



HIST 5340  
Studies in Ethnic and Gender History  
Great Plains Indians  
Summer 2017VC01

Wayland Baptist University  
School of Behavioral and Social Sciences  
Virtual Campus

**WBU 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 5340VC01 Studies in Ethnic & Gender History: Great Plains Indians

**TERM:**SUMMER 2017

**INSTRUCTOR:** Doctor Jim Powell

**OFFICE PHONE NUMBER & 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](mailto:james.powell@wayland.wbu.edu)

**OFFICE HOURS AND LOCATION:**DR. 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 Course related communication between Student and Professor **MUST** take place within the **Course Homepage E-Mail TAB on the Left-Hand Toolbar within Blackboard**, NOT via the Hotmail system, because the standard Hotmail programs can/do filter out messages as Spam despite having a correct Heading or address. This could lead to a student's attempt to contact the Professor disappearing into the void. More importantly, the Blackboard Program contains the REQUIRED SafeAssign system through which all written assignments must be submitted, so always use it. It also keeps a permanent record of our conversations, thus protecting both the Professor and Student if there is any question. 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. So please take this seriously and write only via the Course Homepage E-Mail system on Bb to guarantee a response from the Professor.

Contact Time Frame: Ordinarily, your Instructor will respond to any E-Mail within 48-72 hours. If you need immediate assistance, or do not receive a response within 3 days, send a follow-up E-Mail. Be sure to check your Course Homepage and its E-Mail often for messages from the Professor. Doctor Powell regularly posts Blog Comments that are meant for the entire class, so please do check the Course Announcements TAB often.

### **CLASS MEETING TIME AND LOCATION (NECESSARY LOG-ON AND MEETING TIMES):**

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 course is conducted completely On Line and does NOT require proctors for exams. All Quizzes and Assignments are submitted online through the course website. (See more details under "Attendance" requirements.)

### Log-on and Meeting Times:

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. I decided that my students will post to a **Personal Reflective Journal** at least once per week to fulfill this new assignment. 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. By simply using a dual-post method, you will get the information from me which you need, and also meet your obligation to post once per week into your Personal Journal. In essence, this becomes a running account of your experience in the class, reducing any extra work that might otherwise have been necessary. So, while there are no set meeting times for the class, you must post to your Personal Reflective Journal each week, plus I will use the normal communication that we engage in to meet that need mandated by WBU Attendance Policy. Please feel free to post anything else that you desire, such as how your research has changed your views on something, or maybe a new technique you learned while preparing your assignments. You can also use this new requirement to stimulate discussion on a subject with fellow classmates, and if you invite me, I will join in as well. (See More Details on the Personal Journal below under the COURSE REQUIREMENTS Header.)

Weekly Postings in a Personal Journal format are now required by WBU, so I have created a location for doing these mandatory weekly entries. They should be created under the "**Personal Journal**" TAB from the left-hand menu on the Course Homepage. A paragraph of between 300-500 words will normally be sufficient, but feel free to write as much as you wish about the topics being covered, or if you just need a place to vent about the stresses of Graduate School on occasion then you may also do that here, but your posts should primarily be subject-driven. I believe this meets both the demands of the Department and WBU administration, without being an undue burden on you too.

**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.

**PREREQUISITE: There are no prerequisites for this course.**

**REQUIRED TEXTBOOKS:**

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

Other articles and book chapters may be assigned and made available on the Course Homepage if circumstances warrant.

**STRONGLY SUGGESTED TEXTBOOK:**

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

Where to Purchase Textbooks:

Students are STRONGLY encouraged to purchase the textbooks from WBU Virtual campus where the books are in stock. Internet bookstores and other places may claim have these books but they are often on backorder which can cause a significant delay of up to 3-4 weeks. This delay is unacceptable in a University using the quarter system because it places students too far behind to realistically keep up in the class.

**COURSE OUTCOME COMPETENCIES:** Upon completion of this course, students will be able to understand and effectively communicate their grasp of:

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.

### **WBU VIRTUAL CAMPUS ATTENDANCE POLICY:**

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:

Regular log-on is necessary for satisfactory achievement; plus, there is the newly mandated Personal Reflective Journal. Students need to log into the course regularly, at minimum of every 48-hours. This requirement is based upon the student's need to be informed on many issues that arise, including changes in their course, any WBU announcement posted for the entire class, and in order to stay in contact with their Professor, who may feel that important information is not being understood by the students enrolled in the Virtual Campus, or WBU. Experience has demonstrated the important role played by the Professor's Blog/Discussion postings in assisting students in successfully completing the class. So, remember to check the Homepage regularly.

It is the responsibility of each student to keep track of their Assignments. Students must have daily access to a computer and a reliable Internet connection to enroll in, and 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. If a technical problem does occur, students should immediately send an E-Mail to the 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. If you cannot use E-Mail, telephone your Professor as a last resort to explain the problem. Remember, however, that this is an Online course, and traditional telephone messages may take longer to be returned since they are outside of the normal communication chain. If you reach your Professor's voice-mail, leave a message explaining the trouble and contact information where you can be reached. Expect an E-Mail response via the Course Homepage as the primary means of return contact, not a telephone call, since students are enrolled from around the world, and may, in fact, be on Active Duty in a military combat zone, or live in Alaska or Hawaii and so on. This makes telephone communication problematic to say the least. If necessary, a Chat Room can be created as a temporary method to discuss

material that is too complex for a standard E-Mail.

**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.

### **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 that is used for any purpose at all
- 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 from a quote---there is a way to legally use part of a sentence or paragraph and if you need that information then just ask me and I will gladly demonstrate the process
- changing some words but copying whole phrases
- paraphrasing without attribution
- summarizing without attribution
- faking a citation
- recycling your own work from a previous or current course, or another student's work even with their permission.

Review the WBU Plagiarism Policy and Plagiarism Handout 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 quizzes. To correctly interpret historical issues, students must have accurate knowledge of the facts. Students 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. Websites like Wikipedia even post disclaimers informing users that their material may or may not be valid (<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 sites 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.

### **SERVICE FOR THE DISABLED:**

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 & GRADING CRITERIA**

### Student Assignments:

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 Project submission.

The Mid-Term Exam and the Last Exam--are each worth 30% of a student's grade--with both assignments being divided into two sections, with Part I comprising two Short Answer questions, scored at 25% each and normally answered using roughly 500-words or so for each topic, 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. These may be as long as time allows, but a general rule-of-thumb is about 2500-3500 words. The Mid-Term will rely upon the material found in the First Block of reading listed on the "Course Schedule" while the Last Exam obviously comes from the next Block. Any online assignments and Discussions conducted during the appropriate time-frame may appear on the relevant Exam so please be aware of any posts by DR J or any student-led discussions that may arise could be folded into our testing process. The Third part of your average involves the student's choice between either a Multi-Media Project that is roughly equal in length to a traditional research paper and is worth 30% of the course average---or a student may opt to stay with the traditional research paper, which is strongly encouraged if you plan on writing a Master's Thesis for your degree. Virtually every decent Doctoral Program in History, including at Texas Tech, requires that all PhD candidates have written such a Thesis prior to application to their program. So if you intend on seeking the Doctor's Degree it is essential that you choose the Thesis route now---and like everything else that is skill-based in life, the more you practice it, the better you are at it---so a research paper here may serve as either additional practice---or if you are interested in writing your Master's Thesis about anything related to Native American history, then you should consider working with me to use this paper topic as a springboard into your Master's Thesis. I am currently serving as a Reader for two MA Candidates who are writing their Thesis and would be happy to help you use this paper as the foundation, or at least a chapter for your Thesis. Students may select the topic for their either their Multi-Media or Research Paper assignment, but your choice **MUST** be pre-approved by DR Powell. The reason for this is to 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 for the student by approving a subject that has such support available, and to guide students to it. The Multi-Media Project is presented using tools like, PowerPoint Presentations, along with YouTube videos which are blended into the narrative using links---or TV Clips taken from Documentaries once again using embedded links, and if you have the appropriate technology such as an Audio/Video Receiver for example, you can also link/blend in maps, images or whatever into your project created and reveal so much more than just words on the page. The use of the ALL formal scholarly methods, such as the Cover Sheet, a Thesis Statement, footnotes or endnotes in the Turabian style of citation in your Narrative or even for the Multi-Media project, and a Conclusion along with an Annotated Bibliography are still required. If any student has not taken the Historical Methods course and is unsure of how to find research material, cite in the Turabian form, or faces any other challenge they are unfamiliar with then please do not hesitate to write to me using the Course E-Mail tool so that I can help you. Writing sooner is always better---so please do not be timid. There really is no "dumb" question. The last 10% of a student's grade comes from the previously mentioned **Personal Journal** which is mandated by the WBU Attendance Policy defined above and available via an in-course link for convenience. Remember, these posts must be done--regularly--to avoid the loss of a letter grade---sorry gang---not my rule--it comes from Higher Authority. I explained above how I suggest you handle this requirement and as in everything, if you are in doubt--just ask. All of this material must be submitted via the infamous SafeAssign Tool as well. I realize the video clip portion of a Multi-Media submission will not be assessed by SafeAssign, but the majority of your MM Project, such as

the narrative text, the footnotes and Annotated Bibliography all need to be sent via the SafeAssign tool and will undergo the usual scrutiny. Again, not my rule---so if in doubt, please just ask and I will help or you can simply contact the Virtual Help Desk using the tab on the left-hand tool bar.

**The Multi-Media assignment should make the maximum use of technology-based sources such as video and audio from YouTube or the Web, by the student to display their mastery of research and interpretation using technology. You may use any other sources such as film-clips from popular culture or Social Media, Interactive maps, photos, TV news clips and my personal favorite---the student created Web Pages, and so on. The Multi-Media project is, however, built around the same Thesis Statement, and must have the usual Cover Sheet, Narrative, Footnotes, Conclusion and Annotated Bibliography just as a traditional research paper---and MUST offer the same level of "proof" using both Primary and Secondary sources cited in the Turabian style. It must be sent via the SafeAssign Tool as well. Your Multimedia Project should analyze any key event, person or policy that proved significant to the origin, evolution and consequences of the interaction between the Plains Indians and encroaching Anglos during the period from roughly 1500 to the present. Remember, everyone must gain prior approval for this project including a possible but not complete list of potential sources you may wish to use for your submission. I do not want to seem harsh---but this approval is mandatory. I also urge anyone who chooses to do a traditional Research Paper to include images, maps, interactive clips that are embedded as links, and so on---do not think of the paper as just words on the page. If you need any help deciding how to embed something---or cite it---place a caption or whatever, just ask and I will try to help. If I do not know---then we will find the right person who does. Dr. Trish Trifilo is a real gem when it comes to the tools of Blackboard and knows a great deal that she is willing to share---so we can always find someone to help if I do not already know from harsh experience.**

Whatever topic or method or presentation a student chooses and gets approved, remember---it must include a Cover Sheet listing the Course Title and Number, the Title of the Paper or Project, my 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 serving military personnel or faculty from other Departments or even other Universities who are earning a second graduate degree so the use of a Title is appropriate for them) and the Due Date--even if you send it in early. You should begin the assignment by defining the exact Theme of your project using a Thesis Statement, then dig out relevant sources and documents, compile a Bibliography (which you will later Annotate prior to submission) and eloquently develop your argument supported with footnote/endnotes cited using the Turabian format, and then summarize your argument in a Conclusion. You must also include an **Annotated Bibliography** for either type of Assignment and attach it to your submission---DO NOT send it as a separate document---it needs to come as one complete package. Examples of what an Annotated Bibliography should look like are found under the Course Content TAB, on the left-hand toolbar. Remember, that in History **All** work must be cited using the so-called 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 learn to master it as soon as possible. Kate Turabian, by the way, was the Graduate Secretary for the University of Chicago 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 all appreciate your effort.

Additionally, all Assignments and Exams will 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. **BE FOREWARNED!!!** The current version of SafeAssign will only accept .doc, .docx, .ppt, .pptx, .odt, .txt, .rtf, .pdf, .html file formats and generally in sizes of 10 MB or less. **NOTE: I am being forced to stop the student use of non-Blackboard accepted Web Site creation tools such as Weebly.com among others** since they will not open at all within the Blackboard program, nor do these allow a student to split off their Cover Sheet, narrative text, footnotes or Annotated Bibliography to submit via SafeAssign as mandated by WBU policy. **ANOTHER**

**CAUTION!!!** The SafeAssign Link allows only **ONE** upload attempt so your Assignment or Exam should be **ONE** complete document (including the Cover Sheet and Exam, or your Cover Sheet, Project Narrative, Footnotes and Annotated Bibliography, or Cover Sheet, and Research Paper in its entirety) so ensure you are uploading the correct version that you want me to grade using the SafeAssign Link! Students needing assistance saving or uploading their Assignments on the SafeAssign Links should contact the VC Help Desk PRIOR to making their ONE attempt with the provided link on the left-hand menu on the Course Webpage.

**NOTE:** Students are responsible for ensuring that **ALL** Assignments and Multimedia submissions upload correctly in whatever is the appropriate format with (Cover Sheet, Quiz, & Bibliography as ONE complete document) or (Complete PPT with Cover Slide, working YouTube videos, etc. as ONE complete Project) without a virus, in an accepted format that can be opened in Bb to receive a grade. **REMEMBER**, once you hit that "Submit" button for the final time to upload and send your assignment, there is no going back -- so please, please double-check yourself and be certain you have selected the correct file! Any submission which cannot be scanned by SafeAssign or opened by SafeAssign and/or within 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. For example, the Multimedia Project should be checked from another computer not housing the original file on the **C:** drive. For the SafeAssign, see the SafeAssign Handout for how to check Plagiarism scores and more.

<b>Penalties Applied to Assignments (Based on a 100-point Grade)</b>	
<b>Project/Quiz Not Submitted on SafeAssign Link</b>	<b>A 2-letter Grade Deduction (Usually 20 points)</b>
<b>For Every 24 hours Late Past the Due Date</b>	<b>A letter Grade Deduction (Usually 10 Points)</b>
<b>Late &amp; Not Submitted Correctly (within 24 hours of the Final Due Date)</b>	<b>Both Penalties Apply A TOTAL of 3-letter Grade Deduction (Usually 30 points) ----- A 2-letter Grade Deduction for not submitting Correctly (Usually 20 points) <b>AND</b> A letter Grade Deduction -- Late (Usually 10 Points)</b>
<b>SafeAssign Plagiarism Score of 21-40%</b>	<b>A 2-letter Grade Deduction (Usually 20 Points)</b>
<b>SafeAssign Plagiarism Score of 41% or more.</b>	<b>Will not be Accepted ZERO</b>

The **Personal Reflective Journal** does not need to be so formal, and should be viewed as a chance to debate the issues being raised by the readings, share ideas or techniques you have discovered, ask me for information or advice on how to handle something, or once or twice to vent about the pressures of Graduate training. It is very stressful gang, I know since I had to go through it too. But we do need to keep that part to a minimum to avoid the wrath of the dreaded "Higher Authority" which can, and sometimes does, audit a course to assess how it is being taught. Anyway, there is no need to use citations or the Turabian style since this assignment is just what the name implies, a Journal of your experiences in this course. You should just use a basic Header such as---Week 1 Post---- and then keep it informal. I know this seems like "busy" work but try using it to help get through the learning process. When I was in Grad School we had regular lunch gripe sessions, along with backyard BBQ meetings or indoor parties that allowed the spouses to share their woes with others who felt like Grad School



widows/widowers. Meanwhile, those of us in the Program would spend hours at these informal gatherings debating topics, books, interpretations and so on. Try and think of your Journal as a similar experience--but one held in the Virtual World. I will share only what you want me to, and you may feel free to express anything that is on your mind just as we did in the traditional Grad School environment. Your posts will count as a Participation Grade worth 10% of your Final Class Average so it will not seem such a waste of your valuable time. The location for posting the weekly entries is the "**Personal Journal**" **TAB** in the left-hand menu on the Course Webpage.

### Additional Course 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 a failure. Be sure you continually back-up your assignments, whether it is one of the Exams or your Paper/Project as you work, so that if a failure occurs you can take a Flash-Drive or whatever with you to your fall-back site. Remember, too that the two Exams and the Multimedia Project 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/](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--including the Multi-Media Project, 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.

### **GRADING CRITERIA:**

Your success in this or any Graduate class depends largely on your involvement with both the material and Doctor Powell. Since regular log-in by each student is now required by Wayland Baptist University, I opted to use **brief weekly Journal posting** which must be available each week of the Term and can be submitted at any time, but must be posted no later than Monday morning by 0800. 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)	30%
Last Exam (Exam 2)	30%
Project	30%
Participation (Personal Journals)	10%

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 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 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 work. We take the raw data, in the form of official documents such as the Dawes Treaty, memoirs from participants, newspapers, pamphlets, books or even photographs (look at those taken following the massacre at Wounded Knee for example) about something or someone, and then we distill/interpret them in such a way that the reader will comprehend why the policies/actions/events that shaped the Plains Indian culture unfolded as they did, and what the consequences were, even today.

- The papers will be graded according to the quality of the writing, the richness and depth of analysis (context) and of the sources used. An important rule-of-thumb for all Graduate-level work is for 1/3rd of your sources to 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 honed in these projects.
- 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.
- The Multi-Media presentation will be measured by your ability to choose and present a cogent argument using non-traditional materials in a clear, concise and entertaining fashion. Our students today are increasingly driven by visual stimulation, so because we "fight like we train" this project option, if you select it, is intended to expose you to the challenges ahead. You must still use the Cover Sheet, Thesis, Narrative, and Conclusion and Annotated Bibliography, even of Virtual sources all with the appropriate citations in the Turabian style, but you will just be using a visual/audio format to deliver this information/interpretation in the assignment. Examples will be provided and I am always here to answer any questions in case you have not yet been exposed to this methodology, so do not fear this and most if not all of my students have indicated that they enjoyed this part of the class the most.

#### **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 Micro-Term 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" will be 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 Executive Vice President/Provost 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.

**COURSE SCHEDULE (See Details Below):** Our 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 governments 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.

#### 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 the ideas and values of others are essential for a strong environment for learning history. Respectful students bring a strong work ethic to the course. They are expected to log-on to the class regularly, be prepared for 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 an environment of openness and civility that encourages and honors the intellectual achievement. If you need to review the standard Net Etiquette rules, see the [Netiquette Rules](#) for more information.

#### 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 Term 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.**

#### Teaching & Learning Strategy:

The class is approached as an online instruction tool to learn about the Great Plains Indians. 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 of the Great Plains Indians. Doctor Powell is available by E-Mail using the Course E-Mail tab on the left-hand toolbar, or in a chat room to discuss in-depth any material you do not understand, 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.

#### 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 Short Answer responses and thus damage 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 last recently while working on the computer in one room of the house---leave the Television on in an adjacent room broadcasting the NCAA Basketball Championship Elite Eight 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 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.

## **HIST 5340 -- Course Schedule -- Summer 2017**

**Assignments/Quizzes:** 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 2017 Calendar Year and all Times refer to the appropriate seasonal CT (Central Time).

**Project/Writing Assignment:** Project & 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: .zip, .doc, .docx, .ppt, .pptx, .odt, .txt, .pdf, .rtf and .html 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 Graded 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.

**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 Quiz 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	Quiz(zes)	Writing Assignments
5/29/17	Week 1	Purchase Book. Familiarize yourself with the Course Syllabus, Course Policies, "Course Information" TAB, and other areas of the Course Web Page. Begin Reading Immediately.	Graded Quizzes will be made Available on the "Assignments" TAB	Information on Assignments are found on the Course Syllabus. Turabian and Writing Assistance is found on the "Course Content" TAB.
5/29/17	Week 1	<p><b>Reading Assignment Logic:</b> 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, <b>The Plains Indians</b> as a people, coupled with Dee Brown's wonderfully written history called <b>The American West</b> 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, <b>Frontiersmen in Blue: 1848-1866</b>. I may also post online some additional readings that are both original and secondary taken from a book called <b>Major Problems in American Indian History, 2nd Edition</b>. I started to have you buy it, but decided that we just needed a few of the sources, and as long as we use 10% or less of a book it is legal to upload it, with appropriate attribution naturally!! This is part of a long series of books that you may find yourself using on many subjects later in your Graduate training. Do not fret--these assignments will be short and announced well in advance so you can download them from the Homepage and read them.</p> <p>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 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</p>		

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 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. Together with a few documents/articles from the **Major Problems in American Indian History** book, we have a solid backbone of reading for the second-half of the course leading to the Last Exam. So as you look at the assigned reading, please keep in mind that there is really 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 culture.

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.

-Begin with **Paul Carlson's, *The Plains Indians*** and **Robert Utley's, *Frontiersmen in Blue: 1848-1866*** and Dee Brown's ***The American West*** (Pages 27-139) with the goal of completing them by the Mid-Term Exam.

6/4	Week 2	Ibid.		
6/11	Week 3	Ibid.		<p>6/19 Approval for Topics DUE by MONDAY 19 JUNE before 2359 or 11:59 p.m. CT.</p> <p>Approval of Project Topic and Type DUE by E-mail to DR J through the Course Webpage. NO Attachments.</p>
6/18	Week 4	Ibid.		
6/25	Week 5	Continue Readings as Assigned for Exam #1 (Mid-Term)	Exam # 1 (Mid-Term) 6/30 - 7/3	Friday 30 June - Monday 3 July. but DUE no later than MONDAY 3 JULY at 2355, or 11:55pm.
7/2	Week 6	<p>--Begin <b>Gary Anderson's, <i>Sitting Bull and the Paradox of Lakota Nationhood</i></b> and <b>Robert Utley, <i>Frontiersmen in Blue: The United States Army and the Indian, 1866-1891</i></b> (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, <b>The American West</b>, 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>		
7/9	Week 7	Ibid.		
7/16	Week 8	Ibid.		

7/23	Week 9	Ibid.		<p>7/31 Project with Annotated Bibliography DUE MONDAY 31 JULY before 2355, or 11:55pm.</p> <p>Upload via the appropriate SafeAssign Link on the "Assignments" TAB</p>
<b>7/28</b>	<b>Last Day to Drop</b>	Ibid.		
7/30	Week 10	Ibid.	<p>Last Exam (Exam 2) 8/4 - 8/7</p> <p>Friday 4 August - Monday 7 August but DUE no later than MONDAY 7 AUGUST before 2355, or 11:55pm.</p>	
8/6	Week 11	You have completed the course. Congratulations!		