

HIST 465 Process in North American West
Spring 2014 – MWF 11:00–11:50AM
ADM 323

Instructor: David A. Nesheim
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Office Hours: TR 9:00-11:00AM
 F 8:00-9:00AM
 (other times by appointment)

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Credit hours: 3

Catalog Description: Course applies a process-based theme to the North American West, with themes subject to professor discretion to bring back together process and context (the general and the particular). Course analyzes and engages with the subject through a minimum of three cognate social science areas, the reading of secondary literature and student-driven analysis of primary documents.

Course Description:

In this jointly-offered course, advanced undergraduate students will work directly with the professor and community groups to organize, promote, and coordinate a public digitization of family and community history for The History Harvest project, in Chadron, Ne., as well as to develop interpretations based on the project. This project has been featured in the Chronicle of Higher Education and the Omaha World-Herald and serves as a national partner for the Digital Public Library of America. In this way student projects will have a direct and immediate impact on a real world problem. Students will have the opportunity to work with satellite History Harvest classes at the University of Nebraska-Lincoln (UNL) and University of Nebraska-Kearney (UNK) where similar family and community digitization harvests will take place in Spring 2014 (UNL will develop digital tools). Students will work with the Dawes County Historical Society museum and the Prairie Pines and Crest View residential centers and host a Public event later in the semester. This course adopts the latest experiential learning pedagogies and is intended to provide a unique opportunity for students to gain real-world experience, contribute to an ongoing national digital history project, develop leadership and career-building skills, and serve communities in the state of Nebraska.

Students in this course will work together in teams to develop interpretations and historical analysis of harvested materials. With guidance and support from the instructors, project teams will pitch ideas for special projects in google hang-outs with UNL and UNK. Brief readings and videos will address the major aspects of computational and historical thinking.

Required Texts:

For Purchase

1. Mari Sandoz, *Slogum House* (university of Nebraska Press, 1981).

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Electronic Resources:

2. Gary B. Nash, "Behind the Velvet Curtain: Academic History, Historical Societies, and the Presentation of the Past," *The Pennsylvania Magazine of History and Biography* 114 (Jan. 1990): 3-36. Available from JSTOR.
3. Julian P. Boyd, "State and Local Historical Societies in the United States," *The American Historical Review* 40 (Oct. 1934): 10-37. Available from JSTOR.
4. Dawes County Historical Society (DCHS) brief history, pdf on CSC Online/Sakai.
5. Jay M. Price, "Still Facing John Wayne After All These Years: Bringing New Western History to Larger Audiences," *The Public Historian* 31 (Fall 2009): 80-84. Available from JSTOR.
6. Alan Brinkley, "The Western Historians: Don't Fence Them In," *New York Times*, 20 September 1992, <http://www.nytimes.com/1992/09/20/books/the-western-historians-don-t-fence-them-in.html?pagewanted=all&src=pm>.
7. Frank Stricker, "Why History? Thinking about the Uses of the Past," *The History Teacher* 25, (May 1992): 293-312. Available from JSTOR.
8. John Seely Brown and Richard P. Alder, "Minds on Fire: Open Education, the Long Tail, and Learning 2.0," *EDUCAUSE Review*, January/February 2008, pp.16-32. <https://net.educause.edu/ir/library/pdf/ERM0811.pdf>.
9. Simon Owens, "The Growing Adoption of Creative Commons Textbooks: Governments turn to the Creative Commons license to reform education programs," *U.S. News and World Report* online, 17 January 2013, accessed http://www.usnews.com/news/articles/2013/01/17/the-growing-adoption-of-creative-commons-textbooks_print.html
10. Gerad Kortemeyer, "Ten Years Later: Why Open Educational Resources Have Not Noticeably Affected Higher Education, and Why We Should Care," *Educause Review* online, 26 February 2013, accessed at <http://www.educause.edu/ero/article/ten-years-later-why-open-educational-resources-have-not-noticeably-affected-higher-education-and-why-we-should-ca>
11. Arthur R. Reynolds, "The Kinkaid Act and Its Effects on Western Nebraska," *Agricultural History* 23 (Jan. 1949): 20-29. Available from JSTOR.
12. Homer E. Socolofsky, "Success and Failure in Nebraska Homesteading," *Agricultural History*, 42 (Apr. 1968): pp. 103-108. Available from JSTOR.
13. C. Barron McIntosh, "One Man's Sequential Land Alienation on the Great Plains" *Geographical Review* 71 (Oct. 1981): 427-445. Available from JSTOR.

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14. Arthur R. Reynolds, "Land Frauds and Illegal Fencing in Western Nebraska," *Agricultural History* 23 (Jul. 1949): 173-179. Available from JSTOR.
15. Emery N. Castle, "A Conceptual Framework for the Study of Rural Places," *American Journal of Agricultural Economics* 80 (Aug. 1998): 621-631. Available from JSTOR.
16. Emery N. Castle, "Rural Diversity: An American Asset," *Annals of the American Academy of Political and Social Science* 529 (Sep. 1993): 12-21. Available from JSTOR.
17. Emilia E. Martinez-Brawley, "Power, Influence, and Leadership in the Small Community," in *Perspectives on the Small Community: Humanistic Views for Practitioners* (NASW Press, 1990)

Video Links:

Jaron Lanier, Stanford Seminar - Who Owns the Future
<http://www.youtube.com/watch?v=cCvf2DZzKX0>

Douglas Rushkoff – Present Shock: When Everything Happens Now – Book TV
<http://www.booktv.org/Watch/14411/Present+Shock+When+Everything+Happens+Now.aspx>

Online Resources for Digital History/History Harvest:

Feb 6:

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.33.6509&rep=rep1&type=pdf>

http://songgis.ucmerced.edu/?page_id=94

Feb 10: <http://omeka.org/codex/Documentation> Versions 1.0-1.5+

Feb 12: <http://www.dcc.ac.uk/resources/briefing-papers/standards-watch-papers/what-are-metadata-standards>

<http://chnm.gmu.edu/digitalhistory/digitizing/>

http://wiki.dublincore.org/index.php/User_Guide

Feb 17: <http://guide.dhcuration.org/intro/>

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Student Learning Outcomes:

1. Synthesize multiple historical interpretations.
2. Evaluate authors' arguments and evidence.
3. Formulate relationships among multiple primary sources.
4. Select problem of study, find appropriate resources, and use endnotes, footnotes, and bibliography
5. Evaluate the applicability of cognate social science areas.
6. Display clear and cogent written and oral communication

Course Requirements: None.

Format: This three-hour course will meet face to face.

Grading Procedures: The following grading scale will be used: A (90-100%); B (80-89%); C (70-79%); D (60-69%); and F (0-59%).

Assignment	Scope	Due Date	Points
Analytical Essay on Technology and Education	500-750 words	5-Feb	100
Pre-Publicity Role	TBD	10-Feb	50
DCHS Curation and Presentation	TBD	24-Feb	100
Team-Led Google Hang Outs	3 meetings --one as host (50), two as attendees (25 each)	15-Mar	100
Publicity Role	TBD	24-Mar	50
Prairie Pines and Crest View Role	TBD	28-Mar	100
Analytical Essay on Local History and Collective Memory	500-750 words	9-Apr	100
Self-Reflective Essay	500 words	18-Apr	50

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Final Project Draft (25)/Peer Review(25)	2,500 words OR 10 minutes	25-Apr	50
Chadron History Harvest Role	TBD	28-Apr	100
Final Project	2,500 words OR 10 minutes	7-May	200
Total Points			1000

There will be four different History Harvest events during this class. Working as teams (exact alignment TBD), you will be responsible for all aspects of these events -- from planning and publicity, to running the events, to processing the collections and interpreting the results. There will be three short written assignments (submitted to assignments in CSC Online/Sakai) to allow reflection on course material and ideas. A final project where you create an original interpretation based on the primary sources discovered from the History Harvests, in conversation with scholarly and perhaps literary works. The medium may be a scholarly paper or video production. We will also be meeting online in google hang-outs with History Harvest cohorts from University of Nebraska – Lincoln and University of Nebraska – Kearney, where each class will be divided into teams and pitch ideas about class projects. Much of this project will be open ended, though there are some firm deadlines as reflected above.

Student Behavior:

Academic Honesty - Students are expected to conduct themselves in conformity with the highest standards of academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook, http://www.csc.edu/publications/csc_student_handbook.pdf. For questions or concerns, students may contact the Interim Executive Director of Student Life. (*Crites, Rm. 336, 432-6231*). Furthermore, any students caught plagiarizing an assignment in this course will receive a zero for that assignment and have their name placed on an internal list of plagiarizers maintained within the Communication and Social Sciences department. Repeat violators (either in the same semester or throughout their academic career at CSC) will fail the course in which the repeat violation occurs and may be subject to severe disciplinary actions including suspension or dismissal from the college.

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Attendance Policy – The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. Attendance will be taken daily, and will be taken into consideration for final grades. Poor attendance will not lower your earned scores, but excellent attendance may elevate marginal grades (e.g. turn a high C to a low B).



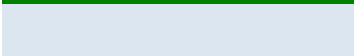
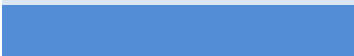

Civility – Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. Your instructor will correct errant behaviors that disturb the room.

Nondiscrimination Policy/Equal Educational Opportunity Policy: Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor (432-6461; Crites, Rm. 108).*

Disclaimer: This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

Course Schedule/Outline:

Legend:

	No Class - Other Duties
	No Class - No Duties
	Different Location - On Campus
	Different Location - Off Campus
	Finals Week

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Monday's Date	Monday	Wednesday	Friday
13-Jan	Course Introduction	Nash, Boyd and DCHS articles	Price, Brinkley, and Stricker articles
20-Jan	MLK DAY	Lanier Video.	Tour Dawes County Historical Society
27-Jan	Brown and Alder, Owens, and Kortemeyer articles.	Rushkoff Video.	History Harvest Preparation - Tena Cook Visits
3-Feb	Google Hang out with Lincoln and Kearney	Library Day	Database Structures -- Web links on CSC Online/Sakai
MILESTONE-CHECKPOINT	2/10 Publicity posters completed, press release copy ready, local word of mouth campaign underway, tech acquisition underway, arrangements secured		
10-Feb	Omeka Training AT DCHS -- Web links on CSC Online/Sakai	DCHS AND metadata -- Web links on CSC Online/Sakai	DCHS
17-Feb	Data Curation Best Practices -- Web links on CSC Online/Sakai	Processing and curating	Publicity for History Harvest
24-Feb	DCHS Exhibits curated and presented in class	DCHS Exhibits Cont. AND Prep for History Day	History Day
3-Mar	Prairie Pines AND Crest View		
10-Mar	Mid-Term Break		
17-Mar	Processing and curating	Processing and curating	Processing and curating

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MILESTONE-CHECKPOINT	Radio PSA for Chadron History Harvest scripted and produced, radio stations contacted		
24-Mar	Reynolds and Socolofsky articles	MacIntosh and Reynolds articles	Discussion of Slogum House up to 174 (end of ch VIII)
31-Mar	Chadron History Harvest	Chadron History Harvest	Scholastic Day
7-Apr	Processing and curating	Processing and curating	Individual Meetings
14-Apr	Both Castle articles	Martinez-Brawley chapter.	Discussion of Slogum House Chapter IX p.175 to end of book.
21-Apr	Spring Break	Processing and curating	Processing and curating
28-Apr	Peer Review	Peer Review	Individual Meetings
5-May		Wednesday 1:00-3:00 Final Presentations	