

Northwestern College
THE AMERICAN WEST

History 358-1, Fall Semester 2011
(4 Credits)

Professor: Douglas Firth Anderson

Office, Phone, & E-mail: VPH 212, x7054,
firth@nwciova.edu

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

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

Class Location: VPH 201

Student Assistant: Jasmine Smith

Web page: <http://home.nwciova.edu/firth/>
Course materials and grades available on MyNorthwestern

As a mental artifact, the frontier has demonstrated an astonishing stickiness and persistence. It is virtually the flypaper of our [American] mental world; it attaches itself to everything Packed full of nonsense and goofiness, jammed with nationalistic self-congratulations and toxic ethnocentrism, the image of the frontier is nonetheless universally recognized and laden with positive associations.

Patricia Nelson Limerick, *Something in the Soil: Legacies and Reckoning in the New West* (New York: W.W. Norton, 2000), 91-92.

The highest peaks and lowest valleys in the continental United States are to be found in the West, as are the widest seasonal fluctuations in temperature and variations in humidity.... It is this environmental eccentricity that has most influenced western life and that accounts in good part for the enduring place of the West in national mythology. For millennia, peoples have set their epic tales in extreme places, imagining their gods and cultural heroes as residents of the darkest forests, the highest peaks, the most desolate deserts. Americans have done no less, locating their nation-building myths and secular heroes out West. Nor is it surprising that in our postmodern tales of anguish and alienation, the heroes drive their cars through vast western spaces, seeking oblivion at the edge of strange western precipices.

Susan Rhoades Neel, "A Place of Extremes: Nature, History, and the American West," in *A New Significance: Re-Envisioning the History of the American West* (New York: Oxford University Press, 1996), 113-114.

COURSE INTRODUCTION

Summary description:

What is now known as the American West, whether conceived of more as frontier or more as region, has been intertwined with national and global history for centuries. It has also become a part of American culture and identity. The course will focus on the historical development of that portion of the continental United States west of the Mississippi River. Themes considered will include the frontier thesis, place and regionalism, American Indians, natural and social landscapes in the West, western developments in relation to gender, race/ethnicity, class, and religion, and the mythic West.

Course purpose:

This is an upper-division elective course in American history. 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 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 American West up into the twenty-first century, since the West has held and still holds an important historical and mythic place in American life and thought.
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 reflecting Christianly about the human past, for "in [Christ] all things hold together" (Col. 1:17)

REQUIRED READING

- Anderson, Douglas Firth. "Toward an Established Mysticism: Judeo-Christian Traditions in Post-World War II California and Nevada." In *Religion and Public Life in the Pacific Region: Fluid Identities*. Edited by Wade Clark Roof and Mark Silk. Walnut Creek, CA: AltaMira Press, 2005. Pdf on MyNorthwestern.
- Butler, Anne M. "Selling the Popular Myth." In *The Oxford History of the American West*. Edited by Clyde A. Milner II, Carol A. O'Connor, and Martha A. Sandweiss. New York: Oxford University Press, 1994. Pdf on MyNorthwestern.

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.

- 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
- Etulain, Richard W., ed. *Western Lives: A Biographical History of the American West*. Albuquerque: University of New Mexico Press, 2004. ISBN 0826334725
- Johnson, Marilyn S. *Violence in the West: The Johnson County Range War and the Ludlow Massacre: A Brief History with Documents*. Boston: Bedford/St. Martin's, 2009. ISBN 9780312445799
- Limerick, Patricia Nelson. "Introduction: Something in the Soil." In *Something in the Soil: Legacies and Reckonings in the New West*. New York: W.W. Norton, 2000. Pdf on MyNorthwestern.
- Luhr, Eileen. *Witnessing Suburbia: Conservatives and Christian Youth Culture*. Berkeley, CA: University of California Press, 2009. ISBN 9780520255968
- *Monte Walsh*. Videocassette. Directed by William A. Fraker. 1970; Beverly Hills, CA: CBS Video, 1993.
- Spence, Mark David. *Dispossessing the Wilderness: Indian Removal and the Making of National Parks*. New York: Oxford University Press, 1999. ISBN 9780195142433
- Svobida, Lawrence. *Farming the Dust Bowl: A First-Hand Account from Kansas*. Foreword by R. Douglas Hurt. Lawrence, KS: University Press of Kansas, 1986; original publication 1940. ISBN 9780700602902
- Turner, Frederick Jackson. "The Significance of the Frontier in American History." In idem, *Rereading Frederick Jackson Turner: "The Significance of the Frontier in American History" and Other Essays*. Edited by John Mack Faragher. New Haven, CT: Yale University Press, 1998. Pdf on MyNorthwestern.
- Twain, Mark. *Roughing It*. Edited by Hamlin Hill. New York: Penguin Books, 1981; original publication 1872. ISBN 9780140390100

ESSENTIAL RESOURCE

- Ramaker Library Subject Guide (LibGuide): The American West (<http://nwciova.libguides.com/amwest>).

COURSE OUTLINE OF DAILY TOPICS AND READING ASSIGNMENTS

CLASS # & DATE (T/Th)	CLASS TOPIC and/or ASSIGNMENT DUE	READING TO BE DONE
1. Aug. 23	Introductions I	• Turner, on MyNWC
2. Aug. 25	Introductions II	• Limerick, on MyNWC
3. Aug. 30	Western Lives & Fluid Borders I	• Etulain, Chap. 1-4
4. Sept. 1	Western Lives & Fluid Borders II	• Etulain, Chap. 5-8
5. Sept. 6	Western Lives & Fluid Borders III	• Etulain, Chap. 9-12
6. Sept. 8	Western Lives & Fluid Borders IV	• Etulain, Chap. 13-15
7. Sept. 13	PROJECT BRAINSTORMING & LIBRARY RESOURCES	
8. Sept. 15	Mythic West I: Moran, Remington, & Russell	• Butler, on MyNWC
9. Sept. 20	Mythic West II: <i>Monte Walsh</i> 1	• <i>Monte Walsh</i>
10. Sept. 22	Mythic West III: <i>Monte Walsh</i> 2	• <i>Monte Walsh</i>

11. Sept. 27	FILM ESSAY DUE Making Sense of Western Sources I: Plains Indians 1	• Calloway, 1-101
12. Sept. 29	Making Sense of Western Sources II: Plains Indians 2	• Calloway, 102-210
13. Oct. 4	Making Sense of Western Sources III: Mining Rushes 1	• Twain, Introduction- Chap. XXIII
14. Oct. 6	Making Sense of Western Sources IV: Mining Rushes 2	• Twain, Chap. XXIV-LV
15. Oct. 11	Making Sense of Western Sources V: Mining Rushes 3	• Twain, Chap. LVI- Appendices
16. Oct. 13	Making Sense of Western Sources VI: Violent Frontier 1	• Johnson, 1-81
17. Oct. 20	RESEARCH PROSPECTUS DUE (No class)	
18. Oct. 25	Making Sense of Western Sources VII: Violent Frontier 2	• Johnson, 82-159
19. Oct. 27	Making Sense of Western Sources VIII: Western Agriculture 1	• Svobida, 7-117
20. Nov. 1	Making Sense of Western Sources IX: Western Agriculture 2	• Svobida, 118-255
21. Nov. 3	Historians Interpret the West I: Wilderness 1	• Spence, 3-70
22. Nov. 8	Historians Interpret the West II: Wilderness 2	• Spence, 71-139
23. Nov. 10	Historians Interpret the West III: California & Religion 1	• Anderson, on MyNWC
24. Nov. 15	Historians Interpret the West IV: California & Religion 2	• Luhr, 1-110
25. Nov. 17	Historians Interpret the West V: California & Religion 3	• Luhr, 111-203
26. Nov. 22	EXAM	
27. Nov. 29	STUDY DAY (No class)	
28. Dec. 1	PROJECT REPORTS I	
29. Dec. 6	PROJECT REPORTS II	
30. Dec. 8	PROJECT REPORTS III	
Dec. 12 (Mon.), 4 p.m., RESEARCH PAPER DUE		

COURSE ASSIGNMENTS

1. A RESEARCH PAPER will constitute 45% of the course grade.

1) WHAT IS YOUR TASK IN THIS RESEARCH PROJECT?

- a. To select a primary document/set of primary documents significantly connected to the American West about which

- b. you pose an interesting historical problem or question and make a significant claim
- c. persuasively supported by your substantive analysis of the primary document(s) and research of relevant context
- d. in a paper that demonstrates critical historical understanding of the primary and secondary sources and makes a case for the significance of the topic in relation to the American West.

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

- a. Oct. 20 (Th.): 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 Ramaker Library [citations page](#) or to [LibGuide](#).)
 - Submit the prospectus as a Microsoft Word file (that is, .doc, .docx, or .rtf) through MyNorthwestern (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, especially *Tina Jansen* and the Help Desk folks (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. 1, 6, & 8: 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 (5% of course grade), 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 the history of the American West?
 - 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 15 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 your written report with any questions, advice, or comments.*
 - The instructor will also return your written report with comments, advice, and a grade. The most important factors in evaluating the report (written and oral) include a) how completely and well are all of the formal specifications stated above met? and b) how clear, coherent, and thoughtful are the two forms of the report?
- c. Dec. 12: 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 MyNorthwestern (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, especially *Tina Jansen* and the Help Desk folks (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 IS A PRIMARY DOCUMENT?

- 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 HISTORICAL 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 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.

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 the past 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 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 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 Ramaker 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 17-20 pp. including title page and bibliography. There is no penalty if it is over 20 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.

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 historical 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 historical argument, i.e., manifests a clear and sustained interpretive claim/thesis that thoughtfully and plausibly accounts for the available evidence in all the relevant assigned course materials, particularly primary sources, and addresses substantively some of the historical significance of the topic for the American West?
- 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. 22.
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 FILM ESSAY will constitute 12% of the course grade.

1. For the film essay, discuss the following: *Consider Monte Walsh in connection with other course materials about the mythic West. If cowboys, ranches, and the free, self-reliant individual (usually white male) are central symbols or values of the mythic West, is the film enhancing the myth, or is it critiquing the myth?*
2. Each essay is *due* by 11:55 p.m. of the specified due date, Sept. 27. (On late paper policy, see Course Miscellany, section 1.)
3. Each essay should be no less than 4 pp. long. Normally, it need not be longer than 5 pp., but there is no penalty for it going over 5 by one or two pages. 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 historical details, especially dates.
 - 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 footnotes in Chicago style. Form guides available on Ramaker Library's [Citing Sources](#) page.
4. Submit the paper as a Microsoft Word file (that is, .doc, .docx, or .rtf) through MyNorthwestern (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; your paper will automatically be sent to Turnitin.com). If you encounter trouble in submitting the paper through MyNorthwestern, consult with the folks in the Computer Center, especially *Tina Jansen* and the Help Desk folks (helpdesk@nwciowa.edu). A graded copy, with grading checklist attached, will be returned to you by e-mail attachment.
 5. The main *factors for evaluating* each paper 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?
 - make an effective historical argument, i.e., manifests a clear and sustained interpretive claim/thesis that thoughtfully and plausibly accounts for the available evidence in all the relevant assigned course materials?
 - 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?

4. DISCUSSION STARTERS will constitute 15% of the course grade.

1. A discussion starter (DS) is a two-paragraph piece intended to help "start" a general discussion on some aspect of the assigned reading for a given class period.
2. A total of fifteen (15) DSs, each constituting 1% of the course grade, are to be done on the assigned reading between Aug. 30 and Nov. 17, subject to the following specifications.
3. Which reading to do a DS on is up to each student.
4. Only one DS may be done for each class day on which there is assigned reading. (There are 18 class sessions with readings from Aug. 30 through Nov. 17.)
5. A DS must be completed and handed in hardcopy form to the instructor at the beginning of class on the day for which the DS's reading is assigned. The instructor will use each class day's DSs as a basis for engaging students in discussion of some or all of the day's assigned reading.
6. *In form*, each DS should be either handwritten or typed single spaced, two paragraphs, no more than a full page, with the reading's author, title, and page numbers as the title of the DSs, and the student's name, RSC box #, the class date, and the DS number at the top of the page.
7. *In substance*, each DS should consist of two parts: a) one paragraph clearly and accurately summarizing all or a portion of the assigned reading of particular interest and b) a second paragraph thoughtfully and clearly explaining something of interest for general discussion from that which was summarized in the first paragraph, e.g., finding something puzzling in the reading, pointing out one or more connections that might be made, sharing an admirable idea or statement or passage, wondering about something, imagining something, etc.
8. Each DS will be graded on a scale of 1 to 10, with 10 being the equivalent of a superb DS, in relation to how well each one meets the combined form and substance specified above in #6 and 7.
9. Once graded and recorded, the instructor will return the DS by campus mail or in class.

5. CLASS PARTICIPATION will constitute 3% 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. *Evaluation:* 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. Late Assignments

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. *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.
5. *Discussion starters:* Late DSs will not be accepted for credit.

2. 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.

3. 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.*

4. Further help

- If you need some aid, *the Writing Center is a good place to visit. Peer tutors are available there to help you. I also am willing to review drafts of papers* and provide feedback, so long as there are not too many, they are not given me the night before the final copy is due, and other obligations do not loom over me at the same time.
- 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@nwc-iowa.edu) to discuss their individual needs and accommodations.

HISTORY PAPER EVALUATION

Formal & substantive elements

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

Excel- lent	Good	Ade- quate	Needs Improv- ing	Un- accept- able	Element
					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 addresses all the assignment with due balance to all aspects.
					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 argument ; that is, it manifests a clear and sustained interpretive claim/thesis that thoughtfully and plausibly accounts for the available evidence in a) all the relevant assigned course materials or b) 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:					