

# Reading the Past: Technology and Identity

**Honors 240, section 6. George Mason University. Fall 2017**

Robinson B120. Mondays and Wednesdays 1:30-2:45pm.

Professor Zachary M. Schrag

Syllabus revised 23 August 2017.

Course Blackboard site: <http://mymason.gmu.edu>.

General advice: <http://historyprofessor.org>

Chicago-Style Citation Quick Guide: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

E-mail: [zschrags@gmu.edu](mailto:zschrags@gmu.edu) (please include "240" in subject header).

Office: Robinson B 357A. Tel. 703-594-1844.

Office Hours: MW, 11am-noon and by appointment. Please sign up for a slot or slots at [zschrags.youcanbookme.com](http://zschrags.youcanbookme.com), whether you are planning to come during those times or other times.

## Course Description

We define ourselves by the tools we make, the tools we use, and the tools we reject. Individuals select consumer goods, communities deploy infrastructure, and whole nations seek glory through science, invention, and warfare. This course will explore the intersection of technology and identity in the nineteenth and twentieth centuries in the United States and other nations. We will learn how people living today and previous generations made choices about three sets of technologies: vaccination; electrification of cities, homes, and farms; and aviation, with an emphasis on the role of the pilot. By learning this history, we can better understand the choices we ourselves face as individuals, communities, and nations.

## Goals

In this course, students will:

- Reflect on the significance of technology in the world we know today, including their own daily lives.
- See the technology as a product of choices made by human beings and consider who has the power to shape the tools we use.
- Use history as a guide to the present and future.
- Practice critical reading of primary and secondary sources, including texts, images, music, and motion pictures.
- Practice research skills using sources in databases, on paper, and in the world around us.
- Practice skills of writing, editing, and revision.

**Laptops and tablets** may be used to consult class readings in electronic form, provided they do not prove a distraction. Except by prior arrangement, phones may not be used for any purpose during class.

## Readings

No books or coursepacks have been ordered for this course. All assigned readings will be linked or posted on Bb.

Students are greatly encouraged to refer to Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 8th ed. Chicago: University of Chicago Press, 2013. ISBN-13: 978-0226816388. This edition is available inexpensively in paperback or Kindle format, and it offers good advice on writing as well as citation.

The 7th edition is available at the reference desk of Fenwick Library (LB2369 .T8 2007). Please let me know if you will be using that.

## Online Components

Except for the peer-editing, this course is designed to be paperless; all assignments except for the essay drafts should be posted on Blackboard, <http://mymason.gmu.edu>. (Please note we are using Blackboard Learn 9.1, accessible through the My Mason portal.) You will also receive feedback on Blackboard. Please include your last name in the file name of any attachment you post to Blackboard or send by e-mail; e.g., jones\_essay2.doc, not essay2.doc. Please do not send Microsoft Works (.wps) attachments; I cannot open them. Please do not send Microsoft shortcuts (.lnk) which work only on your local computer. Please save your files as .doc, .docx, or .rtf formats.

Please **post a photograph** of yourself on Bb. See <http://goo.gl/9w0Zys>

## Collaboration

This course is designed to encourage the kind of collaboration that makes scholarship so much fun. While you are responsible for your own essays, you rely on each other to identify primary sources and to help you revise your work.

You must credit your classmates for the help that they give you, since a scholar should be proud of the use she has made of others' work. Citation need not be terribly formal, but I suggest the following form for citing sources discovered by your classmates:

- Lisa Rein, "Daring to Dream of Reducing Tysons Traffic," *Washington Post*, 10 December 2009 (posted by Joanna Student).

## Evaluation

- A total of 100 points are available. See "Assignments" for the value of each assignment.
- Students who do everything that is asked of them for a given assignment can expect to earn B's. Students who challenge themselves to exceed expectations earn higher grades, while students who do not meet the expectations earn lower grades.
- Competent performance will typically result in full credit for warm up, noteworthy facts, and discussion leading (19 points), high credit for participation and research assignments (about 18 points of 21) and 80 percent credit for essays (48 points out of 60). If you get these scores, you will get 85 points total for the course, a B. In other words, the easy points are for the minor assignments, and exceeding a B for the course requires true excellence in writing and revising essays.
- There is no fixed curve for the course. At the end of the course, I rank students according to the points they have accumulated on various assignments, and then set cut-off points for letter grades to reflect the level of achievement represented by various point totals. For example, the cut-off between a B and a B+ may be 88 or 89 depending on which grade I feel better reflects the achievements of students with 88.5 points.

# Assignments

**Noteworthy facts must be posted to Blackboard by 10am on the date due.  
Research assignments are due on the indicated dates at 5pm.  
Essays are due at 1pm, except for the revised draft of essay 3.**

## Warm Up (1 point)

See assignment for August 30.

## Attendance and participation (4 points per unit. 12 total)

To receive credit, you must sign in by start of class. Occasional absence or tardiness is not a big deal, but chronic absence or tardiness will affect both your contribution score and the grades on your written work. Attendance is particularly important on peer-editing days. If you need to leave early, please speak to me before class. If you leave early without notifying me, you will be counted absent. I expect active participation in class discussions. The most helpful way to participate is to explain what left you confused and ask other students to help you understand the material.

## Noteworthy Facts (1 point per response; 12 total)

For each set of readings after the introductory section, please prepare **three noteworthy facts** and post them by **10am on the day indicated** on the Discussion Board section of Bb. This includes days when you are leading discussion.

Each fact should be one or two sentences long. Look for facts that would surprise and interest potential readers, and spark discussion. *Please provide a page number.* The noteworthy facts on page A3 of the *New York Times* are good models.

## Discussion leading (6 points)

On one occasion during the course, you will partner with another student to lead discussion of the assigned readings. Discussion should run about 35-40 minutes, leaving me ten minutes at the start for announcements and 20 at then end for comments on the discussion.

You and your partner have a fair amount of leeway on how to organize the class, but major objectives should be to ensure that your classmates understand:

- The people whose story is being told in the reading.
- The artifacts used and the choices made about them.
- The historian's choices about sources and methods to understand those choices.
- Connections between the readings and previous readings.
- Opportunities for additional research.

To prepare for this assignment, please read Rachel Seidman, "How to Lead a Class Discussion," *Carleton College: History*, <http://apps.carleton.edu/curricular/history/resources/study/leaddiscussion/>. Once you have read the assigned readings and the Seidman instructions, please confer with your partner about how to run the discussion.

## Primary source analysis (3 points each, 9 points total)

On three occasions, you are asked to complete small research assignments. **Please note that research assignments are due at 5pm on days class does not meet.**

All research assignments require the following steps:

1. Find a document or image **from the period we are studying** that helps answer one of the essay questions posted on Blackboard. Consult the resource list on Blackboard for suggestions. While

most students find sources online, you are free to consider sources that you photographed, scanned, or transcribed yourself.

The source must have been *created* during the date range specified for each unit; 1790-1960 for unit 1, 1880-1960 for unit 2, 1890-1970 for unit 3.

2. Write an APA or MLA reference or Chicago-style footnote for the document or image.
3. Write a one-paragraph analysis of the document or image following the examples at “Examples of Critical Reading” or “Image Analysis” <http://historyprofessor.org/research/>.
4. Post your footnote and paragraph on the appropriate Blackboard discussion, along with the document as an attachment.

### **Essays (20 points each, 20 points per unit, 60 points total)**

On three occasions, you are assigned essays that will address the main themes of the course.

The essays are due in two stages. The first draft must be at least 1200 words long, not including footnotes. The final draft must be 750-1000 words long.

Please keep in mind the instructions at <http://historyprofessor.org>, especially those on thesis statements and topic sentences.

The essays require the following steps:

#### ❖ **1. Read the essay questions**

I will write essay prompts based on the primary sources the class submits. They may contain specific instructions about how many sources to use, or suggestions about which sources to consult to answer a question. The goal of the questions is to guide your analysis of the primary sources assembled by the class, using concepts from the secondary readings.

#### ❖ **2. Assemble evidence**

The most important source of evidence for your answer are the primary sources gathered by you and your classmates. Other evidence may come from the assigned secondary readings and from films played in class. Evidence from other units of the course may be helpful as well. And you may wish to conduct additional research using the databases for the course. But such research is no substitute for engagement with your classmates' sources.

**All sources must be cited properly.** This includes assigned readings and handouts, sources gathered by your classmates, and sources you find yourself. (See “Collaboration.”) Citations should be written in APA, MLA, or *Chicago Manual of Style* format. Please indicate the system you are using at the start of your paper.

When citing a source gathered by a classmate, please credit that person I suggest the following forms for citing work by your classmates:

For a document posted by a student, but written by someone else:

- Lisa Rein, “Daring to Dream of Reducing Tysons Traffic,” *Washington Post*, 10 December 2009 (posted by Joanna Student).

#### ❖ **3. Read your sources critically**

Read your sources slowly and carefully. Look not only for facts, but for surprises. See <http://historyprofessor.org/research/> for additional guidance.

#### ❖ **4. Develop a thesis.**

Develop a thesis statement that answers the question and can be supported by your evidence. See <http://historyprofessor.org/argument/> for suggestions.

I strongly recommend your thesis statement take the following form: Why did [person/persons] [do/say/write something surprising]? [Plausible explanation], but in fact [better or more complete explanation]. If you choose not to use this form, I suggest you explain your decision in your edit memo.

❖ **5. Outline your essay**

For a ten-paragraph essay (about 1250 words), I suggest a two-paragraph introduction, two paragraphs to present one point of view, two paragraphs presenting an opposing point of view, two paragraphs analyzing the similarities and differences, and a two-paragraph conclusion. If you need more space for the body sections, you will end up with a longer essay. Make sure that each body paragraph begins with a strong topic sentence.

❖ **6. Write your essay.**

Write a rough draft of your essay. **Post this to Bb and bring two copies to class.** Share your rough draft with two of your classmates during the peer editing session. If you do not receive helpful comments, demand them.

❖ **7. Revise your essay**

Revise the draft according to the helpful comments you received and shorten it to the required length (maximum 1000 words).

For instructions on cutting wordiness, see

- University of Wisconsin - Madison Writing Center. "Clear, Concise Sentences." [http://writing.wisc.edu/Handbook/CCS\\_wordyphrases.html](http://writing.wisc.edu/Handbook/CCS_wordyphrases.html).
- Purdue Online Writing Lab's pages on "Conciseness," <https://owl.english.purdue.edu/owl/resource/572/01/> and "Eliminating Wordiness," <https://owl.english.purdue.edu/exercises/6/9>.

❖ **8. Describe your experience of the unit**

Add your **unit memo** at the end of the final draft. This should include at least two sections:

- **Contribution.** Describe your contribution to the class discussions and your plans for future discussions.
- **Revision.** Explain how you revised your essay in response to feedback from your peers and (for essays 2 and 3) the comments you received from me on previous work. Explain what additional feedback would be helpful.
- **Course evaluation** (optional). Add any comments you wish about how the unit met the goals of the course and what could be improved.

❖ **9. Post your essay**

Post your final draft to the **assignments section** of Blackboard before the start of class on the day it is due. Bring your marked-up drafts from the peer editing session to class on that day.

❖ **Essay evaluation**

Your essay score will break down roughly as follows, though I reserve the right to score elements above the maximum (e.g., 6 points out of 5) for exceptional work.

- **Question and thesis: 5 points.** A *why* question about the words or deeds of people, the weighing of alternative explanations, and a compelling claim. Aim for bold, original claims. I don't want to read the same argument 25 times.
- **Topic sentences and organization: 5 points.** Topic sentences that support the thesis, summarize the evidence, interpret the evidence, and relate to one another in a clear way.
- **Evidence and critical reading: 5 points.** Ample primary evidence from sources posted by classmates. Analysis as well as summary.
- **Mechanics and style: 3 points.** Clear grammar, adequate citation.

- **Peer editing and revision: 2 points.** Good comments on your peers' work and good use of the comments you received.

❖ **Peer Editing Instructions**

On three occasions you will exchange drafts with classmates and edit their work. If you cannot attend the peer editing session, you may exchange essays with a classmate outside of class for partial credit. Your job as a peer editor is not to correct spelling and minor errors, or to provide uncritical encouragement. Rather, it is to demand that your peers teach you something you did not know before. Your comments should begin with one of the following forms, or a close approximation:

1. Your essay corrected a misconception I had. Before reading it, I thought \_\_\_\_\_. But you showed me . . .
2. Your essay answered a question I had. Before reading it, I could not understand why \_\_\_\_\_. But you showed me . . .
3. Your essay explained the significance of \_\_\_\_\_. Before reading it, I couldn't understand why \_\_\_\_\_ was important. But you showed me . . .
4. For the most part, this essay did not teach me anything that wasn't pretty obvious from attending class and reading the assigned materials. But I was struck by your comment that "\_\_\_\_\_." This comment [insert phrase 1, 2, or 3]. Could you expand this point into a thesis for the whole essay?

If you miss a peer-editing session, you may exchange essays with another student in the class outside of class hours for partial credit (up to 1 point).

# Schedule

## Introductions

### ❖ **Week 1**

August 28 Introduction—Artifacts and Choices

August 30 Read

- J. M. Wetmore, "Amish Technology: Reinforcing Values and Building Community." *IEEE Technology and Society Magazine* 26, no. 2 (Summer 2007): 10–21.
- Melvin Kranzberg, "Technology and History: 'Kranzberg's Laws,'" *Technology and Culture* 27, no. 3 (July 1986): 544–60.

Write

- Please write a 1-2 paragraph description of a technology that you, your family, your community, or your nation has *refused* to use. Explain how this decision reflects your values or that of the larger body to which you belong. Please post this as a reply to the appropriate thread on the Blackboard discussion board. Like all Bb discussion assignments, this is **due at 10am**.

### ❖ **Week 2**

September 4 NO CLASS (Labor Day)

September 6 Workshop: reading primary sources.

Read:

- "How to Read a Primary Source," "Examples of Critical Reading," and "Image Analysis," all at [historyprofessor.org](http://historyprofessor.org).
- Joseph P. White, "Did PowerPoint Ruin GM?" *Wall Street Journal*, 6 June 2014.
- Gretchen Morgenson, "A Vow to End Hollow Nods and Salutes" *New York Times*, 7 June 2014

### ❖ **Week 3**

September 11 Workshop: writing the past

Read

- Michael Todd, "Tips for Scholars Writing an Op-Ed | SAGE Connection – Insight," SAGE Connection, December 10, 2014, <http://connection.sagepub.com/blog/sage-connection/2014/12/10/tips-for-scholars-writing-an-op-ed/>.
- "A Thesis Statement Template," "Dialectical Thesis Statements," and "Topic Sentences," all at [historyprofessor.org](http://historyprofessor.org).
- Martin Bruegel, "The 'Science' of Calorie Information." *New York Times*, September 18, 2012, sec. Opinion. <http://www.nytimes.com/2012/09/19/opinion/the-science-of-calorie-information.html>.
- Gabrielle Hecht, "Contradictions in Atomic Agency's Mandate." *History News Service*, October 3, 2007. <http://historynewsservice.org/2007/10/contradictions-in-atomic-agencys-mandate/>.
- Henry Petroski, "Failure Is Always an Option." *New York Times*, August 29, 2003. <http://www.nytimes.com/2003/08/29/opinion/29PETR.html>.

## Unit 1: Technology and Self Identity. Vaccination

September 13 21st Century Controversies

- Laura Parker, “The Anti-Vaccine Generation: How Movement Against Shots Got Its Start,” *National Geographic*, February 2015, <http://news.nationalgeographic.com/news/2015/02/150206-measles-vaccine-disney-outbreak-polio-health-science-infocus/>;
- Eula Biss, “Sentimental Medicine,” *Harper’s Magazine*, January 2013. ProQuest.
- Alice Dreger, “What If Not All Parents Who Question Vaccines Are Foolish and Anti-Science?,” *New Statesman*, June 4, 2015, <http://www.newstatesman.com/2015/05/heretic-academy>.

Post three noteworthy facts to Bb.

#### ❖ **Week 4**

September 18 The Vaccinators

- Michael Bennett, “Jenner’s Ladies: Women and Vaccination against Smallpox in Early Nineteenth-Century Britain,” *History* 93, no. 312 (October 2008): 497–513, doi:10.1111/j.1468-229X.2008.00434.x.
- Daniel Trambaiolo, “Vaccination and the Politics of Medical Knowledge in Nineteenth-Century Japan,” *Bulletin of the History of Medicine* 88, no. 3 (2014): 431–56, doi:10.1353/bhm.2014.0047.

Post three noteworthy facts to Bb.

September 20 Films and discussion: polio vaccine film festival

- *Unconditional Surrender*, 1956. [goo.gl/3ALZ7g](http://goo.gl/3ALZ7g)
- *Babies and Breadwinners*, 1961. [goo.gl/5twKg4](http://goo.gl/5twKg4)

#### ❖ **Week 5**

September 25 The Antivaccinators

- Nadja Durbach, “‘They Might As Well Brand Us’: Working-Class Resistance to Compulsory Vaccination in Victorian England,” *Social History of Medicine* 13, no. 1 (April 2000): 45–63, doi:10.1093/shm/13.1.45.
- James Colgrove, “‘Science in a Democracy’: The Contested Status of Vaccination in the Progressive Era and the 1920s,” *Isis* 96, no. 2 (2005): 167–91, doi:10.1086/431531..

Post three noteworthy facts to Bb.

September 27 Workshop: Topics and sources

#### ❖ **Week 6**

October 2 The Experimenters

- Clifford Rosenberg, “The International Politics of Vaccine Testing in Interwar Algiers,” *American Historical Review* 117, no. 3 (June 2012): 671–97.
- Randall M. Packard, “The Invention of the ‘Tropical Worker’: Medical Research and the Quest for Central African Labor on the South African Gold Mines, 1903-36,” *Journal of African History* 34, no. 2 (1993): 271–92.

Post three noteworthy facts to Bb

October 3 (Tuesday)

- **Due on Bb, 5pm: primary source analysis.**

October 4 Primary source discussion

❖ **Week 7**

October 9 NO CLASS (Columbus Day)

October 10 (Tuesday) Peer review: **post your first draft and bring in two hard copies.**

**Unit 2: Technology and Communal Identity. Electricity and the Home, 1880-1960**

October 11 Film and discussion

- Joris Ivens, *Power and the Land*, 1940.

❖ **Week 8**

October 16 The Current Debate

- Charles Kenny, "If Everyone Gets Electricity, Can the Planet Survive?," *Atlantic*, September 28, 2015, <http://www.theatlantic.com/international/archive/2015/09/energy-access-sdgs-un-climate-change/407734/>.
- Sean Hollister, "The Incandescent Light Bulb Isn't Dead," *The Verge*, January 1, 2014, <http://www.theverge.com/2014/1/1/5263826/the-incandescent-light-bulb-isnt-dead>.
- Patrick J. Kiger, "U.S. Phase-Out of Incandescent Light Bulbs Continues in 2014 with 40-, 60-Watt Varieties." *The Great Energy Challenge* (blog), *National Geographic*, December 31, 2013. <http://energyblog.nationalgeographic.com/2013/12/31/u-s-phase-out-of-incandescent-light-bulbs-continues-in-2014-with-40-60-watt-varieties/>. [Please read some of the comments as well.]

10am. Post three noteworthy facts to Bb.

**1pm. Post your revised first essay to Bb. Bring first draft and comment sheets to class.**

October 18 Working Power

- Harold L. Platt, "Samuel Insull and the Electric City." *Chicago History*, March 1986, 20-35.
- Audra J. Wolfe, "'How Not to Electrocute the Farmer': Assessing Attitudes Towards Electrification on American Farms, 1920-1940." *Agricultural History* 74, no. 2 (April 2000): 515-29.
- Michael J. Golec, "Poster Power: Rural Electrification, Visualization, and Legibility in the United States." *History and Technology* 29, no. 4 (2013): 399-410.

Post three noteworthy facts to Bb.

❖ **Week 9**

October 23 Domestic power

- Carolyn M. Goldstein, "From Service to Sales: Home Economics in Light and Power, 1920-1940." *Technology and Culture* 38, no. 1 (January 1997): 121-52.
- Raquel a. G. Reyes, "Modernizing the Manileña: Technologies of Conspicuous Consumption for the Well-to-Do Woman, circa 1880s-1930s," *Modern Asian Studies* 46 (January 2012): 193-220.

Post three noteworthy facts to Bb.

October 25 Workshop: Topics and sources

October 27 (Friday)

- **Due on Bb, 5pm: primary source analysis.**

❖ **Week 10**

October 30 Primary source discussion

November 1 Imperial power

- H. G. Wells, "The Lord of the Dynamos," 1894.
- Moses Chikowero. "Subalternating Currents: Electrification and Power Politics in Bulawayo, Colonial Zimbabwe, 1894-1939." *Journal of Southern African Studies* 33, no. 2 (June 2007): 287–306.

Post three noteworthy facts to Bb.

❖ **Week 11**

November 6 Peer review: **post your first draft and bring in two hard copies**

**Unit 3: Technology and National Identity. Flight and the Nation, 1890-1970**

November 8 Planes without pilots

- William Langewiesche, "Should Airplanes Be Flying Themselves?," *Vanity Fair*, accessed August 6, 2015, <http://www.vanityfair.com/news/business/2014/10/air-france-flight-447-crash>.
- Patrick Smith, "Automation and Disaster," *Ask the Pilot*, November 1, 2014, <http://www.askthepilot.com/automation-and-disaster/>. (A response to Langewiesche.)
- Elijah Solomon Hurwitz, "Drone Pilots: 'Overpaid, Underworked, and Bored.'" *Mother Jones*, June 18, 2013. <http://www.motherjones.com/politics/2013/06/drone-pilots-reaper-photo-essay>.

Post three noteworthy facts to Bb.

❖ **Week 12**

November 13 Man, woman, and machine

- John W. Ward, "The Meaning of Lindbergh's Flight," *American Quarterly* 10, no. 1 (April 1958): 3–16.
- Joseph J. Corn, "Making Flying 'Thinkable': Women Pilots and the Selling of Aviation, 1927-1940," *American Quarterly* 31, no. 4 (1979): 556–71, doi:10.2307/2712272.

Post three noteworthy facts to Bb.

- **Post your revised second essay to Bb.**

November 15 Aviation and national identity

- Scott W. Palmer, "Peasants into Pilots: Soviet Air-Mindedness as an Ideology of Dominance." *Technology and Culture* 41 (2000): 1-26.
- Peter Fritzsche, "Planes, Pilots and Patriots: Aviation and German Nationalism." *Te/Aviver Jahrbuch Fur Deutsche Geschichte* 18 (January 1989): 417–38.

Post three noteworthy facts to Bb.

❖ **Week 13**

November 20 Aviation and control

- Chihyung Jeon, "The Virtual Flier: The Link Trainer, Flight Simulation, and Pilot Identity," *Technology and Culture* 56, no. 1 (2015): 28–53, doi:10.1353/tech.2015.0017.
- Erik M. Conway, "Echoes in the Grand Canyon: Public Catastrophes and Technologies of Control in American Aviation," *History & Technology* 20, no. 2 (June 2004): 115–34, doi:10.1080/0734151042000202045;

Post three noteworthy facts to Bb.

November 22 NO CLASS (Thanksgiving)

❖ **Week 14**

November 27 Film and discussion: *Night Flight*

November 29 Workshop: Topics and sources

December 1 (Friday)

- **Due on Bb, 5pm: primary source analysis.**

❖ **Week 15**

December 4 Primary source discussion

December 6 Peer review: **post your first draft and bring in two hard copies**

❖ **Exam period**

December 13 (Wednesday)

4:15pm. **Revised Unit 3 essays due on Blackboard.**

Please visit “Boilerplate for George Mason University courses,” <http://historyprofessor.org/miscellaneous/boilerplate/>, for live links and updated information.

The **University Catalog**, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

In case of **inclement weather**, please call the main switchboard at 703-993-1000 or consult the main web page at <http://www.gmu.edu/> to see if classes are cancelled. I expect to cancel class only when the university cancels all classes.

If you are a **student with a disability** and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>.

#### **Other Useful Campus Resources:**

Writing Center: A114 Robinson Hall; 703-993-1200; <http://writingcenter.gmu.edu>  
University Libraries “Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>  
Counseling and Psychological Services (CAPS): 703-993-2380; <http://caps.gmu.edu>

**Citation and Collaboration.** All assignments are governed by the George Mason University **honor code**, online at <http://www.gmu.edu/departments/unilife/honorcode.html>. Except as instructed, you are expected to work independently and to acknowledge all sources, including assigned texts and materials found online. This course is designed to encourage the kind of collaboration that makes scholarship so much fun. While you are responsible for your own essays, you will get a great deal of help from each other identifying and interpreting primary and secondary sources, and revising your work. Please credit this help as appropriate. You may not submit work based whole or in part on work you have done for credit in **other courses** without written permission of the instructor.

Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (on library reserve) should answer most questions about **citation**, but ask me if you need clarification. In general, any sentence in your work that can be traced to a single sentence in someone else’s work should bear a footnote. Any collaboration, such as consultation with the Writing Center, should also be acknowledged. Violations of academic integrity will be reported to the administration and may result in grade penalties, including failure of the course. **Essays should use APA, MLA, or Chicago Manual of Style citation**; *Chicago* is preferred. Nonstandard citation will not receive full credit.

Students must use their **Mason email accounts**—either the existing “MEMO” system or a new “MASONLIVE” account—to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

Students are responsible for verifying their **enrollment** in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes. (Deadlines each semester are published in the Schedule of Classes available from the Registrar’s Website [registrar.gmu.edu](http://registrar.gmu.edu).) After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

#### **Classroom Rules**

**Laptops and tablets** may be used to consult class readings in electronic form, provided they do not prove a distraction. Except by prior arrangement, phones may not be used for any purpose during class.

**Please do not eat** in the classroom, before or during class.