

Northwestern College
AMERICAN INDIAN
SOCIETIES AND CULTURES

History/Sociology 317x-1, Fall Semester 2014
(4 Credits)

Professor: Douglas Firth Anderson

Office & Phone: Archives Office, LC; 7402

Office hours: T, 2-3:30 p.m.

Class Period: T/Th, 12:05-1:35 p.m.

Class Location: VPH 121

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Course materials and grades available on Blackboard

In the Pauline sense, I can assert that while as a man Jesus was a Jew, as the risen Christ, he is a Navajo. Or a Kiowa. Or a Choctaw. Or any other tribe. . . . The coming of the Christ does not erase the memory banks of Native America or force me to throw away centuries of God's revealing acts among my People.

Steve Charleston, "The Old Testament of Native America" in *Native and Christian: Indigenous Voices on Religious Identity in the United States and Canada*, edited by James Treat (New York: Routledge, 1996), 78.

Coming last, human beings were the "younger brothers" of the other life-forms and therefore had to learn everything from these creatures. Thus human activities resembled bird and animal behavior in many ways and brought the unity of conscious life to an objective consistency. . . .

Respect in the American Indian context does not mean the worship of other forms of life but involves two attitudes. One attitude is the acceptance of self-discipline by humans and their communities to act responsibly toward other forms of life. The other attitude is to seek to establish communications and covenants with other forms of life on a mutually agreeable basis.

Vine Deloria, Jr., "If You Think about It, You will See that It is True," in *Spirit and Reason: The Vine Deloria, Jr., Reader* (Golden, CO: Fulcrum Publishing, 1999), 50, 51.

When I was a child in California, I heard the Methodist minister say that everybody that did wrong was burned in hell forever. I was so frightened it made me very sick. He said the blessed ones in heaven looked down and saw their friends burning and could not help them. I wanted to be unborn, and cried so that my mother and the others told me it was not so, that it was only here that people did wrong and were in the hell that it made, and that those that were in the Spirit-land saw us here and were sorry for us. But we should go to them when we died, where there was never any wrongdoing, and so no hell. That is our religion.

Sarah Winnemucca Hopkins, *Life among the Piutes: Their Wrongs and Claims* (Reno: University of Nevada Press, 1994; original ed. 1883), 54-55.

Guilt for whites and anger for Indians are neither healthy nor positive emotions. They are natural emotive responses, but they won't fix anything. The critical challenge of all the troubling history in our country is to turn guilt and anger into positive action. We all need to come to terms with our collective past.

Anton Treuer, *Everything You Wanted to Know about Indians but were Afraid to Ask* (St. Paul, MN: Borealis Books, 2012), 150.

COURSE INTRODUCTION

Summary description:

This course seeks to "uncover" the historical development of North American indigenous peoples, from before contact with Europeans until the present. Within this general focus, however, the more specific concentration of the course will be on those peoples in what became the United States of America. Topics for some attention include pre-contact life; oral literature; Indian accommodation and selective adaptation to Euro-American societies; U.S.-Indian policies; Native American religion; Christian mission work among American Indians; activism by and on behalf of American Indians; and reservation life.

Course purpose:

This is an upper-division elective course in American history/sociology. It moves beyond lower-division courses through the amount and rigor of critical reading, writing, and discussion required about people, texts, and developments from the past. It presents significant primary and secondary historical materials for study. Finally, it requires a significant historical/interdisciplinary 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 historical experience of North American Indian peoples, who could legitimately regard all non-Indians as "illegal immigrants." Indians have endured and survived much (including conquest, ethnic cleansing, attempted cultural genocide, and persistent stereotyping), all the while actively engaging in varied ways with changing situations. In short, they are a distinct group of human beings. As such, the study of American Indians is worth doing if for no other reason than as a way of seeking to better understand some of our neighbors. From such understanding can come a more informed and humble love for our neighbors as ourselves.
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?

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

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 integrating an understanding of American Indians with a maturing Christian perspective on faith and life, since "in [Christ] all things hold together" (Col. 1:17).

REQUIRED READING

- Adema, Seth. "The Christian Doctrine of Discovery: A North American History." A Literature Review commissioned by the Doctrine of Discovery Task Force with the support of Christian Reformed Centre for Public Dialogue. Typescript/pdf, November 2013. ON BLACKBOARD
- Anderson, Douglas Firth. "More Conscience Than Force': U.S. Indian Inspector William Vandever, Grant's Peace Policy, and Protestant Whiteness." *The Journal of the Gilded Age and Progressive Era* 9 (April 2010): 167-196. ON BLACKBOARD
- Calloway, Colin G. *First Peoples: A Documentary Survey of American Indian History*. 4th ed. Boston: Bedford/St. Martin's, 2012. ISBN 9780312653620
- Charleston, Steve. "The Old Testament of Native America." In *Native and Christian: Indigenous Voices on Religious Identity in the United States and Canada*, 68-80. Edited by James Treat. New York: Routledge, 1996. ON BLACKBOARD
- Colwell-Chanthaphonh, Chip. *Massacre at Camp Grant: Forgetting and Remembering Apache History*. Tucson: University of Arizona Press, 2007. ISBN 9780816525850
- Deloria, Vine, Jr. "If You Think about It, You will See that It is True." In *Spirit and Reason: The Vine Deloria, Jr., Reader*, 40-60. Golden, CO: Fulcrum Publishing, 1999. ON BLACKBOARD
- _____. *Singing for a Spirit: A Portrait of the Dakota Sioux*. Santa Fe, NM: Clear Light Publishers, 2000. ISBN 9781574160482
- Hopkins, Sarah Winnemucca. *Life among the Piutes: Their Wrongs and Claims*. Reno: University of Nevada Press, 1994; original ed. 1883. ISBN 9780874172522
- Pauketat, Timothy R. *Cahokia: Ancient America's Great City on the Mississippi*. New York: Viking, 2009. ISBN 9780670020904
- Treuer, Anton. *Everything You Wanted to Know about Indians but were Afraid to Ask*. St. Paul, MN: Borealis Books, 2012. ISBN 9780873518611

ESSENTIAL RESOURCE

- Ramaker Library Subject Guide (LibGuide): American Indians (<http://nwciova.libguides.com/americanindians>).

COURSE OUTLINE OF DAILY TOPICS AND READING ASSIGNMENTS

CLASS # & DATE (T/Th)	CLASS TOPIC and/or ASSIGNMENT DUE	READING TO BE DONE
1. Aug. 26	Course Introduction: Syllabus, Terms, & Problems	<ul style="list-style-type: none"> • Treuer, pp. 1-14
2. Aug. 28	*American Indians in American History	<ul style="list-style-type: none"> • Treuer, pp. 15-38 • Calloway, Introduction • Deloria, pdf on Blackboard

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

		<ul style="list-style-type: none"> • Charleston, pdf on Blackboard
3. Sept. 2	*First Americans	<ul style="list-style-type: none"> • Calloway, Chap. 1 • Treuer, pp. 39-67
4. Sept. 4	PROJECT BRAINSTORMING & LIBRARY RESOURCES	
5. Sept. 9	<i>Singing for a Spirit I</i>	<ul style="list-style-type: none"> • Deloria, pp. 3-90
6. Sept. 11	<i>Singing for a Spirit II</i>	<ul style="list-style-type: none"> • Deloria, pp. 91-216
7. Sept. 16	ROUND-TABLE DISCUSSION	
8. Sept. 18	*Cahokia I	<ul style="list-style-type: none"> • Pauketat, Chaps. 1-6
9. Sept. 23	*Cahokia II	<ul style="list-style-type: none"> • Pauketat, Chaps. 7-12
10. Sept. 25	*Indians and Europeans	<ul style="list-style-type: none"> • Calloway, Chap. 2
11. Sept. 30	*Economic and Cultural Exchanges	<ul style="list-style-type: none"> • Calloway, Chap. 3
12. Oct. 2	*Revolutions East and West	<ul style="list-style-type: none"> • Calloway, Chap. 4
13. Oct. 7	*Indians and the New United States RESEARCH PROSPECTUS DUE	<ul style="list-style-type: none"> • Calloway, Chap. 5
14. Oct. 9	*Defending Homelands I	<ul style="list-style-type: none"> • Calloway, 332-358 • Anderson, pdf on Blackboard
15. Oct. 14	The Doctrine of Discovery and Beyond NELSON SCHOLAR GUEST Mark Charles, Navajo	<ul style="list-style-type: none"> • Adema, entire, pdf on Blackboard • Charles, entire, pdf(s) on Blackboard
16. Oct. 16	*Defending Homelands II	<ul style="list-style-type: none"> • Calloway, documents & picture essay, pp. 359-411
17. Oct. 23	<i>Life Among the Piutes I</i> SUMMARY & RESPONSE ESSAY DUE	<ul style="list-style-type: none"> • Hopkins, pp. 1-136
18. Oct. 28	<i>Life Among the Piutes II</i>	<ul style="list-style-type: none"> • Hopkins, pp. 137-268
19. Oct. 30	*Massacre at Camp Grant I	<ul style="list-style-type: none"> • Colwell-C., pp. 1-43
20. Nov. 4	*Massacre at Camp Grant II	<ul style="list-style-type: none"> • Colwell-C., pp. 44-116
21. Nov. 6	*Americanizing the First Americans	<ul style="list-style-type: none"> • Calloway, Chap. 7
22. Nov. 11	*Termination & Militancy	<ul style="list-style-type: none"> • Calloway, Chap. 8
23. Nov. 13	*Self-Determination and Sovereignty	<ul style="list-style-type: none"> • Calloway, Chap. 9
24. Nov. 18	*Indian Country Today I	<ul style="list-style-type: none"> • Calloway, Chap. 10
25. Nov. 20	Indian Country Today II	<ul style="list-style-type: none"> • Treuer, pp. 68-164
26. Nov. 25	EXAM	
27. Dec. 2	PROJECT REPORTS I	
28. Dec. 4	STUDY DAY (No class)	
29. Dec. 9	PROJECT REPORTS II	
30. Dec. 11	PROJECT REPORTS III	
Dec. 15 (Mon.), 4:00 p.m., RESEARCH PAPER DUE		

COURSE ASSIGNMENTS

1. A RESEARCH PAPER will constitute 40% of the course grade.

1) WHAT IS YOUR TASK IN THIS RESEARCH PROJECT?

- a. To select materials significantly connected to American Indians about which

- b. you pose an interesting problem or question and make a significant claim
- c. persuasively supported by your substantive analysis of the selected materials and related relevant research
- d. in a paper that demonstrates critical understanding of the materials and makes a case for the significance of the topic in relation to American Indian societies and cultures.

2) WHAT ARE THE KEY STAGES IN THE PROCESS FOR THIS PROJECT?

- a. Oct. 7 (Tu.): Research Prospectus due by 11:55 p.m. A prospectus should be a preliminary description of your project.
 - The prospectus should be 2 pp., 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
 - and a second page consisting of a preliminary bibliography (including your primary document[s]), formatted in Chicago Style. (See guides for this form either linked to the NWC Library [citations pages](#) or to [LibGuide](#).)
 - Submit the prospectus as a Microsoft Word file (that is, .doc, .docx, or .rtf) through Blackboard. If you encounter trouble in submitting the paper through Blackboard, consult with the folks in the Computer Center (helpdesk@nwciova.edu).
 - The prospectus will not be graded. *However, failure to submit a prospectus that meets the above specifications 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.*
- b. Dec. 2, 9, & 11: Project Reports (who presents when will be assigned after the course begins). Project reports are intended to accomplish at least two things: first, to inform each class member about what others are doing, and second, to provide opportunity for feedback on the project before it is finalized. Each report will be graded pass/not pass, and each report should conform to the following specifications:
 - You should prepare a preliminary outline/synopsis of your research paper to present to the class in two forms, written and oral. Both forms should address the following (not necessarily in this order):
 - a) what is your topic and your primary source?
 - b) what thesis or claim are you making about your topic?
 - c) how is your topic significant in relation to this course's subject?
 - d) what main points do you intend to make?
 - e) what relevant problems, issues, and/or controversies are connected with your sources and/or topic, and how are you proposing to deal with them?
 - The *written* form should be a 1-2 pp. outline/synopsis, typed single spaced, with a header including your name, the assigned presentation date, your RSC Box #, and the title of your research project. You should make enough copies for yourself, for each other class member, and for the instructor. Distribute these at the beginning of your oral presentation.
 - The *oral* form should be based on the written form that you have distributed. The oral report should take no longer than 10 minutes. (The time is subject to change depending on how many total reports have to be made.)

- *Class members and the instructor will listen carefully, ask questions following your report, and return to you within 24 hours their copy of your written report with any questions, advice, or comments.*
- c. Dec. 15: Paper due by 4:00 p.m. (end of scheduled final period). (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 (your paper will automatically be sent to Turnitin.com). If you encounter trouble in submitting the paper through Blackboard, 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.
 - d. 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.

3) WHAT ARE RELEVANT SIGNIFICANT SOURCES?

- a. A primary document is a firsthand source.
- 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.

4) HOW MIGHT I CONSTRUCT AN INTERESTING RESEARCH QUESTION AND A CLAIM?

- 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 scholars 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 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.

5) WHO IS THE AUDIENCE FOR THIS PAPER?

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

6) 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 understanding.
- b. Required: at least one research meeting with a reference librarian, the earlier the better.
- 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 or more specialized reference work, e.g., a biographical or topical dictionary or encyclopedia (not *Wikipedia*, *Encyclopedia Britannica*, *World Book* and other general reference works).
 - three or more books, i.e., topical monographs and biographies
 - two or more academic articles (normally, in a historical journal published quarterly, and with foot- or endnotes; articles in topical book collections can count for this).
- d. Of course, assigned course materials are appropriate for your use, as relevant.
 - e. 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.
 - f. Recommended databases for periodical literature are *America: History and Life* and *JSTOR*, both available through the NWC Library Homepage under Databases/Major-discipline/History and also available through the course [LibGuide](#).

7) WHAT IS THE REQUIRED FORMAT FOR THIS PAPER?

- a. The paper should be 15-17 pp. including title page and bibliography. There is no penalty if it is over 17 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 NWC Library [citations pages](#) 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 NWC Library [citations pages](#) 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.

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

The main *factors for evaluating* each paper are as follows: How well does/is the research paper

- meet all the formal specifications for the assignment?
- show diligent research, attention to accuracy, and awareness of interpretive ambiguities and challenges?

- 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?
- make an effective argument, i.e., manifests a clear and sustained interpretive claim/thesis that thoughtfully and plausibly accounts for the available evidence in the researched materials, particularly primary sources, and addresses substantively some of the significance of the topic for understanding American Indian societies and cultures?
- 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?

2. AN EXAM will constitute 25% of the course grade.

1. A comprehensive exam on the assigned reading will be given in class on Tu., Nov. 25.
2. The exam will consist of at least two essay questions to be written in class.
3. A *study sheet* will be distributed at least a week ahead of the exam.
4. On the exam day, 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.
5. A *blue book* will be required for the exam. (These are available in the NWC bookstore.)

3. A ROUND-TABLE POSITION ESSAY will constitute 10% of the course grade.

1. There will be a round-table discussion on Vine Deloria’s *Singing for a Spirit* on Tu., Sept. 16.
2. The essay for the discussion will constitute 10% of the course grade.
3. A round-table discussion means a discussion based on a completed essay in which all are equally “at the table.” The essay is *due via the Blackboard drop box for the assignment by the beginning of the designated class*. You should not come to class if you have not turned in your essay, since class will consist of discussion of the content of your essays. (On late paper policy, see Course Miscellany, section 1.)
4. The essay should address/engage the following: *Discuss what Deloria’s book most helped you understand about Sioux traditions and the impact of Christianity. Also, what does this book leave you wondering about? Explain.*
5. Each essay should be 4-5 pp. long. In addition, each essay should
 - have the student’s name, the due date, the student’s e-mail address, and a title at the head; no title page, please!
 - be typed double spaced.
 - be clear and accurate about details.
 - be in the student’s own words, except for clearly indicated and brief quotations (see Course Miscellany, section 2 on academic dishonesty).
 - use “ ” for quotations shorter than three lines and a block form for those three lines or longer. “Block form” means setting the quotation apart in a “block”—single spaced, indented left margin, no quotation marks.
 - note quotation sources by the following simple method: (Deloria, 39). If quoting other sources is necessary, then do so by the same method: (Calloway, 23). If you are into Chicago style, or want to practice it, feel free to do footnotes instead, but, footnotes are not required for this assignment.

6. Submit the essay as a Microsoft Word file (that is, .doc, .docx, or .rtf) through Blackboard (your paper will automatically be sent to Turnitin.com). If you encounter trouble in submitting the paper through Blackboard, 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.
7. The main *factors for evaluating* each essay are as follows: How well does/is the essay
 - meet all the formal specifications for the assignment?
 - address the entire assignment?
 - 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?
 - show familiarity with the assigned book?
 - effectively argue, i.e., manifests clear, thoughtful claims that are accurately grounded in the assigned book?

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

1. *A total of ten (10) ESPs, each constituting 1.5% of the course grade, are to be done on the following assigned reading:*
 - primary documents in Calloway's *First Peoples*;
 - pdfs by Charleston and Anderson;
 - chapters in Pauketat's *Cahokia* and Colwell-Chanthaphonh's *Massacre at Camp Grant*;
 subject to the following specifications.
2. Which particular documents, pdfs, and/or chapters on which to do ESPs is up to each student. (Of course, all assigned readings are to be done, and all are subject to testing.) Ten esp's are required, and there are 16 class days eligible, indicated by * in the class topic column.
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 16 class days on which there is relevant assigned reading.) Class days with eligible readers are marked in the syllabus course outline section with an *.
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 ESPs 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 10.)
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.
 - 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 (including neatness, clarity, and prose problems) and with 1 point for how well the form specified above in #5 is met.

8. Once graded and recorded, the instructor will return the ESPs either directly in class or by campus mail.

5. A SUMMARY & RESPONSE ESSAY will constitute 5% of the course grade.

1. On Tues., Oct. 14, Mark Charles will be a guest in our course. (Our time with him will follow two chapel presentations by him.)
2. A summary and response essay is due by 11:55 p.m., Thurs., Oct. 23. It will constitute 5% of the course grade.
3. *In form*, each essay should be typed double spaced, 2-3 pp., with a title, the student's name, RSC box #, and date at the top of the page. Footnote per Chicago Style for quotations and support, as necessary.
4. *In substance*, each essay should accomplish two things:
 - a) Summarize what is the Doctrine of Discovery and how and why it developed.
 - b) Critically respond (i.e., engage): what should Christians, and American citizens, do now about the Doctrine of Discovery? Do you agree with Mark Charles? Explain and support.
6. Submit the report as a Microsoft Word file (that is, .doc, .docx, or .rtf) through Blackboard (your paper will automatically be sent to Turnitin.com). If you encounter trouble in submitting the paper through Blackboard, consult with the folks in the Computer Center (helpdesk@nwciowa.edu). A graded copy will be returned to you by e-mail attachment.
7. The main *factors for evaluating* each report are as follows: How well does/is the report
 - meet all the formal specifications for the assignment?
 - address the entire assignment?
 - written, i.e., manifests clear and coherent organization, effective transitions, engaging style, careful spelling, punctuation, and grammar?
 - show attentive, thoughtful engagement with Mark Charles?

6. 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. At the end of the course, if there is nothing problematic in attendance and/or in-class engagement, then this portion of the course grade will reflect at least an average of the rest of the course grade.
3. 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. Assignments & Exams

1. All assignments are due as stated in the syllabus or announced in class.

2. *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.*
3. *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.
4. *Examining Sources Pages:* Late ESPs will not be accepted for credit.

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. Further help

- If you need some aid, *the Peer Learning Center is a good place to visit.*
- 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@nwciowa.edu) to discuss their individual needs and accommodations.

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, etc.	
						Your paper addresses all the assignment with due balance to all aspects.	
Excellent	Good	Ade-quate	Inade-quate	Un-ac-cept-able	SUBSTANTIVE ELEMENTS		
					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.		
					Your paper makes an effective historical/sociological argument ; that is, it manifests a clear and sustained interpretive claim/thesis that thoughtfully and plausibly accounts for the available evidence in researched materials.		
					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 shows thorough, diligent research relevant to your topic and consistent with the limits of the assignment and the time allowed.		
ADDITIONAL COMMENTS:							