



**WAYLAND BAPTIST UNIVERSITY
SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES
VIRTUAL CAMPUS**

Wayland Mission Statement:

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Course Title, Number, and Section:

HIST 5340 VC01 Ethnic and Gender History: Great Plains Indians

Term:

Fall 2019

Instructor:

Doctor James Powell

Office Phone Number and WBU Email Address:

806-352-5207 (WBU Amarillo Campus) by pre-set appointment since in the Virtual World, Adjunct Faculty have no "office." james.powell@wayland.wbu.edu

Office Hours, Building, and Location:

Doctor Powell checks the BB Course E-mail daily and will respond to any E-mail within 48-72 hours. Phone calls are only accepted at pre-arranged appointments since these must be pre-arranged at the Amarillo WBU Campus at the convenience of the Professor, Student, and the Campus open hours. Other virtual contact means can also be arranged by appointment such as Virtual Chat or Skype which may be better suited for student and Professor whose time zones and work hours make synchronizing times difficult.

Preferred Email for Course Communication:

The BB Course E-mail TAB is located on the Left-Hand Menu/Toolbar

ALL communication between Student and Professor **MUST** take place within the **Course E-Mail Tab on the Left-Hand Toolbar within BB** NOT via the standard Microsoft Outlook system, because regular Outlook programs can/do filter out what it determines is Spam. Thus, without the appropriate Subject Heading---or sometimes even with a correct one---this tool can dump a student post into the Spam folder preventing an important piece of information from reaching the Professor. This has led to student attempts at contacting the Professor disappearing into the void---never to be heard from again. More importantly, BB automatically keeps a permanent record of all exchanges, thus protecting both the Professor and Student if there is any question about something. Messages sent inside the Course Webpage using the E-Mail TAB, including assignment submissions too, can't be deleted---thus providing an extra safety net when dealing with the sometimes-finicky technology. Finally, given the huge volume of E-Mails that we all receive each day, and with the Filtering system used, it is highly likely that your effort to contact the Professor may never be seen, or not viewed until it is too late to help you with whatever problem you wrote about in the first place. The risks associated with trying to send any messages that are Course/Grade related via the traditional Internet Outlook system are just not worth it. So **Please** take this seriously and write to me using only the Course Homepage E-Mail system within BB to guarantee a response from the Professor.

Remember that this is an Online course, and traditional telephone messages are simply not possible. First, I have no office at any WBU campus, but instead work from my home. No, WBU does not pay for either my Internet service or my telephone. Next, WBU is truly a global institution with students enrolled from almost every time zone on the planet. Thus, making overseas telephone calls, or long-distance calls between

widely differing time zones is unrealistic. Plus, this is, after all, a computer-based class, so to ease the issue for everyone, there will be no telephone communication, but we will instead rely upon the Course Homepage tool---which is very reliable and as noted, keeps a record of all exchanges. Think of it as having a permanent answering machine for our "talks." No kidding, since WBU students are enrolled from locations around the world, and may, in fact, even be on Active Duty in a military combat zone, living in Alaska where it is already snowing and below zero in October while we are still sweating out the last hot days of a long Summer here in the Texas Panhandle---well you get the idea that using E-Mail is just the best overall solution. If necessary, Blackboard IM or a Chat Room can be used as a secondary method for us to discuss material that is too complex for an E-Mail.

CONTACT Time Frame:

Ordinarily, your Instructor will respond to any E-Mail within 48-72 hours (24-36 hours is more likely). If you need immediate assistance, or do not receive a response from me within 3 days, send a follow-up E-Mail. Be sure to check your Course Homepage and its Announcements Page and E-Mail often for messages from the Professor. It is also a good habit to send a Blind Copy of your message to yourself to confirm that the message did indeed go through the system. You can then just delete it after confirming that it was sent to the Professor.

Class Meeting Time and Location:

Students should purchase textbooks and receive them **prior** to the first day of class. In addition, students need to log-in, on or before, the first day of class through the [WBU Virtual Campus \(http://virtualcampus.wbu.edu/\)](http://virtualcampus.wbu.edu/). This process will activate their Account within Blackboard in preparation for the First Day of Class. This class is conducted completely online and does NOT require proctors for exams. All Graded Quizzes and Assignments are submitted online through the course website. (See more details under "Attendance" requirements.)

Regular Contact and How to Handle Reading Assignments:

Students should purchase textbooks and receive them prior to the first day of class. In addition, students need to log-in to the Blackboard's Home Page on or before the first day of class through the [WBU Virtual Campus \(https://wbu.blackboard.com/webapps/login/\)](https://wbu.blackboard.com/webapps/login/) as noted above. (See more details under "Attendance" requirements.) Wayland Baptist University, like many across the nation, now requires "proof" that each student is actually participating regularly in every course in which they are enrolled. This mandate requires each Professor to use some type of regular communication method as evidence that students are indeed active on a weekly basis. The normal workload of the course will take care of most posts, since you will need to write me for approval about topics that you wish to submit, or anytime you have a question about preparing for Exams and so on. Using both the Research Paper and the Discussion Board, both of which will be submitted in Part II of the course, will meet the new WBU course obligations to the best of my knowledge. Please feel free to write me with anything you need explained--or if you would like me to open a separate Discussion Board (**no grading**) that allows for you to ask/engage either me or your colleagues regarding anything we are studying in this course.

The rise and fall of the North American Plains Indians, who rose to become unique and mobile societies in a challenging and diverse climate and geographical region with the introduction of the horse upon the arrival of the Spanish in the 1500s. These once tiny tribal clusters became the masters of large swaths of land and moved from a localized hunter-gather culture to nomadic tribes based largely upon the hunting of the North American Bison. Their apogee, however, was reached in the mid-1850s after which they declined with stunning swiftness as the westward migration of Americans along the Oregon Trail during the 1840s brought the first wide-spread contact between these mounted hunters and Anglos, but it was the construction of the Trans-Continental Railroad and the associated spur lines during and after the American Civil War that truly doomed the Plains Indian culture. The dramatic shift in policies by the US Government played a key role in the demise of Plains Indian life, as the original laws granting large areas of the vast Great Plains for tribes to use as they wished was altered to become the hated Reservation Policy, in which bands of Indians who may only meet once per year for a buffalo hunt were suddenly forced onto confining "reservations" staked out by Federal authorities without regard for the traditions or needs of the individual tribal groups being dumped into this often useless real estate. Most of the Reservations were comprised of marginal lands poorly suited to agriculture, and with the buffalo

being hunted almost to extinction between 1865 when over 15-million head roamed the Plains, to a miniscule 800-head by 1885 meant there was no meat supply to feed tribes who were prohibited from leaving these newly defined Reservation lands. Poor leadership, a lack of cultural understanding by some well-intentioned leaders on both sides, and finally outright corruption meant starvation and a hopelessness that led many Plains Indians to seek help through the practice of a religious ritual which led to tragedy in 1890 at Wounded Knee, South Dakota. The rapid collapse of this vibrant culture also involved some of the most savage violence ever between Native peoples and the Anglo settlers who spread like a tidal wave over the region from 1865-1900. A long period of misery driven by poverty and governmental indifference characterized the first half of the 20th Century, and an Indian resurgence led by the American Indian Movement failed to achieve its hoped-for reforms starting in the 1970s, leading to today's strained relationship between many Plains tribes and the Federal government. This turbulent interaction will be explored, with special emphasis placed upon key events or personalities which represent the larger issues of this tragic period.

I realize the reading seems quite daunting but understand that the key to reading at this level is to break-down the effort into steps. **Never** try to read books like these as you would a novel. Instead, look at what is assigned for a period, then begin reading for an hour or so, using highlighters, making notes in the margins or on note cards, etc., then leave the material for some time. Take a break and focus on some other issue until you feel energized again, diving back into the reading when you are ready. Just as important is the skill of what we called "gutting" the book. This occurs PRIOR to reading the assignments, and you might consider doing it very early in the term. This process starts by looking the book title, through which the author is attempting to send you a clue regarding what the focus is for the work. In the narrative do the same by thinking about what the chapter titles tell you----and once in a chapter, look for the paragraph headers which are also like roadmaps, helping you to follow the author's argument/thesis. Never skip the captions for photos or maps since they are often filled with clues about the topic. Make notes at the top/bottom of a page summarizing the key players or themes---so later when you are in a hurry (say on the tests) and need to skim through quickly you have those shortcuts to help you. Think "Big Picture" or "Context" when reading works like these and it will make the break-down much easier.

Catalog Description:

Studies in Ethnic and Gender History - Selected topics and issues in the history of women and ethnic minority groups. (See below for more detailed description.)

Course Description:

This course exposes students to the history of Native America from its origin to the Present. The basic approach involves reading summaries of the various theories scholars have proposed for how these groups arrived in the Americas, how geography shaped their unique world views, and then, using a few key examples, illustrate how Native Peoples rose to great heights of accomplishment, yet were unable to resist the European invasion marked by the arrival of Columbus. This is not a comprehensive study, but is rather a broad analysis of the major factors which shaped the rise, decline, and reemergence of an identifiable Native America within the current borders of the United States.

Students will examine to the larger framework of varied peoples and then select particular regions, eras, tribes, or individuals to study in more detail using three written assignments and one multi-media project. The teaching style is a modified use of the Socratic Method in which students read assignments and then the class will discuss the important themes they discover in the material.

There is no prerequisite for this course; however, students will benefit having taken HIST 5301 & 5302 prior to taking a topic class.

Required Textbook(s) and/or Required Material(s):

Anderson, Gary C. *Sitting Bull & the Paradox of Lakota Nationhood*, 2006, Pearson. ISBN 9780321421920.

Brown, Dee. *The American West*, 1995, Touchstone. ISBN 978-0684804415

Carlson, Paul H. *The Plains Indians*, 1998, Texas A&M University Press. ISBN: 978-0890968178

Utley, Robert M. *Frontiersmen in Blue: The United States Army and the Indian, 1848-1865*. 1991, Bison Books. ISBN: 978-0803295506

Utley, Robert M. *Frontier Regulars: The United States Army and the Indian, 1866-1891*. 1984, Bison Books. ISBN: 978-0803295513

Additional reading from articles WILL be assigned and made available on the Course Homepage and listed in the Course Syllabus and in the Course Schedule.

Strongly Suggested Textbook:

Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition, University of Chicago Press: 2013. ISBN: 9780226816388

Attendance Requirements:

WBUonline (Virtual Campus)

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11-week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

Participation:

Students need to log into the Course Homepage regularly, at minimum of every 48-hours looking at the Announcements Page for updates or alterations to remain informed on any issues that arise. Please check your Course E-Mail within the Course Homepage if you sent me a question to assure that you see my response in a timely manner. You should also watch for any WBU announcement posted for the entire class---which I normally will put up onto the Announcements Page---but hey---you never know and I might forget (-: It is the responsibility of each student to keep track of their assignments and thus it is essential for everyone to have daily access to a computer and a reliable Internet connection to succeed in this course. Technical problems with a Student's computer or Internet provider are not valid excuses to miss Assignments, Exams, or other Due Dates. Students should plan ahead to have access to a back-up computer at a family member's home, friend's location, local school, or local city library etc. If a technical problem does occur, students should immediately send an E-Mail to the 24-Hour Virtual Campus Help Desk, where specialists in this technology can provide assistance. You must also send a note to your Professor via the Course Homepage explaining the difficulty and the Date, Time and Steps taken to solve the issue. Should the problem not be addressed by the Help Desk, they will provide the Professor with a detailed report of ALL actions taken and the Professor will then decide if the Student can be allowed to complete the work in another fashion. Remember, this is an Online course, and traditional telephone messages are not an option. I have no office---no telephone allowance---and have students scattered across the globe. But I do check the Course Homepage for your E-Mails to me several times each day. Expect an E-Mail response back from me within 24-36 hours unless something major has occurred in my life.

NOTE: Contact the Professor immediately if you have a family emergency such as an unexpected major illness or family death, are on Active Duty serving in a war zone and must be offline temporarily or have any other justifiable reason why you are unable to meet the Due Dates. However, change of military assignments or TDYs, changing work schedules, or other occurrences caused by a busy life are not acceptable excuses for missing the assignments. Plan ahead.

Statement on Plagiarism and Academic Dishonesty:

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the university.

Instructor's policy on Academic Dishonesty:

Occasionally a few students will attempt to cheat or plagiarize. Students caught will receive a grade of F (0 points) for that assignment. Additionally, such students may receive a grade of F for the Course and may be suspended from the College (penalties which become a permanent part of a penalized student's record and cannot be eliminated by the repeat-option). If you are unsure about the definition of plagiarism, see the links available to Students or visit with your Professor.

Plagiarism includes, but is not limited to:

- downloading a free or purchased paper
- copying an article from the web or electronic database
- translating a foreign web article into English
- copy a paper from a local source
- cobbling -- cutting and pasting to create a paper from several sources (including web sites) even if properly cited
- excessive quoting (more than 20% even if properly cited)
- quoting less than all the words copied
- changing some words but copying whole phrases
- paraphrasing without attribution
- summarizing without attribution
- faking a citation
- recycling work from a previous or current course, whether your own work or another student's work.

Review the Plagiarism Handouts located on the "Course Information" TAB on the Course Webpage.

Choosing Good Sources for Historical Research:

Students often search for additional information about historical events to supplement their understanding of the material in preparation for essays, discussions, and even Graded Quizzes. To correctly interpret historical issues requires an accurate knowledge of the facts, so you can also consult secondary sources such as the work of other historians. Students are, however, **STRONGLY** cautioned to choose these extra sources, particularly Internet sites, with care. Websites, such as Wikipedia or Yahoo, **DO NOT** necessarily contain reliable facts, documentation, or interpretations, and therefore, should not be used in a college course, without other means of corroboration. **NEVER**, cite these websites as official documentation even if you use them for a "Quickie" look at what they say about some topic. Remember that websites like Wikipedia even post disclaimers, informing users that their material may or may not be valid [Wikipedia Disclaimer \(http://en.wikipedia.org/wiki/Wikipedia:Disclaimers\)](http://en.wikipedia.org/wiki/Wikipedia:Disclaimers). Students should, instead, choose sources from the WBU Virtual Library such a History Cooperative, JSTOR, or other refereed journals. For websites, learners should select places where the author can be identified as a scholar, historian, or other knowledgeable person. Such examples would include websites ending in .edu or .org. Websites helpful to students in this course already examined by the Professor are available via the "Web Resources" link through the Course Homepage. **Use of Wikipedia, Yahoo, ANY Encyclopedias, Dictionaries, or general History websites (like History.com or the .net one) or any similar websites as sources for a graduate-level assignment will receive a letter-grade deduction (generally this**

means a minimum of a 10-point loss). If you are in-doubt write to DR J and ask for confirmation about the scholarly nature of the site/source in question.

Disability Statement:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

Course Requirements and Grading Criteria:

The course is based on reading from the books listed in the required textbook section as well as any readings either provided by DR J or selected by the student for their Research Paper submission.

The Mid-Term Exam and the Last Exam--are each worth 25% of a student's grade (Total of 50% of your class average). Each Test is divided into two sections, with Part I of an Exam comprising two Short Answer questions, scored at 25% each and normally covered with roughly 500-words or so for each topic. These are followed by a single Essay, worth 50% and designed as an open-ended chance for the student to reveal what they have learned about the subject of the question and may be as long as time allows, or you have something to say about the topic. The **Mid-Term Exam** will focus upon the material found in the First Block of reading listed on the "Course Schedule," covering the history of Native America up to the outbreak of the American Civil War from the assigned works by Paul Carlson, Robert Utley and Dee Brown. The **Last Exam** obviously comes from the next Block of readings by the same scholars as we shift to examining the period of rapid Anglo-settlement of the Inner-Mountain West and Great Plains in the decades following the end of the American Civil War into the 20th Century. This timeframe will obviously place great emphasis upon the role of technology such as the railroad boom, cattle ranching made profitable by tools such as barbed wire, and farming which boomed upon the advent of steam-power being harnessed to agricultural machinery. Mining will also be of interest, as the Lakota Sioux and other tribes living near the Rockies came between Anglo-Americans and the gold/silver boom that occurred starting in the 1860s. The issue of how the Federal Government attempted to address the problems created by Treaties that had initially promised the lands of the Great Plains and Inner-Mountain West to the Native peoples is vital to our study. The legacy of the breaking the Treaties will lead us into exploring how Native Americans adjusted to the 20th Century, including the demands for citizenship and two World Wars.

A Discussion assignment, worth 20% of the course average will be posted based upon all reading assignments and conducted in the second part of the course---following the Mid-Term so no worries about it until then. Some kind of Discussion is now mandated under the WBU "Attendance Policy" which is defined above and is available via an in-course link. I realize that we do not "attend" in the traditional sense, but this project is intended to meet the University's participation rule. Remember, these posts must be done in the same formal scholarly writing style as any other written work---including the use of the Turabian format. The grading breakdown is: 15% for your own original Long Response to my question, plus another 5% for your "Commentary" response to ONE (1) Long Post made by any classmate that you wish to engage. These "Commentaries" can be agreements in which you add more information supporting of the original assertion---or you may choose to disagree (with civility of course) with something that a colleague has posted. Again, your responses for the Commentaries must include citations if you reference a source, which is almost a certainty because opinions are not acceptable scholarly answers.

The Third part of a student's average involves the always fun (or not) Research Paper that is roughly 1,800-2000 words in-length (6-8 pages of text) --and is worth 30% of the course average. Students may select the topic for their Research submission from any portion of our study, but **PLEASE** understand that the subject, including a general Bibliography of potential sources **MUST** be submitted to and pre-approved by DR Powell. The reason for this is to help assure me that sufficient resources exist for a

Graduate-Level assignment like this, since in general---but not always, Professors are more familiar with the current scholarship on subjects in their field and can make life much easier by approving a topic that has enough support readily available to you. The general rule-of-thumb for all Graduate-level work is to have roughly 1/3rd of your sources coming from Primary documents/materials, while the remaining 2/3rds are found among the best Secondary works available, which may include maps, YouTube, photo-images or whatever that is blended into the paper thus enhancing the presentation. The use of the usual scholarly forms, such as a Cover Sheet, a Thesis Statement, footnotes or endnotes all in the Turabian style, along with a Conclusion and Annotated Bibliography are required. If any student has not taken the Historical Methods or Historiography courses and feel unsure of how to find research material, cite in the Turabian form, or face any other challenge they are unfamiliar with, then please do not hesitate to write me using the Course E-Mail tool so that I can help you. Just an FYI----it was brought to my attention during a recent course on *Oil in the Modern Age* that Dr Crowe had students in the Historical Methods class place their footnotes in with their Annotated Bibliography. It appears that this was meant as a guide (crutch) to remind the students to include all of the sources and citations used but was never intended to be included with the final draft. So please remember that footnotes/endnotes are the actual citations found within your paper, while an Annotated Bibliography is a listing of all sources you consulted plus informative statements by you regarding the value of each source, or any quirks/issues that you noticed when using that source. These "annotations" by you are normally only 2-5 sentences in length and placed in complete sentences after providing the formal Bibliographic cite. Be sure to note that footnote/endnote forms are different than those used in the Bibliography. I have placed examples of all of these under the Course Resources Tab on my toolbar. So--Please Do Not place your footnote/endnote citations in your Annotated Bibliography. Footnotes go at the bottom of each page in your paper using the Superscript numerals in the text to match the footnote at the bottom of a page. Then comes your Annotated Bibliography, which is something else altogether and uses its own format from Turabian. Examples of what an Annotated Bibliography should look like are found under the Course Resources TAB, on the left-hand toolbar. Remember, that in History **All** work must be cited using the Turabian style, which is based upon the more in-depth *Chicago Manual of Style*. The reason for this requirement is that over a century ago the major Professional organizations for Historians such as the American Historical Association (AHA) and the Organization of American Historians (OAH) selected the Chicago Manual format as the most useful for scholars and history still uses it or the more accessible Turabian version today. So, if you intend on remaining in the historical profession and to get published you should master it as soon as possible. Kate Turabian, by the way, was the Graduate Secretary for the University of Chicago's History Department for several decades and chose to create a less complicated manual for use by graduate students but it incorporates all the major features of the Chicago Manual without the excess verbiage and is the one preferred by scholars everywhere. Thank you, Kate, we appreciate your efforts.

NOTE: Your Research topic **MUST be pre-approved** and include a general listing of potential sources that you have already discovered. The Due Date for the submission of topics for approval is listed under the Course Calendar and failure to send it on-time and with sources will lead to a significant point deduction. Students are given a 72-hour grace period beyond the posted Due Date after which a 10-point penalty will be applied. Once past the 72-hour grace window, the penalty increases at 84-hours to a 10-point loss for every **DAY** the topic/sources submission is late which continues until there are no points left.

Once your paper subject is approved please do not hesitate to ask for help in finding additional research or seeking advice from other sources such as the WBU Writing Center which is linked on the toolbar. Your paper must begin with a Cover Sheet consisting of the Course Title and Number, the Title of the Paper, my full Title and Name (i.e., Dr. Jim Powell---not the nickname DR J we use for everyday contact), your Title and Name (i.e., I often have Faculty members, serving military personnel, Firefighters etc. so the use of a Title is appropriate for them) and the Due Date of the assignments--even if you send it in early---all centered on the page.

Next is the narrative portion of your paper, using either footnotes or endnotes for the source citations, and finally the work ends with an Annotated Bibliography. All must be submitted using the Turabian format and through the SafeAssign tool as ONE document. PLEASE Be Careful and DO NOT send these as separate

documents (i.e., a Cover Sheet and then your Narrative Paper, and finally the Annotated Bib.). Everything **MUST** come as one complete package through the SafeAssign Tool.

Please remember that according to WBU rules---all Assignments and Exams (except your Discussion Post) MUST be submitted and checked by SafeAssign for plagiarism. **This course requires a SafeAssign score of 20% or less for any Assignment.** A rating of 40% or greater means blatant plagiarism since students relied upon someone else for almost one-half of their work and the project will not be accepted. **BE FOREWARNED!!!** The current version of SafeAssign will only accept the following formats for any submission: .doc, .docx, txt, and .pdf file formats and generally in sizes of 10 MB or less. **ANOTHER CAUTION!!!** The SafeAssign Link allows only ONE upload attempt, so your submissions MUST be as ONE complete document (including the Cover Sheet, the Exam, your Footnotes and the separate Bibliography or whatever for the paper. Also---Please be sure that you are uploading the correct version that you want me to grade into the SafeAssign Link---not a Draft! Students needing assistance saving or uploading their Exam on the SafeAssign Links should contact the 24-Hour Virtual Help Desk PRIOR to making their ONE attempt by using the provided link on the left-hand menu on the Course Webpage.

Now just an FYI here---it is very common for your SafeAssign score to read abnormally high due to the program flagging your sources (from footnotes/endnotes and Bibliography) as Plagiarism. It might show each book or web site you use as being Plagiarized when it was obviously not---so if you know what you did was not plagiarized and yet you get a score in the 40s or 50s the odds are it is due to your sources being flagged---and trust me I carefully check each person's work to assure the SafeAssign score is accurately reflecting something that is true plagiarism and not just a "flaw" in the program. Do not worry about such high scores when you know that you did not cheat. I always open the REVIEW tool and look for myself.

NOTE: Students are responsible for ensuring that all Assignments including the Research Paper, and Exams upload correctly in whatever is the Turabian format using one of the accepted document options. REMEMBER, once you hit that "Submit" button to upload and send your Exam or Research Paper, there is no going back -- so please, please double-check yourself and be certain you have selected the correct file and are using one of the accepted formats! Any Submission which cannot be scanned by SafeAssign or opened by SafeAssign and/or Bb will NOT be accepted for a grade since this is a Virtual course and I cannot grade anything not on the computer and in Blackboard according to University rules.

Penalties Applied to Assignments (Based on a 100-point Grade)	
Project/Quiz Not Submitted on SafeAssign Link	Will Not be accepted for grading.
For Late Submissions on the Research Paper TOPIC/SOURCES --every 24 hours Past the Due Date/GRACE PERIOD	A letter Grade Deduction (Usually 10 Points)
For Late Submissions on the Research Paper ---every 24 hours Past the Due Date	A letter Grade Deduction (Usually 10 Points)
The Following is Assuming a True Case of Plagiarism	
SafeAssign Plagiarism Score of 21-40%	A 2-letter Grade Deduction (Usually 20 Points)
SafeAssign Plagiarism Score of 41% or more (legitimate plagiarism of course).	Will not be Accepted ZERO

Additional Course Suggestions/Requirements:

- **Skipping is a self-inflicted punishment.** Exams and Due Dates missed may NOT be made up and will result in a zero (0) for the assignment. All written assignments must be turned in on time. Any and all late assignments will be penalized a full letter grade for each 24-hour period they are past due.
- **Computer failures are not excused.** There is a broad window in which you may choose to take your two Tests, but students suffering any technology failure not caused by either Wayland Baptist University or by a system-wide crash such as found in a thunderstorm are not excused---so have a backup site in the event you suffer such a failure---and hit the "Save" button every few minutes while doing your work to be able to salvage most of it in case of disaster. Think of us "old codgers" who had early model computers---and no kidding I kept my physical documents in our Dryer while traveling to try to save them in case of a storm or fire. But way back then---these documents were hard to get---and cost 0.25 cents per page---and I had literally over one-thousand pages of material that are still kept in plastic containers in my attic. So please be sure you continually back-up your assignments, whether it is one of the Exams or your Paper as you work, so that if a failure occurs you can take a Flash-Drive or whatever with you to your fallback site. Remember, too that the two Exams and the Research Paper must be submitted electronically through the SafeAssign tool per WBU regulations.
- **Student Responsibilities and Conduct:** "The work you will do in this course is subject to the Student Honor Code. The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Wayland Baptist University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements." The full text of the Student Code of Honor can be found at http://www.wbu.edu/student_life/student_handbook/. All violations of this code will be punished with all the severity permitted by the Code of Student Rights and Responsibilities. Students caught cheating or plagiarizing will be at the very least failed for the entire course.
- Students **MUST** submit all Assignments electronically through the SafeAssign link per the Instructions on the Course Website and no Assignment will be accepted in any other form as mandated by University and Course Syllabus rules.

Method of determining course grade:

Your success in this or any Graduate class depends largely on your involvement with both the material and Doctor Powell. It is especially imperative that you turn in all assignments on time since the "All-Seeing" computer reports the exact time to the second that any posting is made. Late submissions of any assignment will result in a reduction of one letter grade for every 24-hour period they are Past Due. This is motivational, not punitive, because your research material is being built layer upon layer and in order to fully evaluate your work, sufficient time needs to be granted for your work to be read and assessed. Here is the basic outline of assignments as they will be submitted:

Midterm (Exam 1)	25%
Last Exam (Exam 2)	25%
Research Paper	30%
Participation (Discussion Board)	20%

Graded assignments will be assessed as follows:

- The quality of your tests will be evaluated by your ability to answer questions critically by formulating an argument and supporting it with all the necessary evidence. It is also imperative to explain the historical significance of your subject--or to put it another way--for you to place your answer in Context. Just listing "facts" strung together without any Theme/Context is not "history" and you must learn that one key element that separates us from, say journalists, is that they do not normally place facts in a long-term context that explains why something happened or why a decision was made, or not made, and so on. But that is exactly what historical scholars do each

time we write and is the essence of our profession. We take the raw data, in the form of documents, memoirs, books about something or someone, and then we place them together in such a way that the reader will comprehend the role of people, why an event occurred and so on. Be wary of what is called "Cobbling" in which one takes a string of paragraphs and---even if reworded---are simply restatements of what someone else already wrote about the subject. Your work must be original, and in your own words.

- The papers will be graded according to the quality of the writing, the richness and depth of analysis (context) and of the sources used. The rule-of-thumb in Graduate work is to have 1/3rd of your sources be Primary and the rest Secondary. The formulation of a clear Thesis that is supported with all the necessary evidence is at the heart of historical scholarship and these skills are being sharpened in these papers.
- The quality of your Annotated Bibliographies will be measured by their overall accuracy, the breadth and depth of your analysis of the sources, and your ability to conform to the Chicago/Turabian Style. Take your assessments of each source seriously---I do---and others will as well.

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Student Grade Appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Schedule:

The course will cover the rise of the Plains Indian culture, following its evolution from small bands of 20-30 people who walked the vast Prairie into the horse-mounted and more war-like tribes numbering in the hundreds that are familiar in Hollywood movies. It was these tribal groups who were suddenly confronted with the arrival of Anglo-Americans from the East who, while initially passing through on the Oregon Trail, soon began to stay as miners, cattlemen, and farmers, all of which was made possible by the railroads. The last part of the course will focus on the consequences of the need by those like cattlemen, farmers and the railroads to destroy the buffalo, and thus the Plains Indian way of life, along with the Federal government's flexible Reservation Policy, which granted tribes large areas to use as they chose, into smaller tribal holdings with fixed boundaries that limited the ability to hunt the increasingly scarce herds of bison, and the government's decision to allow Anglos access to Indian lands in spite of such promises as the one made to the Lakota Sioux, who were told that the sacred Black Hills were their lands for "as long as the grass grows and the rivers flow"---unless someone discovered Gold in those same Black Hills of course---and then all bets, and Treaties were off!! We conclude with the brief but violent end of Indian resistance from the Ghost Dance to Wounded Knee, and the Indian Revival of the late 20th Century which is surprisingly controversial too. Hollywood films are one interesting means to explore this later period of Indian-Anglo interaction with films such as *Dances with Wolves*.

Exams and other Assignment Dates are listed in detail on the **Course Schedule** below.

Additional Information:

Etiquette:

The study of history is important and deserves respect from both the Professor and from Students. Everyone has an obligation to cultivate an environment for learning that enhances the ability to pursue the shared interest in history. Respect for one another and for their ideas and values are essential for a strong community for the study of the Human Story that is history. Respectful students bring a strong work ethic to the course and are expected to log-on to the class regularly, be prepared for each class, and be attentive to discussions and online chats. A shared respect for one another is essential to the academic integrity and a comfortable learning environment. Everyone must do their part to maintain a climate of openness and civility that encourages and honors intellectual achievement. If you need to review the standard for Net Etiquette rules, see the [Netiquette Rules](#) for more information.

Teaching & Learning Strategy:

The class is approached as an on-line instruction tool to learn about a historical topic in-depth. The course is designed to be completed during a regular 11-week quarter. A student should expect to schedule, on average, approximately 10-15 hours per week to accomplish the assignments required in this course and reading material of 150-200 pages per week. It is recommended for the student to block out time in your day planner three times a week for completing reading, reviewing Internet sources, and course work, just as you would do if you were on campus. Remember, it is Graduate School, and without a face-to-face environment, you shoulder a heavier burden. But I am always here to help.

This course stresses interaction between the students emphasizing their ability to teach themselves in a form known as the Socratic Method. The class is designed with textbook readings and supportive readings and primary documents on Internet sites to support the historical material. Students should view and/or print off the class syllabus and calendar regularly to keep track of assignments. In addition, students should regularly check their course e-mail for notices about any changes in the course or content materials. Participation in this course is crucial to success.

Since this course is offered as an online class, individualized learning is the key. Your ability to read the assigned material and learn on your own to identify major theses and link material together into a comprehensive understanding. Doctor Powell is available by email, and chat room to discuss in-depth any material you do not understand or struggle with, but the burden of learning falls primarily upon the individual student.

Copyright of Course:

Courses and course presentations/materials shall not be reproduced, distributed, re-used, or revised without prior knowledge and consent of the professor. Copyright of courses and course presentations are owned by the professor just as in the case of traditional course materials such as books or articles.

Go to the Course Webpage on WBU Virtual Campus and select the "Course Information" TAB:

- Print out and keep a copy of the Course Syllabus for the Quarter handy.
- Print out the Course Schedule on the "Course Schedule" TAB and post somewhere prominent.
- Review and be familiar with ALL Course Policies located including the SafeAssign, Wikipedia and Plagiarism Handouts.

****Changes or adjustments in Course Material, Course Schedule, or other parts of this Course Syllabus may be made during the semester if circumstances warrant.**

Exams:

No proctor is necessary as all Exams are completed Online. Tests are scheduled on the calendar to begin at 1200/12:00 p.m. Noon on the date listed (usually Friday) and ending at 2355/11:55 p.m. Midnight (usually Monday) per the calendar. Some general thoughts on taking these Online Exams are in order. First, read the Instructions carefully. I have had students who overlooked the requirement to submit TWO (2) Short Answer responses on the Exams and thus damaged their grade. Next, you must

treat this as if it was being taken in a classroom setting, with no outside support being used. I do not mind if you refer to the textbooks or any of your notes or research but avoid trying to "look-up" the answers and especially steer clear of plagiarizing what you are reading from the books as you take an exam. That is really easy to do, so take your time, think through the question, glance at anything you need to refresh in your memory, and then calmly sit down and type a response that addresses each item that is mentioned in the original question. Let the questions guide your answers is another way to think of it. NEVER, try to take an Exam if Thunderstorms/Snowstorms are in the area or if you are expecting company or might have any other distraction enter into the "quiet zone" you have set up for this Exam. For your own sake, I would not answer your door, turn off all telephones, banish your spouse, children or significant others while testing, and focus entirely upon the Exam so that you will submit your best work. Do not---as a certain Professor did a few years ago while working on the computer in another room---and leave the Television on nearby broadcasting a certain NCAA Basketball Championship Final Four game in which his alma-mater, and former employer were playing!! To say that this unnamed Professor was constantly distracted is an understatement and his team lost to a team from a place where they make Cheese anyway! Focus is the key.

Students **MUST** submit ALL Assignments and Quizzes electronically per the appropriate Instructions on the Course Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

Schedule:

HIST 5340 -- Course Schedule -- Fall 2019

Assignments/Exams: Unless otherwise noted, all assignments are due before 2355 or 11:55 p.m. (just prior to Midnight) Central Time (CT) on the final date listed. All dates refer to the 2019 Calendar Year and all Times refer to the appropriate seasonal CT (Central Time).

Discussion Board: Unless otherwise noted, all discussions are due before 11:55 p.m. (just prior to Midnight) Central Time (CT) on the date listed. For rules governing late postings, see the Discussion Rules and/or FAQs.

Writing Assignment: Writing Assignments (including Exams) MUST be submitted via the SafeAssign link ONLY and will not be accepted in any other form as mandated by University rules. The SafeAssign Link allows only ONE upload attempt so your Project should be ONE complete document (Cover Slide, Body & Bibliography Slides) and ensure you are uploading the correct version! **REMEMBER**, once you hit that "submit" button for the final time to upload and send your Essay, there is no going back -- so please, please double-check yourself and be certain you have selected the correct file! SafeAssign accepts the following types of files: Acceptable File Formats: .doc, .docx, and .pdf. Students are responsible for ensuring that their Project uploads correctly without a virus, in an accepted format that can open in Bb to receive a grade. Any Project submission which cannot be scanned or opened Bb will NOT be accepted for a grade.

NOTE: Students **MUST** submit all Assignments and Exams electronically per the appropriate Instructions on the Course Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

Computer Problems and Assignments: Students must have regular access to a computer and a reliable Internet connection to enroll in this course. I repeat, these are minimum requirements for all students in every Online course. Technical problems are not an excuse to miss a posted Exam or other Due Date. Students should plan ahead to have all work submitted earlier than the last Due Date in the event of a computer malfunction. Students should then have access to a back-up computer at a family member's home, friend's location, local school, or local city library so they may still meet all assignment dates. This is one of the trade-offs for the convenience of a Virtual class. When technical problems occur, students need to send an e-mail to the Help Desk explaining the difficulty, and copy the Professor as well---but understand that Professors are not computer experts and do not have access to the Programs or Servers to repair any technical problems that may arise. Any message to me about a technical crisis is for Information Purposes only and not for me to attempt any repair. If you cannot use e-mail, call the Help Line and not your Professor to explain the difficulty.

Date	Week	Reading Assignments	Exams	Discussion Assignments	Writing Assignments
8/19	Week 1 (Introduction/General Information)	Purchase Book. Familiarize yourself with the Course Syllabus, Course Policies, "Course Information" TAB, and other areas of the Course Web Page. Begin Reading Immediately.	Exams will be made Available on the "Exams" TAB	Information on Discussions are found on the Course Syllabus. Locate Questions & Post Entries on the "Discussion Forum" TAB	Information on Assignments are found on the Course Syllabus. Turabian and Writing Assistance is found on the "Course Content" TAB.
8/19	Week 1 Specific weekly reading assignments have been discarded in favor of allowing Graduate-level students the freedom to read at their own pace. The main issue is to read so that you have enough time prior to the Mid-Term and Last Exam to ask DR J any questions that may arise from the books that are assigned. So, pace yourself, but if you encounter material that needs clarification, then write to DR J via the Course Homepage, and ask for any help. Remember, all the assigned reading up to the date of the particular Exam will be considered fair game on the Mid-Term or Last Exam respectively, but I am always here to help if you ask. I hope this more flexible approach will benefit those of you who felt constrained by reading only what was listed on the Calendar of Assignments for any	I have essentially created two classes for the reading, divided by the Mid-Term Exam. In the first part of the course, ending with the Mid-Term, we will be focused upon the three books, starting with Paul Carlson's sweeping history, The Plains Indians as a people, coupled with Dee Brown's wonderfully written history called The American West starting with page 27 and continuing to page 139. This block of material concludes with a history of how the US Military handled the early contact with the Plains Indian tribes using Robert Utley's, Frontiersmen in Blue: 1848-1866 Now this is the important key to understanding how the reading/class is split. From the early Anglo-Indian contact through the American Civil War that closes with the		Introduction Discussion Due MONDAY August 26, 2019 by 2355, 11:55 pm Central Standard Time	

	given Week.	<p>first Utley book, there was actually very little armed conflict between the various cultures and only the end of the Civil War really altered that uneasy truce. What followed in the post-1865 period was a coincidence of timing that included the birth of the Reservation Policy, the slaughter of the Bison, discovery of mineral wealth in the Rockies, the Passing of the Trans-Continental Railroad Act in 1862, leading to the construction of the Trans-Continental Railroad and its ever-expanding feeder lines, the rise of the beef cattle industry and finally the arrival of the farmer/sodbuster following the passage of the 1862 Homestead Act. Taken together, these events which unfolded in a very short period of time led to a brief, savage and tragic period of conflict between the Plains Indians and the Anglo settlers no matter what their reason for migrating onto the Plains, and with them came the United States Army whose job became not only containment but in some cases annihilation of Indian cultures deemed either too dangerous or simply inconveniently in the way of "progress." This 2nd period is</p>			
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covered in another Robert Utley book, **Frontier Regulars: 1866-1891** in Gary Anderson's short but outstanding biography, **Sitting Bull and the Paradox of Lakota Nationhood**, and in the rest of Dee Brown's marvelous read **The American West**. Although the Utley book is quite long, the Anderson work is much shorter than most and Dee Brown is like reading an exciting western novel, so do not worry about the load. As you look at the assigned reading, please keep in mind that there really is a method to my madness in choosing to assign certain books in a particular order so that we build first an understanding of who the Plains Indians were, then what turned from a relationship of indifference to one of savage warfare and finally the demise of virtually everything which defined the Plains way of life for nearly 1000-years. I hope this helps guide your approach to the reading, and please do not be frightened by the number of pages, but instead look at them from a perspective of how they tell you the story of the Rise and Fall of an entire

		<p>culture.</p> <p>I will simply use the term Ibid. for the rest of the weeks in this list until we reach the Mid-Term so you can set your own pace for the readings. I also suggest that you try to swap the books around instead of reading one book completely to the end first, then the next. You can and should make notes in the margins and use note cards or whatever, but experience shows that by reading different interpretations of the material in preparation for the Mid-Term helps with retention and provides a fuller understanding of the story.</p> <p>-Begin with Paul Carlson's, <i>The Plains Indians</i> and Robert Utley's, <i>Frontiersmen in Blue: 1848-1866</i> and Dee Brown's <i>The American West</i> (Pages 27-139) with the goal of completing them by the Mid-Term Exam.</p> <p>NOTE--do not be intimidated by the amount of reading. I provided a brief explanation on how to accomplish what is known as "gutting" a book, which allows us to master the art of scholarly reading in a shorter time period!</p>			
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8/25	Week 2	Ibid.			
9/1	Week 3	Ibid.			<p>9/3</p> <p>Requests for Paper Topic Approvals are DUE by Course Homepage E-mail ONLY to DR J NO LATER than Tuesday 3 Sept. 2019 by 2355, 11:55pm CT. NO Attachments</p>
9/8	Week 4	Ibid.			Approval by DR J of all Paper Topics will be returned by Wednesday 9/11 but likely much sooner.
9/15	Week 5	Complete ALL Readings as Assigned for Mid-Term Exam	9/20 - 9/23	Mid-Exam (First Exam) Due anytime between: Friday 20 Sept. 2019 to Monday 23 Sept. 2019 but DUE NO LATER than 2355 or 11:55 pm Central Standard Time on MONDAY 23 Sept. 2019	
9/22	Week 6	--Begin Gary Anderson's, <i>Sitting Bull and the Paradox of Lakota Nationhood</i> and Robert Utley, <i>Frontiersmen in Blue: The United States Army and the Indian, 1866-</i>			

		<p>1891 (note this is his second volume in the study--so do not mistake it for the one we read for the Mid-Term.) and move into the 2nd part of Dee Brown's, The American West, starting with page 215 on Sitting Bull---but note that you are <u>NOT</u> expected to read all of the chapters in this book---only the pages I list here. So read from 215-264--then jump ahead when ready to page 285-300 which covers the cattle industry's birth on the High Plains where WBU is now located, then move to 310-346 and conclude with 356-389. Imagine when you get there how a proud warrior Chief like Geronimo must have felt in the Wild West Shows?</p> <p>The use of <i>ibid</i> for the following weeks will apply once more. You set your own reading schedule based upon the general goal of learning but be certain to complete the reading before the Last Exam (Final).</p>			
9/29	Week 7	<i>ibid.</i>			
10/6	Week 8	<i>Ibid.</i>			
10/13	Week 9	<i>Ibid.</i>			10/14 Your Research

					<p>Papers are DUE NO LATER than 14 October 2019 before 2355 or 11:55 p.m. Central Standard Time.</p> <p>Be Sure to Upload via the appropriate SafeAssign Link on the "Research Paper" TAB</p>
10/18	Last Day to Drop				
10/20	Week 10	Finish Readings as Assigned for Last (Final) Exam	<p>10/25 - 10/28</p> <p>Last Exam (Final) Due anytime between: Friday 25 October 2019 - Monday 28 October 2019 but DUE NO LATER than Monday 28 October 2019 before 2355 or 11:55 p.m. Central Standard Time</p>	<p>Individual Long Post 10/20</p> <p>One (1) Commentary (Replies) 10/23</p> <p>Individual Discussion Board Long Answer Posts DUE NO LATER than Sunday 20 October 2019 by 2355 or 11:55 pm</p> <p>One Commentary Post DUE NO LATER than Weds. 23 October 2019 by 2355 or 11:55 pm Central Standard Time.</p>	
10/27	Week 11	You have completed the course. Congratulations!			