

Major Developments in American Culture
American Studies (AMRU) 2000:001
SPRING 2008
Tuesdays and Fridays 1:00-2:15, Keating 205

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Tuesdays: 2:30-5:00

Fridays: 11:00-12:00

And by appointment
(especially on Wednesdays)

An introduction to American cultural studies and a narrative cultural history of the United States from the late eighteenth century to the present, designed for students with an interest in the American Studies major but relevant for majors in other fields such as History and English. The major developments addressed may include events and problems such as the origins of American nationalism, Native American/European encounters, the institution of slavery, early social movements such as abolitionism and feminism; the "Market Revolution," the frontier and the border, imperial expansion, immigration and exclusion, new social movements since the 1960s, globalization, and the rise of the prison-industrial complex. As we learn about these developments through extensive readings in primary documents (including visual art, fiction, poetry, film, letters, and speeches) as well as secondary readings from a range of disciplines and interdisciplines, students will hone their analytic skills by tracing the recurrence of keywords such as "democracy," "empire," "ethnicity," "immigration," "market," "marriage," "society," and "white" through these readings. There will also be at least one class visit to a local institution that deals with U.S. culture, such as the New-York Historical Society, the Museum of the City of New York, or the Museum of the Chinese in the Americas. Assessment will be based on short individual essays, small-group collaborative projects, in-class and on-line discussions, and a final exam.

General student responsibilities

- First of all, **read this syllabus carefully**. You are responsible for following all the instructions laid out here, including those about how assignments should be formatted and turned in. If you do not follow these instructions to the letter, don't be surprised if you do not pass an assignment.
- You are expected to do all the required readings before the week in which they are due, and to bring the texts we are discussing to class with you. There are some weeks with quite heavy reading; you are responsible for looking ahead and planning, so you're not stuck reading hundreds of pages the night before they are due.
- All readings are from required texts available either at the Fordham Bookstore, on E-reserve, or via downloads from Blackboard. If you have any problems getting access to readings, let me know well ahead of time or arrange to share with a classmate. Not getting the materials is no excuse for coming to class unprepared.
- You should always come to class prepared to discuss the reading in a thoughtful manner and to listen respectfully to your classmates' comments.
- You are expected to attend every class meeting. In the course of the semester, one or two unexcused absences will affect only your participation mark. More than two unexcused absences will seriously affect your overall grade. Absences for reasons of religious holiday, required participation in a university-sponsored event, serious illness, or death in your immediate family are excused absences. Excused absences will not affect your participation mark, and when necessary and appropriate you will be given an opportunity to make up class examinations or other graded assignments. No absence counts as an excused absence without proper documentation, which I must receive in advance (except of course in the cases of illness or death in the family).

- With the exception of purely online assignments, every piece of writing you e-mail or hand in to me should be typed, on one side of the page, in 12-point Times or Times New Roman font, double-spaced and stapled; it should have your name on it, a title, one-inch margins all around, and page numbers on every page but the first.
- All written work should be handed in, e-mailed and/or posted on time. Late essays will be marked down one full letter grade for each day they are late.
- Also be sure that any attached documents you send me include your name in the title of the document. It will be very confusing if, on a paper due date, I receive 35 attached documents named “AMRU2000 Essay.doc,” so please name it something like “Smith Essay1.doc” (if your name is Smith, that is).
- Plagiarism is a serious offense. It is your responsibility to know Fordham’s policies on academic honesty, which can be found online at <http://www.fordham.edu/Audience/handbooks.shtml#7>. One simple rule may help: If you ever have any question about the academic integrity of something you are doing, ask before you do it. Another simple rule: if the words or the ideas you are writing about are not wholly your own, you must provide a citation that directs your reader to the source of those words and ideas. The *MLA Handbook* provides ideas about how to do so clearly and properly
- Other assignments will require you to log on to and participate in the Keywords Collaboratories at <http://keywords.nyupress.org/wiki>. Further explanation of that site can be found under “Keywords Projects” below. Be sure to use the same e-mail address when you first log on to the Keywords Collaboratories as you do when you use Blackboard.

Course Requirements

Attendance and participation 15% of grade (in two parts)

Regular, active participation in class discussion is essential to this course and to the learning process. You may also boost your participation mark by participating in the online "General discussion" on Blackboard. This would be in addition to any specifically required Blackboard assignments; you can initiate or participate in an online discussion of an issue raised by the reading, something that came up in class, or anything else relevant to the interdisciplinary study of American culture, historically and in the present. If you post something for discussion and no one replies, that's OK. If you post something that gets a lively and productive online discussion going, that's even better. At midterm, you'll receive a grade for participation in the first half of the semester, worth 7.5% of your final grade. At that point I may also offer suggestions about how to improve your participation in the second half of the term. At the end of the semester, you'll receive a separate participation grade for the second half of the term, also worth 7.5% of your final grade.

Keyword Project 50% of grade (in three parts)

This project gives students a thread to follow through all of the course's readings and discussions, and an opportunity to use that thread to tie the course together at the end. The project continues through the whole semester, and it involves several distinct steps. However, there are three major elements, all of which are collaborative:

1. Tracking a keyword through the readings, lectures and discussions every week.
 2. Revising a dictionary entry on that keyword.
 3. Writing a keyword essay about the usage of that keyword in this course,
- Further details on the Keyword Project can be found on the last pages of this syllabus.

New-York Historical Society Questionnaire 2% of grade

On either **Wednesday January 30, at 3:30pm** and **Saturday, February 2 at 11am**, you should plan on attending a guided Tour of “French Founding Father: Lafayette’s Return to Washington’s America” at the New-York Historical Society, 170 Central Park West between 76th and 77th Streets. Take the Ram Van and walk up, or take the subway, but arrive at the 77th Street side entrance 15 minutes before the starting time. You should plan with the other members of your keyword working group to attend the same tour, if at all possible. On **Tuesday, February 5**, after our visits to this exhibition, each student will hand in a completed questionnaire based on that visit. It will be graded on a pass-fail basis.

Site visit and report 13% of grade

Sometime after our visit to the New-York Historical Society, students will form small groups (these may be different from the Keyword working groups). Each group will choose from among a list of recommended sites (museums, historical buildings, etc.) in the area. Before visiting that site, you will work together to come up with a list of questions you want to ask about the site. At least some of the questions should make connections between what you expect to find at that site and the specific issues and keywords that have been central to this course; other questions may be more particular to the site you choose. Exploring the site’s web site may also help you formulate questions. You will post a draft of that list on Blackboard at least a week before you plan to visit the site. I and other students will have access to that list; we may make suggestions and additions to it. You will then tour that site as a group, discussing your prepared questions. Based on that tour, the questions, and the discussion, each student will write a 7-10 page review of the site or exhibition. You'll find a link to similar reviews and event documentations in Blackboard; these may serve as models for your report. The last possible time you can hand in this assignment is the final day of classes, April 29, by 5pm, but I encourage you to complete this assignment earlier so you’re not trying to do this and the final keyword essay at the same time. E-mail me your site report as an attached document at ghendler@fordham.edu, and get a hard copy of it into my mailbox in the American Studies program office, 405D FMH.

Final Exam 20% of grade

The final exam will cover the entire semester. Students themselves will generate many of the questions. We'll discuss the specifics in class later in the semester.

Extra Credit up to 5% extra

Attend and/or participate in an event, on or off campus, related in some way to the themes, issues, and keywords explored in this course. This might be a scholarly lecture, a performance, an art exhibition, a demonstration... if you think something you're interested in might fit the bill, ask. And if you can, announce it ahead of time to the class so others have an opportunity to take part. Within 48 hours of the end of the event, write and post to Blackboard a 250-500 word report describing it and analyzing it in relation to our class. For models for this report, you might look at the reviews posted in Blackboard and mentioned above under "site visit and report."

Required Texts: (Available for purchase at the Fordham University Bookstore)

- Beaumont, Gustave de. *Marie, or, Slavery in the United States*. (Johns Hopkins University Press)
- Burgett, Bruce, and Glenn Hendler, editors. *Keywords for American Cultural Studies*. (NYU Press)
- Cott, Nancy, *Public Vows: A History of Marriage and the Nation* (Harvard University Press)
- Crevecoeur, Hector St. Jean. *Letters from an American Farmer*. Penguin Classics. Deloria, Philip, *Playing Indian* (Yale University Press)
- Gilmore, Ruth Wilson. *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. (University of California Press)
- Jackson, Helen Hunt, *Ramona* (Modern Library)
- Johnson, Walter, *Soul by Soul: Life Inside the Antebellum Slave Market* (Harvard University Press)
- Tocqueville, Alexis de. *Democracy in America*. (Penguin Classics)

Recommended Text: (Available for purchase at the Fordham University Bookstore)

- Graff, Gerald, and Cathy Birkenstein, *They Say/I Say: The Moves that Matter in Academic Writing* (Norton)

SYLLABUS

A book title listed with no other notation is one of the required texts listed above as available at the bookstore. Otherwise:

[Bb]=Available in the "Assignments" section of Blackboard

[ERes]=On e-reserve at Walsh Library

[Res]=In the reserve room at Walsh Library

[EBk]=Available on the library website as an e-book

Tuesday, January 15

Introduction.

Friday, January 18

Bruce Burgett and Glenn Hendler, "Keywords: An Introduction" in *Keywords for American Cultural Studies*. 1-6.

Kirsten Silva Gruesz, "America," in *Keywords for American Cultural Studies*.

Alys Eve Weinbaum, "Nation," in *Keywords for American Cultural Studies*.

J. Hector St. John de Crèvecoeur, *Letters from an American Farmer* (1782), 35-65.

Tuesday, January 22

Elizabeth Freeman, "Marriage," in *Keywords for American Cultural Studies*.

Nancy Cott, *Public Vows: A History of Marriage and the Nation*, pp 1-76.

Letters between Abigail and John Adams. [Bb]

Thursday January 24 by 4pm: Send an e-mail to ghendler@fordham.edu with your top three choices from among the following keywords: "class;" "ethnicity;" "empire;" "market;" "marriage;" "nation;" "public;" "religion;" "white."

Friday, January 25

Philip Deloria, *Playing Indian*, pp 1-94.

Robert Warrior, "Indian," in *Keywords for American Cultural Studies*.

David Kazanjian, "Colonial," in *Keywords for American Cultural Studies*.

Philip Freneau, "The Indian Burying-Ground" (1787). [Bb]

Tuesday, January 29

Alexis de Tocqueville, *Democracy in America* (1831). 36-68, 201-228, 510-521, 583-616

Janet R. Jakobsen, "Religion," in *Keywords for American Cultural Studies*.

Michael Warner, "Secular," in *Keywords for American Cultural Studies*.

Wednesday January 30, 3:30pm: Guided Tour of "French Founding Father: Lafayette's Return to Washington's America" at the New-York Historical Society, 170 Central Park West between 76th and 77th Streets. Note that you must attend either this tour or the one on Saturday, February 2.

Friday, February 1

Kramer, Lloyd S., "Lafayette, Tocqueville, and American National Identity." From *Lafayette in Two Worlds: Public Cultures and Personal Identities in an Age of Revolutions*. Chapel Hill: University of North Carolina Press, 1996. 185-226.
[ERes]

Bruce Robbins, "Public," in *Keywords for American Cultural Studies*.

Eric Lott, "Class," in *Keywords for American Cultural Studies*.

Saturday February 2, 11:00am: Guided Tour of "French Founding Father: Lafayette's Return to Washington's America" at the New-York Historical Society, 170 Central Park West between 76th and 77th Streets. Note that you must attend either this tour or the one on Wednesday, January 30.

Tuesday, February 5

Discussion of New-York Historical Society visits.

Questionnaires due.

Friday, February 8

J. Hector St. John de Crèvecoeur, *Letters from an American Farmer* (1782), (letters IX and XII).

Alexis de Tocqueville, *Democracy in America* (1831), 370-488

Walter Johnson, "Slavery," in *Keywords for American Cultural Studies*.

Monday, February 11, 9am. By this time, your group should have chosen, and posted to Blackboard, at least **two other keywords** that you think are closely related to yours.

Tuesday, February 12

Gustave de Beaumont, *Marie, or, Slavery in the United States* (1835), ix-xxxv; 1-91.

Friday, February 15

Gustave de Beaumont, *Marie, or, Slavery in the United States* (1835), 92-187.

Tuesday, February 19

No class—Classes on a Monday schedule

Friday, February 22

Walter Johnson, *Soul By Soul: Life Inside the Antebellum Slave Market*, pp 1-77.

Tuesday, February 26

Frederick Douglass, "The Heroic Slave" (1852). [Bb; ERes]

Friday, February 29

Walter Johnson, *Soul By Soul: Life Inside the Antebellum Slave Market*, pp 78-220.

Meredith McGill, "Market," in *Keywords for American Cultural Studies*.

Tuesday, March 4

Helen Hunt Jackson, *Ramona* (1884)

Curtis Marez, "Mestizo/a," in *Keywords for American Cultural Studies*.

Friday, March 7

Ramona (continued)

Amy Kaplan, "Manifest Domesticity," from *The Anarchy of Empire in the Making of U.S. Culture*. Cambridge, MA: Harvard University Press, 2002. pp 23-50 [ERes]

Shelley Streeby, "Empire" in *Keywords for American Cultural Studies*.

Tuesday, March 11

Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893). [ERes]

José Martí, "Our America" (1891). [ERes]

Mary Pat Brady, "Border," in *Keywords for American Cultural Studies*.

Krista Comer, "West," in *Keywords for American Cultural Studies*.

March 12-24

Spring Recess—Easter holiday

Tuesday, March 25

John Kuo Wei Tchen, "Asian," in *Keywords for American Cultural Studies*.

Henry Yu, "Ethnicity," in *Keywords for American Cultural Studies*.

Vijay Prashad, "Orientalism," in *Keywords for American Cultural Studies*.

Thursday March 27: At a time and place to be announced, historian and author Vijay Prashad will be lecturing on campus, discussing the novel *The Namesake*, by Jhumpa Lahiri. This event is highly recommended, but not required. If you attend, you can post about it to Blackboard and that will count as one of the "extra credit" activities mentioned above.

Friday, March 28

Moon-Ho Jung, "Coolie" from *Keywords for American Cultural Studies*.

Moon-Ho Jung, "Outlawing 'Coolies': Race, Nation, and Empire in the Age of Emancipation," *American Quarterly* 57.3 (2005) 677-701 [ERes, Bb]

Tuesday, April 1

Nancy Cott, *Public Vows*, 77-155.

Friday, April 4

Eithne Luibhéid, "Immigration," in *Keywords for American Cultural Studies*.

Priscilla Wald, "Naturalization," in *Keywords for American Cultural Studies*.

Anzia Yezierska, "America and I" [1922] [ERes]

Tuesday, April 8

Michael Omi and Howard Winant, *Racial Formation in the United States: From the 1960s to the 1990s*, pp 1-76. [ERes]

Pamela Perry, "White," in *Keywords of American Cultural Studies*.

James Baldwin, "On Being White....and Other Lies" (1984). *Black on White: Black Writers on What It Means to Be White*. Edited by David Roediger. New York: Schocken, 1998. 177- 180. [ERes]

Friday, April 11

Philip Deloria, *Playing Indian*, pp. 95-191.

Tuesday, April 15

Nancy Cott, *Public Vows*, pp 180-227.

Michael Warner, "Beyond Gay Marriage," from *The Trouble With Normal: Sex, Politics, and the Ethics of Queer Life*, pp 81-148. [Eres]

Friday, April 18

Ruth Wilson Gilmore, *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*.

Tuesday, April 22

Gilmore, continued

Friday, April 25

Amy Kaplan, "Where is Guantanamo?" *American Quarterly* 57.3 (2005) 831-858 [Bb, ERes]

Caroline Chung Simpson, "Internment," from *Keywords for American Cultural Studies*.

Tuesday, April 29

Conclusion.

Keyword essay due at 5pm

Last possible day to turn in site report

Student and New User Guide to Fordham Blackboard Courses

In order to access Fordham's Blackboard site, you must direct your web browser to the following address: <http://fordham.blackboard.com> **Note: There is no "www" in this address.** Then:

- 1) Click on the Login button located at the left of the screen.
- 2) After you press the Login button, the Welcome Screen will appear requesting your Username and Password.
- 3) Your username is your Lotus Notes E-mail username, or everything before the @ sign. For example, if your email address is jsmith@fordham.edu, your username is jsmith.
- 4) Your password is your four-digit Oasis pin #. We do not use Social Security numbers. If you have forgotten your password, try the last 4 digits of your home zip code or call the help desk at extension 3999, or click on the "Forgotten Password" link and follow the instructions. Note: changing your password in Lotus, Oasis or anywhere else does not change your password in Blackboard or vice versa.

Welcome Page

Once you have logged into Fordham University's Blackboard site, you will be greeted with a Welcome Page. It will identify you by your first name and the Course(s) in which you are participating.

To enter a course in which you are enrolled: Under the area labeled, "My Courses", click on the hyperlink to your course.

Generally you will enter your desired course through the Announcements Page of the course. Any announcements posted by the professor will be displayed on this page as the course progresses. If there is more than one announcement posted on this page, simply scroll down the screen.

Editing Personal Information

Users manage personal data and privacy settings from the Personal Information page found on the left side of the Welcome Page in the Tool Box. The **Edit Personal Information** option allows you to control the information that appears in your account's profile. You can change the values in fields, populate empty fields, or remove information from fields. The fields with a red asterisk must be included. **Note: Please change your e-mail address here to the one you use most regularly.** This will ensure timely communication.

The **Change Password** option manages your account password in Blackboard ONLY and not in Lotus Email, etc..

The **Set Privacy Option** manages your profile in the User Directory. Individuals may choose to make information available through the User Directory/Class roster, and control what information will be displayed.

To receive notifications of new postings within any course to your Email account or cell phone, go to the **TOOLS** menu and **NOTIFICATIONS** and follow the instructions there to set your preferences.

**Major Developments in American Culture
American Studies (AMRU) 2000:001
SPRING 2008
Fordham University
Instructor: Glenn Hendler
KEYWORD PROJECT**

This project gives students a thread to follow through all of the course's readings and discussions, and an opportunity to use that thread to tie the course together at the end. The project continues through the whole semester, and it is quite complex. However, there are three major elements, all of which are collaborative:

1. Tracking a keyword through the readings, lectures and discussions every week
2. Revising a dictionary entry on that keyword
3. Writing a keyword essay about the role of that keyword in this course

These elements are closely connected. The first takes place on Blackboard; the other two take place in the Keyword Collaboratories at <http://keywords.nyupress.org/wiki>.

Your first task: Set up an account at <http://keywords.nyupress.org/wiki>. I'll show you how to do this on the second day of class. Once you have done so, be sure to make a note of the username you chose. Then e-mail that username to me (ghendler@fordham.edu). It will be easier for you and for me if the username you choose matches your Fordham e-mail username, and if the e-mail address you use here matches the one you use in Blackboard. Please get me this information by **4pm on Thursday, January 24**. If you take care of this earlier, send me the username earlier. Until I've authorized you as a participant, you will not be able to edit pages in the Collaboratories, which is an essential part of the course.

Your second task: Also by **4pm on Thursday, January 24** each student should send me an e-mail (ghendler@fordham.edu) indicating which of the following keywords you are interested in working with throughout the semester: "class;" "ethnicity;" "empire;" "market;" "marriage;" "nation;" "public;" "religion;" or "white." In case there are too many choosing a single keyword, please give me three choices, in order of preference. I will then create nine "keyword working groups," each of which will "track" one of those keywords.

Your third task: Within a few days—and certainly before your visit to the New-York Historical Society on January 30 or February 2--**read the entry on your keyword in *Keywords for American Cultural Studies***. Do this right away; don't wait until the rest of the class is assigned to read your entry later in the semester.

Each group will get **three online spaces** in which to do its work; each corresponds to one collaborative assignment within the larger keyword project. The three spaces are:

1. In Blackboard, you'll find a Discussion Board Forum designated for your keyword. You'll be using this space for **tracking your keyword** through the term.
2. In your [Collaboratory](#) area, you'll find one page with selections from the *Oxford English Dictionary* definition of your keyword as well as a sampling of "usage examples" from the *OED*. This page is the starting point for your **dictionary entry assignment**.
3. Also in your [Collaboratory](#), there will be a page where your group will collectively produce and revise its **keyword essay**.

Now, to describe **the three major elements of the project**:

1) **Tracking your keyword:** From the moment you are assigned to a working group, after each reading, after every discussion, lecture, or site visit your task is to think about how your keyword was used, what it meant in that context, and how that usage and meaning connect (or fail to connect) with the entry in *Keywords for American Cultural Studies*. Have our readings and discussions served as illustrations of arguments made in the original entry? Have they raised issues and questions about the keyword not addressed in the entry? Have they contradicted or complicated points made in the entry? Have they made connections between your keyword and other keywords? Are there places in our discussions, readings, or lectures when your keyword *could* have or *should* have appeared? Why do you think it did not?

a) As part of tracking your keyword, **by 9am on Monday, February 11** your group should choose at least **two other keywords** that you think are closely related to yours. These may be keywords that have entries in *Keywords for American Cultural Studies* or they may be others that you have noticed are cropping up in relation to (or in place of) your keyword in our readings and discussions. Track those keywords in your Blackboard space as well; having an understanding of them may help you write your keyword essay at the end of the semester.

b) Use your working group's discussion board forum as a space to track your keyword. **Each member of the group should write in the discussion board at least once a week.** Your contribution can be simply to archive your keyword's appearances in the readings, lectures, and discussions (e.g. "'white' appears repeatedly in the second chapter of Johnson's book, and Jane brought it up in class in the context of our discussion of Frederick Douglass") and/or as a place to raise and discuss questions about the meaning of the term in these contexts ("when the keyword 'market' is used in Jackson's novel, it seems to have a different meaning than it did when we discussed the slave market, but I'm not sure exactly what the difference is. Did anyone else notice this? Is there anything in the McGill entry on 'market' that accounts for this difference, or have we found something new here?")

c) There may be weeks when your keyword comes up in several readings and in each of our class discussions. There may be other weeks when it does not come up at all. Use your judgment about how often you need to log on to your discussion board to keep up with your group's discussion. At an absolute minimum you should check in twice a week, the evening before each class, so that everyone in your working group is on the same page when you arrive in class the next day. But there may be weeks when you get involved in a lively discussion with others in your group and end up contributing several times over the course of the week.

2) **Dictionary assignment:** The first outcome of your tracking process will be your working group collaboratively producing an *OED*-style **dictionary definition and set of usage examples** for your keyword, based in the course readings—including the entries in *Keywords for American Cultural Studies*-and our class lectures and discussions. **This is not a task you can accomplish the night before it is due.** Rather, all through the first half of the semester, be looking for opportunities to go to the collaboratory and (a) **revise** the *OED* definition there (b) **replace** one of the *OED*'s examples with one from our course. I'll give a demonstration on how to do this early in the semester.

a) I will grade this dictionary definition at the midterm (after Monday, March 4). You may want to continue developing it after this date as part of your work toward your keyword essay, but any further changes to the definition after 9am on March 4 will not affect the grade.

3) **Writing a keyword essay:** Your final essay for the semester will be a collaboratively written essay on your keyword. You are not being asked to rewrite or improve upon the entry from *Keywords for American Cultural Studies*, but to **write an entry on the same term that has a different scope, a different archive of materials.** The original entry, after all, was a keyword entry for "American Cultural Studies" as a whole; your new entry will be a "Keyword for AMRU 2000:001, Spring 2008." You may find that your entry (or one of the other entries in the book) is a good formal model for the essay your

group produces, though the content will surely be quite different. You will write this essay in the designated page in your collaboratory. Each of you can generate new text, edit one another's text, delete, add to it, and so on. I'll give a demonstration on how to do this early in the semester.

- a) Your conversations in the Blackboard discussion board throughout the semester can serve as notes toward this essay, giving you an extra motivation to keep tracking your keyword continuously. The same goes for the dictionary definition you produced for the midterm; both the definitions and the usage examples may find their way into the essay.
- b) Like many of the entries in the volume, yours may refer to the *OED* definition of your keyword, though this is not required.
- c) Be aware that each edit you make is recorded, with your name attached, in the "history" section of the collaboratory. For that reason, especially if you are revising someone else's part of the text, you may want to explain your revision in the "comments" or "discussion" section of your collaboratory.
- d) Your keyword essay will be stronger if you start working on it fairly early in the semester, building it up gradually. **This is not a task you can accomplish in the day or two before its due date**, which is **5pm Tuesday, April 29**, the last day of class.

Grades: 50% of your final grade comes out of your keyword project. This is broken down as follows:

- a) At midterm, your dictionary definition will receive a grade. Everyone in your group will receive the same grade. Even though I will not evaluate your work in this area after the midterm, your group may want to continue to use it as a basis on which to build your keyword essay. This assignment is worth 15% of the final grade.
- b) Everyone in a working group will receive the same grade on the final keyword essay. This essay will be worth 20% of the final grade.
- c) At the end of the term, each individual will receive his or her own grade based on your online working group participation in both Blackboard and the Keyword Collaboratories. Even though this project as a whole is a collaborative enterprise, this grade allows me to recognize your visible individual contributions. This part of the assignment is worth 15% of the final grade. At the midterm I will do a preliminary survey of each student's online participation, and contact any students who are not making sufficient contributions to get a passing grade.

Also note:

- a) You may also want to look at other discussion boards, other collaboratories in this class, and even collaboratories from other classes around the country using the book. You're welcome to read any of these, and to look at the keyword essays as they develop in the project pages. You may also contribute on any collaboratory's "discussion" page. But unless it explicitly says otherwise in a collaboratory, **only members of a working group should actually edit their page**. The whole collaboratory structure depends on this rule being respected, and violations will be taken very seriously.
- b) I and the rest of the class will also view **you and the other members of your keyword working group as "experts" on that keyword**. At any point in the discussion, one of us may turn to you for insight on a reading or topic of discussion, with a question such as "how does this topic look when viewed through the lens of your keyword?" or "How does this author, or critic, or historian, use your keyword differently from other people who have used it?" Your responses to such questions are not formally graded, but of course factor into your attendance and participation grade.
- c) Others in the class (and beyond, in the case of the collaboratories) may look at and comment upon your areas; they are not private spaces. In fact, you should write your keyword essay with this fact in mind; **its readership is potentially larger than just me and the other members of this class**. But only members of your working group should actually be editing text in your Collaboratory.