every student is engaged in both class activities and discussions. I will work hard to foster an environment of healthy intellectual dialogue, and I expect you to make the same effort.

Attendance Policy:

Attendance is mandatory (like at your job). To succeed in class, you must attend—personally, verbally, written, and socially. If you miss a class, it is your responsibility to find and complete all in-class work & assignments (on-time). In-class work missed may not be made up. More than **two** unexcused absences will seriously affect your final grade for the course.

Decorum:

We may discuss issues that students may find uncomfortable. Sexist, racist or classist language will not be tolerated. Free exchange of ideas only occurs when all people feel as though they can express their ideas openly & safely.

Academic Support:

PSU is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will considered for students are registered.

This class examines the ways in which humans are both social and individual. Literature has highlighted, debated and critiqued the relationship between the individual and society, the impact the individual has on society and that which society has on the development of individual identity, behavior and the formation of beliefs. Cultures differ in the relative value they give to the individual and to the group; literature allows us to look at that value in terms of our roles as individuals and as (non)conformers to social expectations. Through examples taken from writing and film, this course analyzes the self and society through a selection of topics that include gender, sexuality, race, class, wealth, behavior and socialization.

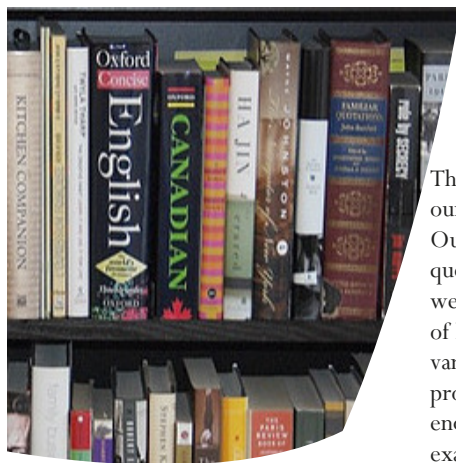
Academic Integrity:

The seriousness of plagiarism and other academic violations of academic integrity cannot be overstated. I pursue all offenses to the fullest extent possible. You need to read PSU's Academic Integrity policy in the Undergraduate Catalog. If you need help or have questions regarding citation or plagiarism, please talk to me.



Essential Questions:

- ❖ Who is an Outsider? Who decides? Who defines an Outsider?
- ❖ What does it mean to be an Outsider?
- ❖ Who gets to decide what is "normal?"
- ❖ What social, cultural, political, and historical forces define an Outsider?
- ❖ To what nature does society dictate the formation of an individual's identity?
- ❖ When and for what would you choose to be an Outsider?



Course Requirements

Personal Inquiry and Research Portfolio:

There are many ways to explore our course theme, The Outsider, as well as our course questions (see above). In class, we will engage in close reading of literature and film to examine variations of our theme. This project, a major intellectual endeavor, requires that you examine the relationship between self and society or The Outsider further. Specifically, you must develop a question or a "line of inquiry" which interests you personally and which is narrower in scope but still relates to the broader theme.

There are many steps in this research project, including:

- the development of the question;
- a personal reflection about the question;
- library research and the compilation of an working works cited;
- a personal interview;
- weaving in literature from the course;
- a research portfolio and final reflection on the process and class.

You will receive a more detailed explanation of this assignment in class.

Un-Conference:

The last classes are dedicated to an un-conference. This un-conference will be run entirely by you. You will design workshops to run and present to a small group of your peers. We will discuss this further in class. This is your chance to show what you know and will count as your final exam.

Collaborative Blog Project:

The group blog project asks students to work together to create and maintain a blog on a shared text. This project is designed to give you practical experience in the skills necessary to be successful producers of online content.

While your group blog must focus around the group text, the posts may be on any topic, related to the text, of the group's choosing.

The group blog will be a major time investment, and the project will be extremely difficult to complete if not completed to meet the required timelines if all blog posts are held to the last minute.

The five text choices are as follows.

- The Book Thief, Zusak
- Glass Castle, Walls
- Feed, Anderson
- Water for Elephants, Gruen
- Unwind, Shusterman

The groups will consist of four people and each will be responsible for two items:

1. Your individual roles
2. Creation of original blog content.

Also, each member will have a specific role:

1. Managing Editor
2. Content/Copy Editor
3. Visual/Layout Editor
4. Promotional Editor
- 5.

There is additional information, including weekly blog guidelines (in terms of style, length and requirements—although, never on content) on the course blog.

GRADING BREAKDOWN:

Grade
A-
B
A

Participation: 50%

Progress: 30%

Performance: 20%

See Grading Memo for more information)

COLLECTION:

The Collection is due at the end of the semester, the last day of class. This will include newly revised and edited papers from the course. It will also be used to demonstrate your grade for the course.

There are three (3) types of written analytical work this semester resulting in six total analysis assignments:

1. Meditative Essay
2. Analysis
3. Show Me What You Know

In addition, there is the Personal Inquiry and Research Proposal and your Un-Naming Narrative. All of these are structured to work with each other, build off each other all while still existing on their own.

All assignments must be linked to, in, around and from the essential questions for the course and the texts as well.

Quizzes & In-Class Work:

Throughout this semester Throughout the semester, we will have brief in-class assignments which will be used to assess student participation. Assignments might include reading quizzes, writing, group work, a summary, a drawing, or a discussion role. These brief, low-stakes assignments serve several instructional purposes, some of which include checking for understanding, on-going dialogue between members of the course, and analysis and application of course material. Participation assignments may not be made up due to absences.

Personal Un-naming Narrative:

Early in the semester, you will write a narrative in which you reflect on the names, definitions, and identities that have been given to you as well as those which you give yourself. This essay, approximately 3-5 pages in length, will serve to assess your thinking about class ideas and to build a classroom community.

As a side note:

Watching the film version of a text will not "give you enough" information

Required Texts

Along with two films viewed in class (TBD)

- ❖ American Born Chinese, Gene Luen Yang
- ❖ Room, Emma Donoghue

- ❖ The Help, Kathryn Stockett
- ❖ The Road, Cormac McCarthy

in this syllabus >>>

What is Composition?

Grade Breakdown

Tips for Success in Comp

Nitty-Gritty Details

Course Calendar



2011
Fall

An Overview of the Course, Expectations, Assignments, and Objectives

1200.18

11:00-12:15

T/R

Composition

current topics >>>

Essential Questions to
Guide our Semester...

- Why do we write?
- Who do we write for?
- How do we write for meaning for ourselves and our readers?

Questions? Concerns?

Email: vanessa.alander@gmail.com

Cell/Text: 603.452.8444

Twitter: @mrsalander/
#psucomp18

Skype: mrsalander

Google+: [gplus.to/vjalandar](https://plus.to/vjalandar)

House: 603.367.1053 (before 8pm)

Office: Ellen Reed House 9



What is Composition?

Personal Narrative, Research, Descriptive, On-Demand

Writers learn to write by reading, and readers learn to write by writing. It's all circuitous. You can't write well, without reading well. We will do both in this course.

Writing is a skill that you need the rest of your life. There will be no ESCAPING it—sending e-mails, text, essay exams, memos, and more. In this course, you will write, write and rewrite. The major difference in this course is that you terms of what you will write. You will experience how to discover topics of writing that are meaningful to you. You will also learn how to make an assigned topic your own. You will learn to know the differences between revision, editing, and proofreading.

You will discover the inherent power that you, as a writer, possess and learn how to harness it to improve your writing. You are expected to bring your writing to a level that it is polished and publishable. You will then share your writing throughout the writing process with the community of writers in class. Also,

you will receive and give thoughtful and critical critiques about your writing and your peers.

The ability to read critically is a skill that you will learn. This helps you to become

a more thoughtful and deeper reader of your own work. You will combine all of this knowledge with your own experience and connect to the wider world (political, social, scientific, historical, etc.).

Through multiple drafts, conferences, and readings of your

your work, you will think deeper about your own writing and readings.

This is to help prepare you for the personal and academic writing you will do while here at university and in life. Your words need to have your voice, and you will learn how powerful that voice may be.

While there is a great deal of writing; you, as author, will be in full control of the topics and process.

Nitty-Gritty Details...

This is a writing workshop course and as such, your daily and thoughtful participation is necessary and required. More than five (4) absences will result in a failing grade for this course. Three absences will result in a decrease in a full grade (for example, from a B to a C) for your final grade...

Late Paper Policy:

Simply written, late papers are not accepted. At work, you can not hand in late papers, neither can you in this Also, if a class day is devoted to revision, peer writing, or is a workshop day and you do not have your writing, you will be asked to leave and the missed day will count as an unexcused absence. Papers not handed in on-time will receive zero a (0). **You must be present IN CLASS to hand in a paper.**

A Quick Note About Excuses:

Computer-related excuses will not be accepted. We all have to deal with the multitudes of difficulties when it comes to technology. You should always back up your work in multiple places. Computer crashes, lost thumb drives, running out of printer ink, electronic failures, etc, will not excuse you from having to produce a final document in time for class.

Author's Notes:

Authors notes are notes from the author to the reader of his/her piece of writing. They introduce the piece of writing, describe its composition process, and lay the groundwork for feedback. Authors notes are required on all pieces of writing, including weekly writings. These notes may range from two paragraphs to a page and a half in length. writing assignment is due. **Please take note: without an author's note, your paper is incomplete and WILL receive a zero.**

Paperless Class:

We will be paperless (as much as possible) this semester. This is new to me and any hiccups we experience, we'll experience together. To facilitate this, we will be utilizing Web 2.0 tools. Our world is based in technology so will our class.

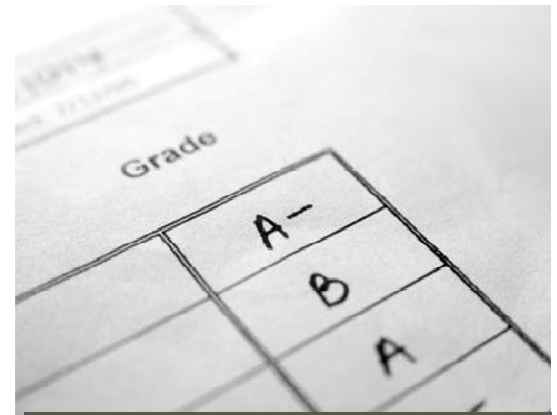
This course has an online component found at: <http://fall2011comp.wordpress.com/>. This site will be kept up to date on my end. This blog will contain all electronic handouts, calendar of assignments, and more. It is in your best interest to check this site frequently.

You need to create a Blog where all of your weekly writings will be posted as well as your larger papers with their multiple drafts. It is expected that you will comment on each others work. You will also use your blog for postings. All papers will be submitted electronically to me via Google.

Also, sign up for Gmail (if you don't already). We will use Google Doc (assignment submission) and Google+ for office hours.

Attendance:

Think about it this way... if you don't go to your job, you get fired. Same deal here. You don't attend, you will fail. Any more than three absences and your grade will be lowered. Any more than four and you may not pass this course. This is a workshop class. You can not pass if you're not an active, responsible and contributing member of this classroom.



Grade Breakdown

Participation: 50%

Progress: 30%

Performance: 20%

Course Objectives...

- ✓ This course will give students the knowledge base and develop the positive habits of all successful writers in college and beyond.
- ✓ Give students the opportunity to practice informal, formal and creative writing skills.
- ✓ Develop a topic for writing from the kernel of an idea to a fully developed, well written, and grammatically correct final piece of writing.
- ✓ Understand how to become one's own editor and revise drafts of writing to make them increasingly clear and effective.
- ✓ Students will discover their own unique voice and understand how to apply it to their writing.
- ✓ Utilize the library and the sources in it to integrate into a research paper.
- ✓ Students will develop an ease and comfort level with sharing their written work aloud in front of their peers and with giving and receiving critical feedback.

Academic Support...

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter, give me a copy.

Grading Information >>>

Participation, Progress & Performance

A grade is supposed to reflect how much you've learned during our time together. Grading individual assignments does not accurately reflect this. Grading each paper only provides a mere snapshot of how you did on that one assignment at that time.

The grade you receive at the end of this semester will be determined 100% by you in regards to your Participation, Progress and Performance. (see additional Grading Info)



course calendar...

The following is a fluid schedule of the semester. This will most likely evolve and change as we progress and figure out where we need to spend more or less time.

September 1 (R):

Review Syllabus, "Grading" Policy
Intro Literacy Narrative

September 6 (T):

On-Demand Writing
DUE: 1. Packet 1
2. Literacy Narrative in
300/30/3 & Tagxedo
3. Blog Addresses Shared

September 8 (R):

Descriptive Essay
DUE: 1. Read pp 284 & 412
2. WW1
3. Blog re: Writing Territories

September 13 (T):

Revision Day
DUE: 1. Descriptive Vomit Draft
2. Read pp 359

September 15 (R):

Personal Narrative
DUE: 1. Descriptive Essay
2. WW2

September 20 (T):

Personal Narrative
DUE: 1. Read Pausch selection

September 22 (R):

Levels of Meaning
DUE: 1. Read pp 15
2. WW3

September 27 (T):

Dimensions of an Essay
DUE: 1. Read pp 20
2. Personal Narrative Vomit

September 29 (R):

Revision Day-Hard Copies Needed
DUE: 1. WW4

October 4 (T):

Revision Exercises
1. Read pp 239

October 6 (R):

Share Day
DUE: 1. Personal Narrative Clean Draft
2. 7 Blogs Due

October 11 (T):

Multi-Genre Research Project & Intellectual
Browsing
DUE: 1. Read *Singer's Solution to World
Poverty & Case Against Babies*

October 13 (R):

Questions, questions & more questions...
DUE: 1. WW4 (Intellectual Browsing)

October 18 (T):

How Not to Plagiarize Part 1
DUE: 1. Paragraph on Research Question

October 20 (R):

How Not to Plagiarize Part 2
DUE: 1. Read pp 159 & 300
2. WW5 on Plagiarism
3. 1 page Research Overview

October 25 (T):

Press Conferences 1 min presentation/1 min
feedback
DUE: 1. Annotated Bibliography
2. Read 196

October 27 (R):

Note Development
DUE: 1. Research Notes, Outline, etc
2. WW6
3. Read pp 436

November 1 (T):

Partner Workshop
DUE: 1. MGRP Vomit Draft

November 3 (R):

Cut it Apart
DUE: 1. 10 Blogs Due
2. WW7

November 8 (T):

Revision Day
DUE: 1. Genre Rational Pages



To succeed in class...

- *Read the syllabus/blog frequently
- *Meet assignment requirements
- *Hand in assignments; on-time
- *Communicate with me
- *Be honest, in your writing & with me

Important Reminders...

- No late papers will be accepted. You will receive a zero (0) for this assignment.
- If there is no author's note attached to your paper, it will receive a zero (0).
- Attendance in class and at conferences is expected and required. There is no difference between an excused absence and an unexcused absence. More than five absences will result in a failing grade for this course.
- Bring all drafts and copies of papers completed to date to each and every class.
- Class will start and end on time. Being tardy is rude. If you make a habit of arriving late for class, points will be deducted from your final grade.

Using Sources Responsibly:

Part of this course involves finding, evaluating, and using sources to improve the reach and impact of what you write. The "Hacker" carefully outlines how to use sources appropriately and effectively. Questions on citing: first, consult your Hacker, second, ask me or the instructor in your course about your question. Finally, beyond your work in this course or others at PSU, look to professional guidelines, rules, or handbooks that will guide the specific use of sources in a particular discipline or field. Lamson Library is also an invaluable source for all source and documenting questions as well as the Writing Center. If I suspect your paper of plagiarism, I will investigate and refer, if a valid claim, to the Academic Integrity Board.



Final Thoughts...

This is not a class that procrastination is your friend. There is a lot of reading and a lot of writing we all will participate in. Not completing your assignments on time will be detrimental to your grade. That being said, if you do not complete either the Multi-Genre Project and the Reflective Portfolio, you can not pass this course.

A helpful tip, and one I strongly encourage, is maintaining all of our your writings created in and for this class in a folder on your computer. This will make your life simpler at the end of the semester.

This course is carefully structured to allow for fluidity in the schedule. You need to pay attention in class and note any changes from this course schedule. I try to meet the needs of the class and this may conflict with this schedule.

>>> course calendar continued

blog posts >>>

November 10 (R):

Conference & Research Week

No Class—Must attend Scheduled Conference

DUE: 1. WW 8

November 15 (T):

Conference & Research Week

No Class—Must attend Scheduled Conference

November 17 (R):

No Class—See Blog

DUE: 1. MGRP Clean Draft

2. WW9

November 22 (T):

No Class—See Blog

DUE: 1. WW10

November 29 (T):

MGRP Share Day-Small Groups

DUE: 1. Reading: pp 72

December 1 (R):

Collaborative Writing

DUE: 1. 15 Blog Posts

December 6 & 8:

Collaborative Writing

You are responsible for creating and maintaining a blog at wordpress.org. This blog will serve as your place to not only respond the readings prior to class, and a public forum to share your writing.

You are also responsible to create 15 blog posts. These posts are intended to allow you to assess and reflect upon your own learning, successes, challenges, strengths and weaknesses.

There are three dates for when the a certain number of blogs are due. Please note though, these entries are NOT intended to be written two nights before the first section are due. These blogs will help you with your final, reflective collection. I will be reading these entries through the semester and will know if you are not writing them throughout the semester.

Helpful Words >>>

A relaxed mind is a creative mind.

Perfectionism is the voice of the oppressor, the enemy of the people.



FUNDAMENTALS OF BIOLOGICAL ANTHROPOLOGY

Department of Anthropology, University of Notre Dame



COURSE: ANTH 30101
PROF: Dr. Susan Sheridan
OFFICE: 637 Flanner; 105 Reyneirs
EMAIL: sheridan.5@nd.edu

TERM: FALL 2011
PHONE: 631-7670
OFFICE HRS: TU 1-3 PM (Flanner 637)
W 1-2 PM (Reyneirs 105)

This course provides an overview of biological anthropology, using the evolution of *Homo sapiens sapiens* as a model for discussing the myriad of topics within the subdiscipline. We will survey how the field synthesizes the biological & cultural processes at work in shaping human adaptation, past & present.

As part of the University's Green Initiative, all readings for the class are available on Concourse, as are all PowerPoint lectures and handouts. Your grades will likewise appear on Concourse as materials are completed.

The topics below usually cover several class periods. Dates are not specifically assigned per topic, to permit you to guide the depth of discussion. However, exam dates are set and will encompass the material covered up to that point. These dates will not change.



COURSE OBJECTIVES

- using primate evolution to *Homo sapiens sapiens* as a model to explore the subfields of biological anthropology;
- exploration of our evolution by means of natural selection using a form/function/adaptation approach;
- learning how to build models to understand our evolution, and our place in the natural world;
- review of major hominin fossil finds;
- development of a critical approach to the analysis of anthropology in the professional and popular press.



READINGS

All required readings appear together in Concourse, in a folder using the headings listed below. The articles provide a mix of material from the popular press (*Scientific American*, *Discover*, etc) and professional literature (*Science*, *American Journal of Physical Anthropology*, etc.). The "extras" folders are readings with further information for those interested in the topic (historic pieces, recent publications, articles you identify during the semester). You will not be responsible for these 'extras' on your exams.

FACEBOOK

Articles of interest to this class are regularly posted on the **"BioAnthropology News"** facebook group (<http://www.facebook.com/group.php?gid=34315136474>) Many of the authors of your required readings are members -- it is an excellent resource for keeping up with recent work across the broad range of topics in biological anthropology, with commentary from researchers active in the field. Information on this page will not be on your exams, but you will be responsible to keep up with the group for your article reviews (see below).



ATTENDANCE

Attendance is strongly advised and excessive absence for discussions, movies, and assignments will prove very detrimental to your final grade. Attendance will be taken randomly during the semester, as well as monitored by completion of In-Class Activities. You will fail the course after if you miss 5 classes, regardless of your grade in the class to that point.

The 3 accepted reasons for a University-sanctioned absence are (as per your Student Handbook): *"personal illness, death in the immediate family, and duties performed for the University. Under the three special circumstances noted, the assistant vice-president for residence life is responsible for verification of the reason for the absence. When an absence is approved, an official form is forwarded to the professor(s) and deans involved."*

If you miss an assignment ***you must present official documentation provided by the appropriate office on campus.*** ONLY documentation from Residential Life and/or Academic Services for Student Athletes and/or a Dean's Office will be accepted.

This **does not** include:

- job interviews
- Med/Law/Grad school interviews
- school-related exams
- early departures for Fall or Thanksgiving Break
- family reunions, weddings, birthdays, etc.



IN-CLASS ACTIVITIES

"In-class" activities will be completed during the course period. There will be several during the semester that you **will not be allowed to make-up** if you miss class; however, the assignments will be on Concourse so you can get the information for exams (ask a friend in class for the answers) – but you can not turn in the assignment after the class period for credit.

For clarity (at the risk of being redundant) – *only University accepted excused absences will be accepted.* These activities and the weekly article reviews (below) will make up 20% of your grade. In-class assignments are designed to facilitate discussion & class interaction. **No extra-credit is available to compensate for missed work.**

BI-WEEKLY ARTICLE REVIEWS

Every other Friday (**beginning September 2nd**) you will be responsible for an article published in the popular press or scientific literature dealing with some aspect of the topics covered in class. The article must be of substantial detail and must be current (published during the **previous month**). In addition, approximately 5 people will be asked to discuss their articles - each student must participate at least twice during the semester. **Late articles will not be accepted.**

You will be expected to post a summary for each article via Concourse before coming to class on Friday(s).

Also, there is a handout with the required information for each review in the "Introduction" folder on Concourse – **please use this form for each assignment.**



The articles must be:

1. of sufficient length (at least 2 pages long, WITHOUT large print, ads, large spaces between paragraphs, etc.),
2. from reliable sources (not blogs -- although there are several excellent blogs in anthropology, this assignment does not include these sources),
3. published in the past month. "Early View" versions of journal articles are acceptable.
4. well summarized by you, with clear biases outlined (there are always biases). Also, be sure to summarize in your own words, **do not plagiarize** (your reviews will be checked on Turnitin.com on occasion). More on plagiarism below.
5. clearly applicable to the topics on your syllabus. Don't stretch the bounds, there's plenty to choose from already.

** You may use posts (of sufficient quality/detail and within the allotted time frame) found on the BioAnthropology News page – however, if you summarize an article that has not yet appeared there, you will get 1 point extra credit (per assignment) for searching out an original source.

Full reference: Be sure to provide complete bibliographic information and URL (if applicable) for your article.

Direct link: Make sure the URL links **directly** to your article. If I cannot read the article (incomplete URL, re-directed URL, etc), I will not grade your summary and you'll lose **all 10 pts**.

Substance: If the article is too short, you lose 3 pts. There needs to be enough information in the article you select to properly answer the questions required.

Main points: Regarding the main points of the work, do not lift them verbatim from the article (even if you use quotation marks).

Synthesize: Put the information in your own words; utilize information from class and readings.

Bias: Consider aspects such as sample size, composition, social/religious implications of the questions being asked, length of study, equipment used, assumptions, etc.

Language: Be sure to use proper Linnaean classification, and avoid 'chattiness' (this isn't an email, write accordingly).

You will be expected to discuss your article at least 2x during the course of the semester. I will initially ask for volunteers, if none rise to the occasion, I will randomly call on students.

Make sure your articles deal with some aspect covered in this course (see list of topics below). Keep it related to the order Primates and within the temporal scheme of the course.

Below you'll find a list of potential sources for your articles. This is only a partial list, there are many many more available through the library and various on-line sources.

Magazines & On-line sources --

- ScienceDaily.com
- ScienceNews.com
- Scientific American
- Discover Magazine
- American Scientist
- National Geographic
- E (the Environmental Magazine)
- New York Times (Tuesdays)
- ScienceNOW.com
- LiveScience.com
- New Scientist

Journals --

- Nature
- Science
- Primates
- Hereditas
- Human Biology
- Current Anthropology
- American Anthropologist
- Evolutionary Anthropology
- Human Evolution
- Journal of Primatology
- Amer. J. of Physical Anthropology

And sometimes --

- BBC News
- Wired.com
- Slate.com
- Internat'l Herald Tribune
- Economist
- Wall Street Journal
- Time
- Newsweek
- Mother Jones

EXAMS

The exams (two hourly and one comprehensive final) count for 20%, 20% and 25% (respectively) of your grade. **There will be NO make-up exams.**

Exam 1: Oct 7th

Exam 2: Nov 14th

Final Exam: Mon, Dec 12 (4:15-6:15 pm)

Students with disabilities should contact Disability Services (1-7157) for assistance with the course or any course materials/exams.

Be sure to get to class a bit early on exam day. **Once the first person turns in their exam, anyone entering the classroom will not be allowed to take the test** (or a makeup). So, get a good alarm clock or make a best friend who is willing to call you before the test ;-)



DATES OF INTEREST

Drop/Add Ends	Aug 30
Quiz 1	Aug 31
Exam 1	Oct 7
Fall Break	Oct 15-23
Exam 2	Nov 14
AAA Meetings	Nov 17-20
Thanksgiving Break	Nov 23-27
Quiz 2	Dec 7
Final Exam	Dec 12 (4:15-6:15 pm)
Article Reviews	alternate Fridays

QUIZES

There will be two quizzes, at the start and end of the semester.

- **Quiz 1** (Aug 31st) -- This will cover the main points of the syllabus to ensure you've read this document and understand the parameters of the course. We will spend the first day of class going over this material, the lecture pdf is available on Concourse (as is this handout). Pay particular attention to the information in bold font. You will also be provided a form to list your final exam schedule and any conflicts with this class's posted final.
- **Quiz 2** (Dec 7th) -- The second quiz will be on the last day of class and will address the course objectives. You will be asked to provide two examples from class that illustrate each objective (yes, I just gave you the quiz questions ;-)

CLASS PARTICIPATION

The exams (2 hourly & 1 comprehensive final will count for 20%, 20% and 25% (respectively) of your grade.

GRADES

Your grade will be composed of the following:

- In-class activities 25%
 - Bi-weekly article reviews (10 pts each + 1 pt extra)
 - Article presentations (5 pts each)
 - Movie Questions (10 pts each)
 - Quizzes (10 pts each)
- Exams 65%
 - Exams 1 & 2 (20% each)
 - Final (25%)
- Class Participation 10%

I use a standard distribution for all assignments and final grades:

A 92% or more	B- 80%-81.9%	D 60%-69.9%
A- 90%-91.9%	C+ 78%-79.9%	F 59.9% or less
B+ 88%-89.9%	C 72%-77.9%	
B 832%-87.9%	C- 70%-71.9%	

**** Remember: grades are not given by me, they are earned by you ****

OFFICE HOURS

To help you learn the material, all lectures are posted on Concourse prior to class or immediately following the lecture. In addition, I hold regular office hours twice a week and by appointment – so if something is unclear or if you would like to talk about a topic in more detail than we can cover in class, feel free to stop by my office. I have office hours in my lab (Reyneirs – which is admittedly a bit of a hike), as well as my office (Flanner).

While I will not play “Let’s Make a Deal” regarding grades, I am happy to clarify grading issues and/or explain an answer to a test question.



CLASS "RULES"

I will always be early to class so we can begin on time (and so you can ask questions before we begin). I expect that you will contribute to a respectful atmosphere for learning. This includes:

- No newspapers, no outside reading during class
- No texting, no phone calls during class
 - Get out any food out BEFORE class begins
 - Get to class on time
 - Check Concourse to get class assignments (readings, lectures and handouts)
 - Complete readings BEFORE class begins
 - Type all assignments
 - Use common sense when emailing me
 - "Dr" or "Professor" Sheridan = OK: MRS ≠ OK ☺



HONOR CODE & PLAGIARISM

Each of you has a copy of the Student Handbook, with a detailed description of the Honor Code. It can also be found at: <http://honorcode.nd.edu/docs/handbook.htm>. Indeed, you've all taken the pledge below. It will be enforced in this class.

"As a member of the Notre Dame Community, I will not participate in or tolerate academic dishonesty."

Regarding plagiarism, I have a zero tolerance policy. If you are caught doing it, you will get an F for the assignment. If it occurs a second time, I will convene an Honor Code Violation Committee.

The Golden Rule for Avoiding Plagiarism—Give Credit Where Credit is Due

http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427073-,00.html

To avoid this problem, give credit to another's ideas or opinions; to facts, stats, images, etc; to spoken quotes from another person; and when you paraphrase another's ideas. If you are at all unclear on whether you are engaging in plagiarism, I suggest the following website:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

MID-SEMESTER EVALUATION

Around Fall Break, I will give you a **take home course evaluation**. It includes a series of questions pertaining to class design, and is your chance to help effect changes if needed. As the semester progresses, take note of things that work particularly well (so I'm sure to repeat them!), as well as aspects of the class that need 'tweaking.' I give those suggestions careful consideration – and although I can not always implement them (for example, one year a student thought there was too much biology...in a biological anthropology course ;-)) – I often do make small changes that help enhance your learning experience.



COURSE CONTENT



INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY

Introduction: An overview of the course and discussion of the field of biological anthropology.

- Fuentes, A. 2010. The new biological anthropology: bringing Washburn's new physical anthropology into 2010 and beyond – the 2008 AAPA luncheon lecture. Yearbook of Physical Anthropology 143:2-12.

EVOLUTIONARY THEORY

History of Evolutionary Thought: A discussion of the development of evolutionary theory in Western science.

- Gould, S.J. 1993. Fall of the house of Ussher, in Eight Little Piggies: Reflections in Natural History, WW Norton & Co., p 181-193.
- Sabila, G. 2002. Greek astronomy and the Medieval Arabic tradition. American Scientist 90(4):1-6.

Darwinian Evolution and Natural Selection: An analysis of Darwin's theory, factors influencing its development, and Darwin's dilemma.

- Gould, S.J. 1977 Darwin's delay. In Ever since Darwin. WW Norton & Co, p. 21-27
- Gould, S.J. 2002 Linnaeus's luck? In I have Landed. Harmony books. p. 287-304.
- Armelagos, G. 2004. Evolutionists and creationists at the dinner table. Evolutionary anthropology 13:53-55

The Mechanisms of Evolution: A further discussion of Darwin's dilemma, synthesis of Darwin and Mendel's theories, and molecular genetics.

- Havilad, W. 2003. The study of humankind. In Human Evolution and Prehistory, Thomson Learning, p 74-81.
- Jurmain, R. 2003. Development of evolutionary theory. In Introduction to Physical Anthropology, 9th ed. Thomason learning, p 22-33.
- Quammen, D. 2004. Was Darwin wrong? No evidence for evolution is clear. Nat'l Geo, p 3-19.

For Fun: The Onion. 2006. Kansas outlaws the practice of evolution. <http://www.theonion.com/content/node/55807/print/>



ANTHROPOLOGICAL GENETICS



Basic Definitions: An overview of basic concepts/terms in anthropological genetics.

- Larsen, CS. 2011. Genetics: reproducing life and producing variation. In Essentials of physical anthropology: discovering our origins. New York: WW Norton & Co., pp 4-54.

Transcription & Translation – How does DNA replicate? How are proteins synthesized?

- Larsen, CS. 2011. Genetics: reproducing life and producing variation. In Essentials of physical anthropology: discovering our origins. New York: WW Norton & Co., pp 55-65.

PRIMATOLOGY

Characteristics of the Primates: Definition & evolution of the Order Primates.

- Napier JR, PH Napier. 1994. The biology and behavior of the living primates. In The Natural History of the Primates, MIT Press, p 246-267.

Survey of the Primates: A look at members of the Order Primates, including the Linnean classification for the Order.

- Reed KE, LR Bidner. 2004. Primate communities: past, present, and possible future. Yearbook of Physical Anthropology, 47:2-39.
- Jurmain R, L Kilgore, W Trevathan. 2007. Survey of the living primates. In Introduction to Physical Anthropology, Wadsworth Pub, p. 122-153.



OSTEOLOGY & DENTAL ANTHROPOLOGY

Primate Locomotion: Survey of morphology and locomotor patterns.

- Fleagle, JG. 1999. "Locomotor adaptations," in Primate adaptations and evolution, 2nd ed. San Diego: Academic Press, p 297-309.
- Napier, J. 2009. "The antiquity of human walking," in MK Sanford and EM Jackson, Classic and contemporary readings in physical anthropology, Belmont, CA: Wadsworth Engage Learning, p 97-104.



Bipedal Locomotion: Focus on the form of locomotion utilized by modern *Homo sapiens sapiens*, including a survey of the morphology, biomechanics, & stresses of bipedality.

- Olshansky SJ, BA Carnes, RN Butler. 2001. If humans were built to last. Scientific American 284(3). <http://web.ebscohost.com.lib-proxy.nd.edu/ehost/detail?vid=8&hid=12&sid=fd709e8e-e2d7-497e-9e8f-63d994c70ec4%40sessionmgr7>
- Chen I. 2006. Born to run. Discover. http://discovermagazine.com/2006/may/tramps-like-us/article_print
- Thorpe S, R Holder, R Crompton. 2007. Origin of human bipedalism as an adaptation for locomotion on flexible branches. Science 316: 1328-1331.

Diet and Dentition: Survey of tooth morphology and the role of the dentition in adaptation.

- Milton K. 2006. Diet and early primate evolution. Scientific American 16(2). <http://web.ebscohost.com.lib-proxy.nd.edu/ehost/detail?vid=10&hid=12&sid=fd709e8e-e2d7-497e-9e8f-63d994c70ec4%40sessionmgr7>

PRIMATE BEHAVIOR

Basics of Behavior Studies – models and techniques used in primate behavior studies will be reviewed.

Chimpanzee Behavior: Analysis of common and pygmy chimp social structure. Particular attention will be given to how these behaviors are used to in models of hominid evolution.

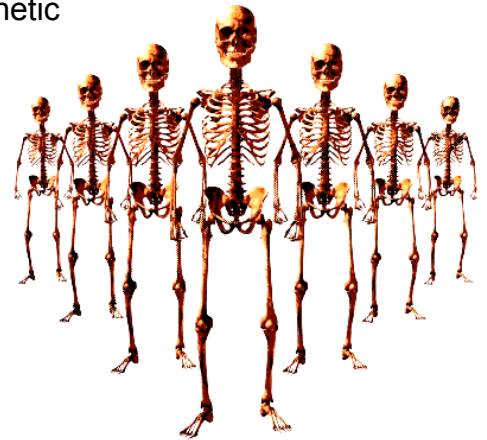
- Falk, D. 2000. Our cousins: the chimpanzees. In Primate Diversity. WW Norton & Co., p 318-339.
- Sapolsky, R. 2006. The 2% difference. Discover, 26:42-45.

PRIMATE BEHAVIOR (CONT.)

Scenario for Human Origins: Exploration of behavioral and phylogenetic attributes of our last common ancestor with the Great Apes.

- Simons EL. 1972. What made man? In Primate Evolution, Mac-Millian Co, p 275-282.
- Small MF. 2002. What's love got to do with it? In Physical Anthropology 02/03, 11th ed. McGraw-Hill, p 104-107.

For Fun: Clark-Glory, T. 2011. The science of the smooch. Salon.com, http://www.salon.com/mwt/feature/2011/01/18/kissing_qa



PRIMATE PALEONTOLOGY

Early Primate Evolution: Discussion of Paleocene, Eocene, and Oligocene primates.



- Hartwig, WC. 1999. Primate evolution. In The Nonhuman Primates, ed. by P Dolhinow and A Fuentes, Mayfield Publishing, p 10-17.
- Fuentes A. 2011. Early primate evolution. In Biological Anthropology: Concepts and Connections, 2nd ed., McGraw Hill, p. 160-186.

The Miocene Muddle: A discussion of Miocene apes and classification controversies.

- Cohen L, J Clark. 1999. Introduction. In Cryptozoology A to Z. New York: Fireside, p. 15-22.
- Begun, DR. 2003. Planet of the Apes, Scientific American; August: 74-84.



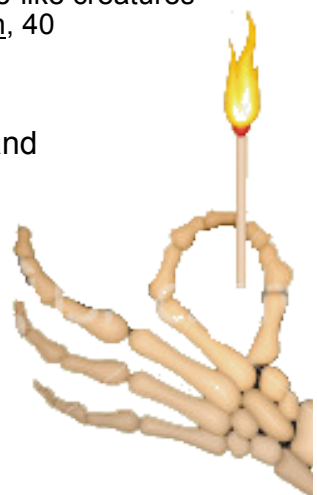
HUMAN PALEOANTHROPOLOGY

Plio-Pleistocene Hominids: Discussion of significant *Ardipithecus* and *Australopithecine* finds.

- Feder, J. 2011. African roots. In The past in perspective: an introduction to human prehistory. 5th ed. New York: Oxford University Press, pp 54-67.
- Gibbons, A. 2009. Our earliest ancestors: How did ape-like creatures evolve into members of the human family? Smithsonian, 40 (March):34-42.

Genus Homo: A survey of *Homo habilis* and *Homo erectus/ergaster* morphology and cultural remains of the first member of our genus.

- Lewin R. 1993. Hunter or scavenger? In Human Evolution 3rd ed. Blackwell Scientific Pubs p 135-140.
- Leonard WR. 2002. Food for thought. Scientific American, Dec: 106-115.
- Boaz NT, RL Ciochon. 2004. Headstrong hominids. Natural History 113:28-34
- Wrangham, R. 2011. The cook's body. In Annual Editions in Physical Anthropology 2011/12, ed. By E. Angeloni, pp 151-55.
- Dawkins, R. 2011. Missing persons? Missing no longer. In Annual Editions in Physical Anthropology 2011/12, ed. By E. Angeloni, pp 151-55.



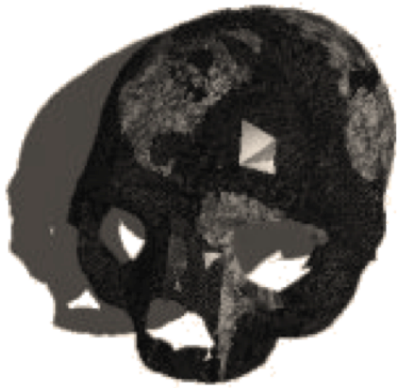
HUMAN PALEOANTHROPOLOGY

Upper Paleolithic Hominids: Survey of the morphology and “culture” of archaic *Homo sapiens* and Neandertals.

- Shea JJ. 2003. Neandertals, competition, and the origins of modern human behavior in the Levant. Evolutionary Anthropology 12:173-187.
- Mellars P. 2004. Neandertals and the modern human colonization of Europe. Nature 432:461-465.
- Hall SS. 2008. The last of the Neandertals. National Geographic, October:34-59.
- Wong K. 2009. Twilight of the Neandertals. Scientific American, 301:32-37.



HUMAN BIOLOGY/ECOLOGY



Adaptation: exploration of the mechanisms that shape modern human variation such as diet, disease, and the environment.

- Molnar, S. 2002. The biological basis for human variation. In Human Variation: Races, Types, and Ethnic Groups, Upper Saddle River, NJ: Prentice Hall, pp. 34-87.

How Humans Vary: a discussion of modern human variation – survey of race, sex/gender, and intelligence.

- Bamshad, MJ, SE Olson. 2003. Does race exist? Scientific American, v 289, December.

‘Skeleton Action Figure’ Image Credits (in order of appearance)

Evolving primates: www.nciku.cn/theme/detail?catg1ID=12&catg2ID=119 (image #200009109-001)

Fighting Irish skeleton: used with permission from Lesley Gregoricka, MA (Ohio State University)

Hand holding mouse: www.evolutent.com/regular_mouse_in_skeleton.png > www.evolutent.com/regular_mouse_in_skeleton.png

Skull on books: www.awayfromthecrowd.com/html/reference/aftreference.html

Skeleton reading computer screen: SuperStock.com image #1296-102

Skeleton holding a sign: Dreamstime.com #124544

Skeleton holding edge of sign: Dreamstime.com #236367

Skeleton standing beside sign: Dreamstime.com #16678854

Skeleton student raising hand: AnimationFactory.com image #5060152

Skeleton leaning on hand: mafiawars.wikia.com/wiki/File:11954337581357827998skeleton_friend_afief_02.svg.med.png

Skeleton with clipboard: modified from www.fushigi.jp/images/boost1/skelet-tel.gif

AAPA logo: www.facebook.com/pages/American-Association-of-Physical-Anthropologists/48926179413

Chimp holding skull: www.talariaenterprises.com/images/3/5672b.jpg

Skull DNA: 4.bp.blogspot.com/_RI8-bHAhZHU/S27q7g15iZI/AAAAAAAAABc/cUPQQn5IGt0/s200/dna_skull.jpg

Gibbon skeleton: www.yorku.ca/kdenning/+2140%202005-6/2140-1Nov2005.htm

Walking skeleton: modified from Shutterstock image # 1021011

Human ‘crowd’: Cafepress.com image #26687176

Hand holding skull: Jupiterimages.com #23538050 (title 23538050)

Toumai skull: anthropology.net/2008/02/28/the-march-4th-issue-of-pnas-will-confirm-a-radiochronological-date-for-toumai/

Hand with match: istockphoto.com/Image#1412473 (title: need a light)

Neanderthal skull: www.google.com/imgres?q=neanderthal+skull&hl=en&client=firefox-a&rls=org.mozilla:en-US:official&biw=1080&bih=536&tbm=isch&tbnid=6jXtel5rWI4AqM:&imgrefurl=http://nevalalee.wordpress.com/2011/04/25/quote-of-the-day-113/neanderthal/&docid=p0PmgZI5EaDIGM&w=496&h=580&ei=aaNSTp3-Bebn0QH6gLn_BA&zoom=1&iact=hc&vpx=837&vpy=179&dur=2557&hovh=243&hovw=208&tx=142&ty=149&page=1&tbnh=117&tbnw=97&start=0&ndsp=12&ved=1t:429,r:5,s:0