

Northwestern College
HISTORY of the U.S. from 1865

History 202-01, Spring Semester 2014
(4 Credits)

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Office hours: MWF, 2:10 p.m., or by appointment

Class Period: MWF, 1:00-2:00 p.m.

Class Location: VPH 304

Student Assistant: Cassie Westpfahl

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Course materials and grades available on Blackboard

We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness ...

Declaration of Independence (1776)

Without memory there is no healing. Without forgiveness there is no future.

Japanese Internee, Heart Mountain Internment Camp, noted in Homesteader Museum, Powell, WY

COURSE INTRODUCTION

Summary description:

The United States of America is a nation state created out of North American lands colonized, purchased, and/or conquered. It was also created out of diverse peoples, some here before the nation state was launched, many who came as part of conquest and settlement. They all had dreams—individual and collective, personal and social. If dreams have to do with intentions, hopes, and aspirations, many dreams were at play over the centuries of America's formation. For some, their dreams were tentatively fulfilled; for others, they were elusive; for still others, illusive; for many, dreams frustrated or defeated transposed into nightmares. Overall, arguably, America's history is one in which dreams have been, and still are, tested and contested.

This course begins with the end of the Civil War and covers developments in the US up to the present. Themes considered will include the American Dream and American exceptionalism and aspects such as politics, economics, philosophy, the fine arts, popular culture, and religion will be examined in historical context.

Course purpose:

This is a lower-division course in history. It assumes some introductory familiarity with college-level critical reading, thinking, and writing about people, texts, and developments from the past. It moves beyond the introductory level in the amount of critical reading, writing, and discussion required. Further, it requires a significant historical research project.

As a history course, it implements elements of Northwestern College's "A Vision for Learning." In what is studied as well as how it is studied, this course especially addresses the following aspects of "[A Vision for Learning](#)" for students:

- Fostering competence in navigating and contributing to the world of ideas and information connected with the human past.
- Pursuing truth faithfully in studying and understanding the past.
- Developing a broad understanding of the historical interplay of different realms of knowledge and experience.
- Fostering regarding all persons as made in the image of God and thus deserving of understanding, love, and justice.

Course objectives:

Given the general nature and purposes of this course as described above, particular objectives include the following:

1. To foster familiarity with the complex and diverse history of the United States since 1865, since the US is not only our immediate social and cultural context but also significant in a global context.
2. To further develop in connection with course reading, writing, and discussion what historian Lendol Calder has termed the "cognitive habits" of questioning, connecting, sourcing, making inferences, considering alternative perspectives, and recognizing limits to one's knowledge, since such liberal arts habits are key tools for learning how, with the Apostle Paul, to "take every thought captive to obey Christ" (2 Cor. 10:5).¹
3. To instill what have been called the "three Ws" as guiding questions in studying the past: What happened? What was it like? Why does it matter?
4. To foster what have been called the "five Cs" as essential habits of mind for interpreting and understanding the past: change, context, causality, contingency, complexity.²
5. To provide tools and opportunity for beginning to reflect Christianly about the human past, for "in [Christ] all things hold together" (Col. 1:17)

REQUIRED READING

- [Anderson, Douglas Firth, comp.] *Milestone Documents*. <https://www.milestonedocuments.com/enroll>.
- Argersinger, Jo Ann E. [ed.] *The Triangle Fire: A Brief History with Documents*. Boston: Bedford/St. Martin's, 2009. ISBN9780312464523
- Calloway, Colin G., ed. *Our Hearts Fell to the Ground: Plains Indian Views of How the West was Lost*. Boston: Bedford/St. Martin's, 1996. ISBN 9780312133542
- Clapp, Rodney. "A Proper Patriot." *Christian Century*, December 13, 2011, 53. Pdf on Blackboard.
- McLaren, Brian D. "America the Exceptional." *Sojourners*, January 2012, 17-19. Pdf on Blackboard.
- Sutton, Matthew Avery [ed.] *Jerry Falwell and the Rise of the Religious Right: A Brief History with Documents*. Boston: Bedford/St. Martin's, 2013. ISBN 9781457611100
- Tindall, George Brown and David Emory Shi. *America: A Narrative History*. Brief. 8th ed. Vol. 2. New York: W.W. Norton, 2010. ISBN 9780393934106

¹ Lendol Calder, "Uncoverage: Toward a Signature Pedagogy for the History Survey," *Journal of American History* 92 (2006): 1364.

² Thomas Andrews and Flannery Burke, "What Does It Mean to Think Historically?" *Perspectives* 45 (Jan. 2007): 32.

COURSE OUTLINE OF DAILY TOPICS AND READING ASSIGNMENTS

CLASS # & DATE (MWF)	CLASS TOPIC and/or ASSIGNMENT DUE	READING TO BE DONE for class day
1. Jan. 8	Course Introduction I: Introductions and Syllabus	<ul style="list-style-type: none"> • in-class handout
2. Jan. 10	Course Introduction II: Historical Method & Integrative Perspective	<ul style="list-style-type: none"> • Clapp, on Blackboard • McLaren, on Blackboard
3. Jan. 13	Reconstructing a Nation	<ul style="list-style-type: none"> • T & S, 520-531 • <i>MD</i>, 1 for 1-13-14
4. Jan. 15	Reconstructing the South	<ul style="list-style-type: none"> • T & S, 531-572 • <i>MD</i>, 4 for 1-15-14
5. Jan. 17	Reconstructing the West	<ul style="list-style-type: none"> • T & S, 572-597 • <i>MD</i>, 2 for 1-17-14
6. Jan. 20	<i>Our Hearts Fell to the Ground I</i>	<ul style="list-style-type: none"> • Calloway, 1-101
7. Jan. 22	<i>Our Hearts Fell to the Ground II</i>	<ul style="list-style-type: none"> • Calloway, 102-210
8. Jan. 24	Industrialization I	<ul style="list-style-type: none"> • T & S, 597-604 • <i>MD</i>, 3 for 1-24-14
9. Jan. 27	Industrialization II	<ul style="list-style-type: none"> • T & S, 604-615 • <i>MD</i>, 2 for 1-27-14
10. Jan. 29	Urbanization I	<ul style="list-style-type: none"> • T & S, 618-624 • <i>MD</i>, 2 for 1-29-14
11. Jan. 31	Urbanization II	<ul style="list-style-type: none"> • T & S, 625-629 • <i>MD</i>, 1 for 1-31-14
12. Feb. 3	Literature & Popular Culture	<ul style="list-style-type: none"> • T & S, 629-642 • <i>MD</i>, 2 for 2-3-14
13. Feb. 5	Bosses & Populists	<ul style="list-style-type: none"> • T & S, 642-677 • <i>MD</i>, 2 for 2-5-14
14. Feb. 7	RESEARCH DAY (NO CLASS)	
15. Feb. 10	EXAM #1	
16. Feb. 12	DAY of LEARNING in COMMUNITY/ RESEARCH PROSPECTUS DUE (NO CLASS)	
17. Feb. 14	From Isolation to Empire	<ul style="list-style-type: none"> • T & S, 685-709 • <i>MD</i>, 2 for 2-14-14
18. Feb. 17	Progressivism I	<ul style="list-style-type: none"> • T & S, 712-728 • <i>MD</i>, 3 for 2-17-14
19. Feb. 19	Progressivism II	<ul style="list-style-type: none"> • T & S, 728-741 • <i>MD</i>, 2 for 2-19-14
20. Feb. 21	<i>The Triangle Fire I</i>	<ul style="list-style-type: none"> • Argersinger, vii-57
21. Feb. 24	<i>The Triangle Fire II</i>	<ul style="list-style-type: none"> • Argersinger, 58-124
22. Feb. 26	The Great War I	<ul style="list-style-type: none"> • T & S, 744-756 • <i>MD</i>, 2 for 2-26-14
23. Feb. 28	The Great War II	<ul style="list-style-type: none"> • T & S, 756-773 • <i>MD</i>, 3 for 2-28-14
24. Mar. 12	RESEARCH DAY (NO CLASS)	

25. Mar. 14	Culture Wars I	<ul style="list-style-type: none"> • T & S, 776-795 • <i>MD</i>, 3 for 3-14-14
26. Mar. 17	Culture Wars II	<ul style="list-style-type: none"> • T & S, 798-812 • <i>MD</i>, 1 for 3-17-14
27. Mar. 19	Depression I	<ul style="list-style-type: none"> • T & S, 812-821 • <i>MD</i>, 1 for 3-19-14
28. Mar. 21	Depression II	<ul style="list-style-type: none"> • T & S, 824-832 • <i>MD</i>, 2 for 3-21-14
29. Mar. 24	New Deal I	<ul style="list-style-type: none"> • T & S, 832-844 • <i>MD</i>, 2 for 3-24-14
30. Mar. 26	New Deal II	<ul style="list-style-type: none"> • T & S, 844-859 • <i>MD</i>, 3 for 3-26-14
31. Mar. 28	RESEARCH & STUDY DAY (NO CLASS)	
32. Mar. 31	EXAM #2	
33. Apr. 2	The Global War I	<ul style="list-style-type: none"> • T & S, 862-883 • <i>MD</i>, 2 for 4-2-14
34. Apr. 4	The Global War II	<ul style="list-style-type: none"> • T & S, 886-919 • <i>MD</i>, 3 for 4-4-14
35. Apr. 7	Cold War I	<ul style="list-style-type: none"> • T & S, 927-965 • <i>MD</i>, 4 for 4-7-14
36. Apr. 9	Cold War II	<ul style="list-style-type: none"> • T & S, 965-1001 • <i>MD</i>, 3 for 4-9-14
37. Apr. 11	From Camelot through Watergate I	<ul style="list-style-type: none"> • T & S, 1004-1033 • <i>MD</i>, 4 for 4-11-14
38. Apr. 14	From Camelot through Watergate II	<ul style="list-style-type: none"> • T & S, 1036-1052 • <i>MD</i>, 4 for 4-14-14
39. Apr. 16	BIOGRAPHICAL DOCUMENT PAPER DUE (NO CLASS)	
40. Apr. 23	From Camelot through Watergate III	<ul style="list-style-type: none"> • T & S, 1052-1067 • <i>MD</i>, 1 for 4-23-14
41. Apr. 25	A Resurgent Conservatism	<ul style="list-style-type: none"> • T & S, 1070-1091 • <i>MD</i>, 3 for 4-25-14
42. Apr. 28	<i>Jerry Falwell I</i>	<ul style="list-style-type: none"> • Sutton, vii-68
43. Apr. 30	<i>Jerry Falwell II</i>	<ul style="list-style-type: none"> • Sutton, 69-146
44. May 2	The American Dream, American Exceptionalism, & the 21 st Century	<ul style="list-style-type: none"> • T & S, 1094-1139 • <i>MD</i>, 4 for 5-2-14
May 6 (Tu.), 8:00-10:00 a.m., FINAL		

COURSE ASSIGNMENTS

I. THREE EXAMS on course material will constitute 50% of the course grade.

1. Three exams will be given in class per the daily outline in the syllabus (e.g., Feb. 10, Mar. 31, and May 6).
2. For each exam, a study sheet will be distributed a week ahead of the exam.
3. On exam days, no textbooks or other course material should be used during the exam (on penalty of voiding the entire exam) *except* for one 8 ½ x 11 inch *exam note sheet* of outlines and notes (typed or handwritten, both sides if necessary). This exam note sheet must be handed in with the exam blue book.
4. Blue books will be required for each exam. (These are available in the NWC bookstore.)
5. Exams #1 & 2 will constitute 15% each of the course grade and will consist of a long essay question and a short essay question.
6. Exam #3 (Final) will constitute 20% of the course grade and will consist of a long essay question and a short essay question covering material since the midterm and *also* a take-home comprehensive essay question.

II. A BIOGRAPHICAL DOCUMENT RESEARCH PAPER will constitute 30% of the course grade.

1) WHAT IS YOUR TASK IN THIS RESEARCH PROJECT?

- a) To select a primary document/set of primary documents by or connected with an American individual (not necessarily native born) who is *no longer living* but *significant after 1865* about who/which
- b) you pose an interesting historical problem or question and
- c) through your research about the American individual, her or his context, and your analysis of the primary document(s)
- d) write a paper that takes a position regarding the historical problem or question posed and thereby helps readers understand some of the historical significance of the document(s) and their author.

2) WHAT IS A PRIMARY DOCUMENT?

- a) A primary document is a firsthand source, either by the post-1865 American person you have selected or about them by someone who had direct contact with them.
- b) Primary documents come in many forms, e.g., recorded oral accounts, memoirs, diaries, correspondence, sermons, speeches, government reports, court documents, editorials, paintings, songs, photographs, films, novels, financial records, buildings, clothing, tools, etc.

3) HOW MIGHT I CONSTRUCT AN INTERESTING HISTORICAL PROBLEM OR QUESTION?

- a) Sometimes a problem or question easily presents itself, either before or during research: Why was this document written/created? How could the author think this when they did something that seems to contradict this? What does this document mean? Is this really what went on, or is this intentionally misleading? Was this really written by the author? Why was this document so popular/unpopular? Why do historians disagree about the meaning/importance/authenticity of this document?

- b) When a problem or a question does not so easily present itself, try working back from what seems a significant claim or a thesis supported by the historical evidence. That is, turn into a problem or a question that which you wish to argue or claim about the document(s) and their author.

4) WHO IS THE AUDIENCE FOR THIS PAPER?

- a) Address your paper to adults who know little about your topic, but who are curious about the past and who appreciate well-researched, thoughtful, and clearly written work.

5) WHAT ARE THE RESEARCH REQUIREMENTS FOR THIS PAPER?

- a) A general rule of thumb: the deeper and broader one researches, the deeper and broader the possibilities for historical understanding.
- b) Required: once your topic is settled, a research meeting with a reference librarian.
- c) Required: the substantive use of one or more significant primary documents.
- d) Required: the substantive use of *at least* the following sorts and numbers of secondary sources:
 - one specialized reference work, e.g., a biographical or topical dictionary or encyclopedia (not *Wikipedia*, *Encyclopedia Britannica*, *World Book* and other general reference works).
 - one book, e.g., a biography or a specialized monograph on a topic related to your document's author.
 - two academic articles (normally, in a historical journal published quarterly, and with foot- or endnotes; articles in topical book collections can count for this)
- e) Of course, assigned course materials are appropriate for your use, as relevant.
- f) Online sources per se are not required, but you are likely to find important primary, specialized reference sources, and academic articles there, so do look. Consider one or more of the links in the [LibGuide](#) for this course.
- g) Recommended databases for periodical literature are *America: History and Life* and *JSTOR*, both available through the NWC Ramaker Library Homepage under Databases/Major-discipline/History and also available through the course [LibGuide](#).

6) WHAT IS THE REQUIRED FORMAT FOR THIS PAPER?

- a) The paper should be 10-12 pp. including title page and bibliography. There is no penalty if it is over 12 by a few pages.
- b) The paper should have a title page including a title, your name, the due date, and your e-address.
- c) The paper should be typed double spaced, except for single-spaced block quotations, footnotes, and bibliography.
- d) The paper should have footnotes (Chicago Style; see guides for this form either linked to the Ramaker Library [citations page](#) or to the [LibGuide](#)). Footnotes are required for all quotations. Footnotes may also be used to alert the reader to one or more source of information even when not directly quoted, and they may be used to provide further detail or discussion that is relevant but which would divert readers from the main argument if put in the main text of the paper.
- e) The paper should have a bibliography (Chicago Style; see guides for this form either linked to the Ramaker Library [citations page](#) or to [LibGuide](#)). A bibliography should include all sources consulted, not only the ones cited.

- f) An opening section should introduce readers to the topic, that is, what your paper is about, what problem or question you are addressing, and what your position/claim/thesis in relation to the problem or question is.
- g) A concluding section should summarize your position/claim/thesis in relation to the problem or question you raised at the beginning of the paper (and which you have kept before readers in the course of your paper), and provide some final reflections about the historical significance of your topic. These reflections should not come as a surprise to the reader; rather, they should arise “naturally” out of the analysis and argument that you have made in your paper.

7) WHAT IS THE PROCESS FOR THIS PAPER?

- a) Up to Feb. 12: select a topic and engage in preliminary research.
- b) Feb. 12 (Wed.): Research Prospectus due by 11:55 p.m. A prospectus should be a preliminary description of your project.
 - The prospectus should be 2 pages, typed single spaced, with a header (your name, a preliminary title, the prospectus due date, your e-address).
 - It should contain on one page an explanation of your topic (i.e., what is the document[s], by or connected to whom, what problem/question do you intend to address, and why is your topic interesting/problematic/significant historically?)
 - and a second page of a preliminary bibliography (including your primary document[s]), all in Chicago Style. (See guides for this form either linked to the Ramaker Library [citations page](#) or to [LibGuide](#).)
 - Submit the prospectus as a Microsoft Word file (that is, .doc, .docx, or .rtf) through Blackboard (when in your MyNorthwestern account, click on the link to this course, then click on coursework, then click on the appropriate paper, then, in the drop box, search for your Word file, select it, and send it in). If you encounter trouble in submitting the paper through MyNorthwestern, consult with the folks in the Computer Center (helpdesk@nwciova.edu).
 - The prospectus will not be graded. However, failure to submit a prospectus by the specified due date will mean that the final paper will receive a penalty reduction of a third of a letter grade. That is, if the paper is a B+, the penalty will knock it down to a B; if a B, then down to a B-, etc.
- c) Feb. 12–Apr. 15: Finish research and writing of paper. Consult the course instructor, reference librarians, and Writing Center tutors as needed. An outline and first draft of your paper is recommended. These can be examined by the course instructor and/or Writing Center tutors for feedback, if time permits.
- d) Apr. 16: Paper due by 11:55 p.m. (It can be turned in earlier, of course; late papers are subject to the penalty stated in the Course Miscellany section of this syllabus.) Submit the research paper as a Microsoft Word file (that is, .doc, .docx, or .rtf) through Blackboard (when in your MyNorthwestern account, click on the link to this course, then click on coursework, then click on the appropriate paper, then, in the drop box, search for your Word file, select it, and send it in). If you encounter trouble in submitting the paper through MyNorthwestern, consult with the folks in the Computer Center (helpdesk@nwciova.edu). A graded copy, with grading checklist attached, will be returned to you by e-mail attachment.
- e) I will be happy to meet with you about the paper at any point in the course; do not be shy about scheduling one or more meetings with me.

8) WHAT ARE THE CRITERIA FOR EVALUATION OF THIS PAPER?

The main *factors for evaluating* each paper are as follows (see also the grading sheet at the end of this syllabus): How well does/is the research paper

- a) meet all the formal specifications for the assignment?
- b) make significant use of one or more primary document?
- c) show diligent, thorough historical research relevant to your topic that is reliably accurate as well as aware of relevant interpretive ambiguities and challenges?
- d) written, i.e., manifests a welcoming introduction, clear and coherent organization, effective transitions, engaging style, careful spelling, punctuation, and grammar, and a conclusion that sums up generalizations and insights from the discussion?
- e) make an effective historical argument, i.e., manifests a clear and sustained interpretive claim/thesis that thoughtfully and plausibly sets in context and accounts for the available evidence in all the relevant materials, particularly primary sources, and addresses substantively some of the historical significance of the topic?
- f) insightfully informed, as relevant, by the "three Ws" (What happened? What was it like? Why does it matter?) and the "five Cs" (change, context, causality, contingency, complexity) in narration, analysis, and interpretation?

III. EXAMINING SOURCES PAGES (ESPs) will constitute 15% of the course grade.

1. A total of fifteen (15) ESPs, each constituting 1% of the course grade, are to be done on assigned *Milestone Documents (MD)*, subject to the following specifications.
2. Which assigned readings to do ESPs on is up to each student. (Of course, all assigned readings are to be done, and subject to testing.)
3. Only one ESP may be done for each class day on which there is relevant assigned reading. If more than one relevant reading is assigned for a given class day, it is up to the student which one reading they choose on which to do an ESP. (There are 29 class days on which there is relevant assigned reading.)
4. An ESP must be completed and handed in hardcopy form to the instructor at the beginning of class on the day for which the ESP's reading is assigned. The instructor will use each class day's ESP(s) as a basis for engaging students in discussion.
5. *In form*, each ESP should be typed single spaced, no more than a full page, with the source's author and title as the title of the ESP, and the student's name, RSC box #, the class date, and the ESP number at the top of the page. (Note: do keep track of what # ESP you are preparing, lest you lose track of where you are on the road to completing the required 15.)
6. *In substance*, each ESP should consist of three parts:
 - a) One or two paragraphs in the student's own words summarizing the authorship, content, and purpose of the source document.
 - b) One or two paragraphs in the student's own words analytically and/or reflectively engaging some aspect of the source document. If another question or angle doesn't occur to you, consider applying one of the following questions (from p. 5 of this syllabus): Why was this document written/created? How could the author think this when they did something that seems to contradict this? What does this document mean? Is this really what went on, or is this intentionally misleading? Was this really written by the author? Why was this document so popular/unpopular? Why do historians disagree about the meaning/importance/authenticity of this document?
 - c) A discussable question, issue, or topic for the class to consider which stems from your summary and engagement of the document.

7. Each ESP is worth a possible 10 points total, with up to 3 points possible for the quality of each part specified above in #6 and with 1 point for how well the form specified above in #5 is met.
8. The instructor's student assistant *may* grade the ESPs, consulting with the instructor as necessary.

IV. CLASS PARTICIPATION will constitute 5% of the course grade.

1. Class participation is a portion of the grade based on the instructor's estimation of the integrity of each student's engagement with the course material and the classroom environment.
2. Normally, regular attendance and the handing in of completed assignments when due will be taken as at least adequate or sufficient for fulfilling this part of the course grade.
3. Factors that could give the instructor pause about a student for this portion of the grade include (but are not limited to):
 - frequent absences.
 - frequent lateness in attending class or excuses for the failure to complete assignments or to complete them when due.
 - frequent in-class indications that could give the impression that a student has done little to no work with the assigned materials.
 - persistent in-class demeanor or behavior that could give the impression that a student has little respect for themselves, others, and/or the task(s) at hand.
4. When appropriate, the instructor is prepared to be flexible with occasional student scheduling problems, but the instructor must be consulted. "Exceptions" are not an entitlement.

COURSE MISCELLANY

1. Laptops, Smart phones, cellphones, and other electronic-digital devices

1. The classroom is primarily a place for learning. Learning demands attentiveness. For learning's sake, turn off all electronic devices that might otherwise distract you or others.
2. Using laptops is fine for note taking. If one or more laptops prove to be distracting, however, the instructor reserves the right to forbid their use in class.
3. During exams, no electronic-digital devices, please!

2. Late Assignments

1. All assignments are due as stated in the syllabus or announced in class.
2. They are to address the assignments current for this course, not assignments from a previous version of this course, lest they be subject to the equivalent penalty for late papers (see #4 below).
3. *Extensions* due to illness, approved field trips, regularly scheduled games or performances, or other reasons outside the control of the student can be made, but *it is up to the student to petition the instructor for such legitimate extensions.*
4. *Papers:* If a paper is handed in late up to a week after it was due and without a legitimate extension, it will normally receive a penalty of at least one full grade down from whatever score the work merits apart from the penalty. If a paper is over a week late and without a legitimate extension, it will not be accepted.
5. *Final:* A final can only be rescheduled through application to the Registrar's Office; a [Final Exam Change form](#) is linked to the Registrar's Form webpage. Travel plans are not a legitimate reason for rescheduling finals. All material must be in to the instructor by the scheduled period; no materials will be accepted thereafter.

6. *ESPs*: Late ESPs will not be accepted, unless the reason for lateness has to do with a legitimate, excusable conflict (e.g., approved field trip, illness, co-curricular activity, emergency).

3. Academic Honesty

1. It is expected that all reading and written work done in and for the course will be done with integrity. That is, reading and writing as assigned is to be done with honest single-mindedness by each student, without undue reliance on others to do the work, and without deceit about the work's timeliness, authorship, and sources. Integrity of this sort is not easy or convenient; it does not provide shortcuts or guarantee an "A." Yet it is the best path to growth in wisdom, and wisdom is the fruit of education most to be savored.
2. Academic dishonesty includes cheating and plagiarism, as defined in the Student and Faculty Handbooks.
3. Academic dishonesty, will, when duly determined, lead to a "0" score for the assignment involved and the filing of a report with the Office of the Provost, per the Student and Faculty Handbooks.

4. Grading

1. We the faculty of the History Department do not believe that "grade inflation" is good for you. Jesus admonishes us to "Let your word be 'Yes, Yes' or 'No, No'" (Mt. 5:37); in other words, let grades have integrity as indicators of knowledge and/or competence for a given assignment or course.
2. Therefore, an *A=excellent* or outstanding work; *B=good* work (more than adequate but not excellent); *C=adequate* work (the assignment or the course's requirements have been met, but not with any remarkable quality); *D=inadequate* work (does not fully meet the assignment); *F=failing* work.
3. *Grades for most assignments and for the course as a whole are based on a 100% scale, as follows:*

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

4. Within the 100% scale for letter grades, + and - will be given on the following scale (exceptions: no A+ or F + or F-):

+ = x7-x9 - = x0-x2

5. *Remember--*grades are NOT a measure of your personal worth; that is already established by God! Grades are measures of the quality of your work for a given assignment and/or course--nothing more and nothing less.

5. Advice

A. Time in and out of class

- *The old wisdom still stands: "you reap what you sow"* (Gal. 6:7b). Sooner or later, what one puts into something is usually directly related to what one receives, whether one is engaging in farming, music, sports, drama, or studying.
- *Reading is central to this class--and reading takes time.* A rule of thumb for humanities courses (history, literature, philosophy, religion) is that spending 2 hours on the class *in addition* to every hour in class usually brings better fruit than spending less than that. That is, for a 3-hour-a-week, 4 credit class, an average of 6 hours per week on the class is a reasonable goal if you wish to do well in the class.
- *If you signed up for this course, I expect you to be in class.* I hope that you are interested in the course (or that I can awaken interest in you for the course), and that you will thus want to come. I will try hard not to waste your time. Apart from this, someone is paying lots of money for you to attend here, and presumably you (and whoever else is involved) are interested in getting your money's worth from your investment. And, the less you are in class, the more you miss opportunities for understanding the course

material: discussions; concepts explained; themes noted; issues to ponder; connections to make; additional material presented; explanations of assignments or other things; etc. On the one hand, I do not formally take class attendance. On the other hand, if you are often absent, I do tend to notice. If you are absent a lot, and with no legitimate explanation, then when it comes time for me to total up your work for a course grade, I will have little to no reason to give you any benefit of the doubt.

B. Study advice

- *Spirituality*: Approach your studies with a prayerful attitude. Pray for discipline, for attentiveness, for discernment and understanding. Christ is Lord of all of life, so he is Lord of our learning. Give him the glory with the mind he has given you. We don't think of playing an instrument or playing basketball without practice; why would anyone think that glorifying God with our minds takes any less time--any less prayer and disciplined action?
- *Reading*: Read attentively and intelligently. For history courses, the point of reading is to gain information and to put that information within some context, or thesis, or pattern. Your goal in reading for a history course is to watch for all the cues the author gives you as to 1) what facts are more important than others and 2) how the facts are marshaled into larger patterns that "tell a story" or "make a point."
- *Taking notes is always relevant*—in and on your reading, on lectures, on discussions, on videos. (If you have a photographic memory or already know all the material, then of course taking notes would be pointless . . .)

C. Further help

- You should be able to handle this course with sufficient time and attention. After all, hundreds of other students have. However, if you run into problems, *don't hesitate to ask for help*, from me, my student assistant, folks in the Writing Center.
- In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, NWC will provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact both their instructor and the college disability service provider (John Menning; john.menning@nwciova.edu) to discuss their individual needs and accommodations.

HISTORY RESEARCH PAPER EVALUATION

Formal & substantive elements

(Note: NA in boxes below means the element is not applicable to this assignment)

STUDENT NAME:	COURSE:
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Meets	Partial		Does not meet		FORMAL ELEMENTS
					Your paper meets all the formal specifications for the assignment, e.g., typing, header/title page information and form, length, quotation form, notation form, bibliography (if specified), etc.
					Your paper makes significant use of one or more primary document .
Excellent	Good	Ade-quate	Inade-quate	Un-ac-cept-able	SUBSTANTIVE ELEMENTS (MORE IMPORTANT THAN THE FORMAL ELEMENTS)
					Your paper shows thorough, diligent research relevant to your topic and that is reliably accurate as well as aware of relevant interpretive ambiguities and challenges.
					Your paper makes an effective historical argument ; that is, it manifests a clear and sustained interpretive claim/thesis that thoughtfully and plausibly sets in context and accounts for the available evidence in all the relevant materials, particularly primary sources, and addresses substantively some of the historical significance of the topic.
					Your paper is insightfully informed, as relevant, by the "three Ws" (What happened? What was it like? Why does it matter?) and the "five Cs" (change, context, causality, contingency, complexity) in narration, analysis, and interpretation.
					Your paper is well written ; that is, it manifests a welcoming introduction, clear and coherent organization, effective transitions, engaging style, careful spelling, punctuation, and grammar, and a conclusion that sums up generalizations and insights from the discussion.

ADDITIONAL COMMENTS: