



NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Institutes guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/program/humanities-initiatives-colleges-and-universities>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Mapping Tahlequah History*

Institution: Northeastern State University

Project Director: Farina King and John McIntosh

Grant Program: Humanities Initiatives at Colleges and Universities

PROJECT NARRATIVE

A. Intellectual Rationale

Some people might remember how fictional character Billy Coleman describes the small town of Tahlequah in Wilson Rawls's *Where the Red Fern Grows* (1961). In recent years, nearly 100,000 people gather in Tahlequah from throughout the country to recognize the Cherokee National Holiday, which commemorates the signing of the Cherokee Nation Constitution on September 6, 1839. Tahlequah and surrounding areas such as Park Hill and Fort Gibson constitute key parts of Green Country in Northeastern Oklahoma, which was formerly Indian Territory designated for Cherokees after their forced removal from their ancestral homelands, commonly known as the Trail of Tears. Indigenous peoples such as Osages dwelled in Green Country before white settler colonialism spurred the series of violent removals and relocations of diverse peoples. Some enslaved Blacks and Cherokees of African descent also suffered the trek to Indian Territory along with thousands of Cherokees. By the mid-nineteenth century, Tahlequah became the epicenter of the Cherokee Nation's rebirth and revitalization—a convergence point for many diverse peoples. This Cherokee renaissance established the foundations of our region and institution, Northeastern State University (NSU), which started as the Cherokee National Female Seminary in 1851. Renamed Seminary Hall, the Cherokee National Female Seminary still serves as the historic centerpiece of NSU's Tahlequah campus, as well as remaining historically significant in a larger context as the first institution of higher education for women west of the Mississippi. *Mapping Tahlequah History* (MTH) is an interdisciplinary collaboration designed to engage NSU students, faculty, and community in place-based learning and humanities research to understand the historical significance of our town at the foothills of the Ozark Mountains.

MTH provides a platform for students and contributors to disseminate historical, cultural, and linguistic research through an online interactive map and an accompanying database focused

on the diverse regional histories of Tahlequah and Green Country. Co-Principal Investigators, Drs. Farina King and John McIntosh, launched MTH to focus on mapping local history with NSU students in 2018. The NSU Center for Teaching and Learning (CTL) provided seed grants for hiring a temporary student research assistant, webhosting by a commercial provider for one year, and class excursions to some featured historic Tahlequah sites. The website, which is under development, will allow participants from the university and community to upload images, narratives, and other information about the historical and cultural significance of local sites with the review and approval of Drs. King and McIntosh. The accessible map-based interface will provide links to documents and other resources, serving to educate the public and offer students immersive learning in the humanities.

This proposed funding will support the expansion and full implementation of MTH. Our MTH team goals include strengthening ties between NSU, tribal nations, and local experts on the histories of Tahlequah; increasing opportunities for NSU students to learn humanities in an immersive environment; contributing original research for public access; and developing resources to support scholarship relating to the heritage of Tahlequah. Specifically, we request three years of funding (1) to conduct workshops with external experts; (2) to consult with local professionals and community knowledge bearers; (3) to hire a student research assistant; (4) to support Drs. King and McIntosh's MTH management during the summer; (5) to cover class excursion costs to visit, document, and photograph featured sites; (6) to host and develop our online database and web map; and (7) to purchase a 360-degree camera for researchers to document historical sites and create virtual tours. Considering the outbreak of COVID-19, we are already prepared to adapt face-to-face meetings and tours for synchronous and asynchronous virtual platforms.

In the workshops, the NSU community will learn from scholars who have implemented

similar projects to identify strategies to strengthen MTH. The first workshop will focus on the conceptualization and initiation of digital maps for place-based immersive learning. The second and third workshops will respectively address the implementation and sustainability of interactive digital mapping that bridge humanities, higher education, and community. The requested funding will cover honorariums and publicity for the workshops. The NSU College of Liberal Arts (COLA), the History Department, Geography and Political Science Department, and Center for Indigenous Community Engagement (CICE) will co-host the workshops. We will work with the NSU Information Technology Services (ITS) to modify the workshops for virtual meetings, if necessary, following public health guidelines during the COVID-19 pandemic.

The intended audience includes NSU undergraduate and graduate students as well as the local community and public. Approximately 150 students, per academic semester, taking World Regional Geography (GEOG 2253), Historical Geography (GEOG 4303), American History Since 1877 (HIST 1493), Public History (HIST 4023), Linguistics (ENGL 4083), Cherokee Cultural Lifeways (CHER 3323), and Cherokee Cultural Heritage (CHER 4113) will use and contribute to the interactive map as an immersive learning component of the respective classes. MTH project personnel will include a student research assistant and five NSU faculty members teaching in history, human geography, languages and literature, and Cherokee and Indigenous studies. NSU faculty, Drs. Farina King, John McIntosh, Justin McBride, Jeffrey Maloney, and Tiffanie Hardbarger, will each involve their students enrolled in the previously listed courses in the research, class excursions, workshops, and meetings with consultants. The MTH team will consult with local historians such as Beth Herrington of the Tahlequah Historic Preservation Board; Jennifer Frazee and Lisa Rutherford of the Oklahoma Historical Society Hunter's Home; Tonia Weavel of the Cherokee Heritage Center; and Ernestine Berry of the United Keetoowah Band (UKB) of Cherokees' John Hair Cultural Center and Museum. This consultation will foster

reciprocity and relationships between the university and community.

MTH will provide a resource for immersive learning in humanities courses such as introductory history, human geography, linguistics, and Cherokee studies which will be applied to public education (see Attachment 9 for examples of Dr. King's HIST 1493 syllabus and MTH research rubric). MTH will also introduce students to research in the NSU Special Collections and Archives of the NSU John Vaughan Library, Cherokee Heritage Center, Cherokee Nation, and the John Hair Cultural Center and Museum. Students and learners will analyze primary sources and scholarly interpretations, and they will communicate and share their research through oral and written forms on the MTH public interactive map and database. They will engage in community service-learning and class excursions to local museums and historic sites, recognizing how history and humanities surround them. MTH student coursework builds knowledge and acknowledgement of Tahlequah heritage and history, centering on Cherokee and diverse peoples' stories and ties to land and place.

B. Content and Activities

MTH is organized into three phases that will occur over a period of three years. The initial phase, Project Initiation, focuses on organization and tasks needed to expand the project. The second and longest phase is Project Implementation. The Project Implementation phase includes development of teaching and training material, workshops, implementation of immersive learning strategies, and database input. The final phase, Project Review, focuses on project evaluation and dissemination.

For the respective history, geography, linguistics, and Cherokee studies classes, students will receive multiple-step assignments for MTH that emphasize the discipline of their specific course but also teach interdisciplinary approaches to humanities. The project centers on reading place and research in university and local special collections and archives, which allows students

to apply their learning in historical, lingual, and cultural interpretation and design for digital mapping. This project serves the public by contributing to accessible analysis of local histories, places, and language. The MTH website will feature students' original research on historic and cultural sites in the Tahlequah region, which will be publicly accessible online by the first phase of the project. Screen captures from the draft application of the developing MTH website are found in Attachment 9.

The student research assistant will assist with organizing and reviewing the fellow students' works for the digital mapping website. MTH faculty's classes will have some required class excursions, in-person or virtually, depending on public health and safety. Classes will tour historic sites of the Tahlequah region in support of their project, learning how to read place to better understand and learn humanities.

Through excursions, tours, and meetings (in-person or virtually) with local historians, interpreters, and curators, students will immerse themselves and experience reading place. They will make direct connections to living history and how to understand change over time in their own area, while contextualizing local histories and cultures with broader dynamics of humanities. Dr. King has previously coordinated class excursions with each of the local museums and centers, including the Cherokee Nation, Cherokee Heritage Center, John Hair Cultural Center and Museum, and Hunter's Home, which continue to support MTH.

C. Project Personnel

Co-Project Director: Farina King, Ph.D. is faculty in the NSU Department of History and an affiliate of the Cherokee and Indigenous Studies Department. Dr. King is also the founding director of the NSU Center for Indigenous Community Engagement. She specializes in Native American and Indigenous Studies and American history. She will manage and oversee the project mechanics, developing curriculum and research directions for students and community

participants. She will organize and initiate workshops, contacts, and work with experts, consultants, and internal and external collaborators. She will also organize historic site excursions and meetings with experts, scholars, consultants, and community members.

Co-Project Director: John McIntosh, Ph.D. is faculty in the NSU Department of Geography and Political Science. He is a broadly-trained human geographer with expertise in geographic information systems. His primary responsibilities will be project management, maintaining the database and webpage, developing data protocols, and training.

Justin McBride, Ph.D. is faculty in the NSU Department of Language and Literature. His work will focus on documenting and interpreting the linguistic landscape and visual artifacts of the Tahlequah region. He will connect MTH with community scholars, tribal nations, and Cherokee language experts to work with the project.

Jeffrey Maloney, Ph.D. is faculty in the NSU Department of Language and Literature, and he is the Director of the ESL academy. His work will focus on documenting and interpreting the linguistic landscape and visual artifacts of the Tahlequah region, which he has started with Dr. McBride. He will involve his classes in linguistics with the research and class excursions for the project.

Tiffany Hardbarger, Ph.D. is faculty in the NSU Department of Cherokee and Indigenous Studies. She will review the project developments for cultural sensitivity and connections with Cherokee tribal nations and community, which include the Cherokee Nation of Oklahoma, the United Keetoowah Band of Cherokee Indians, and the Eastern Band of Cherokee Indians. She will advise the project team and participants with appropriate protocol and outreach with Cherokee community and Cherokee and Indigenous Studies. She will engage her classes with the project through class excursions and research.

External Contributors: MTH depends on the knowledge of local historians. These external

contributors include **Beth Herrington**, a retired music teacher and chair of the Tahlequah Historical Preservation Board; **Ernestine Berry**, Executive Director of the United Keetoowah Band John Hair Cultural Center and Museum; **Tonia Weavel**, Education Director of the Cherokee Heritage Center; **Jennifer Frazee**, a historical interpreter at Hunter's Home Historic Site in Park Hill; and **Lisa Rutherford**, a Cherokee historical interpreter for the Oklahoma Historical Society at the Hunter's Home.

D. Institutional Context

NSU serves over 2,500 Native American students, which is one of the largest Native American student populations in the country. Though NSU serves students from over 30 tribal nations, the majority of our Native American students identify with the Cherokee Nation of Oklahoma and the United Keetoowah Band of Cherokees, which are both based in Tahlequah. NSU consistently remains one of the top universities for Native Americans, retaining its U.S. Department of Education Native American-serving, non-tribal institution (NASNTI) designation since 2005. COLA, consisting of nine departments that include our partners in history, geography, linguistics, and Cherokee studies, supports development of educational resources for the humanities such as MTH. COLA offers degrees in American Indian Studies, Cherokee Education, and Cherokee Cultural Studies, programs which honor the heritage of our institution and community. COLA programs prepare students with a deep knowledge of human interaction to lead and innovate in evolving social, cultural, and professional contexts. MTH brings together NSU scholars of humanities in geography, history, linguistics, and Cherokee and Indigenous studies to sustain community-centered curriculum and immersive and service-oriented learning that upholds the interconnectedness of higher education and regional relationships.

MTH collaborates with the NSU Center for Tribal Studies and John Vaughan Library Special Collections and Archives, which offer resources on campus for supporting academic

effectiveness, enhancing the quality of student experiences, initiating scholarly activities, bridging communication between tribal nations and NSU, and enriching the cultural heritage of the community. The NSU Special Collections and Archives, under the direction of Brenda Bradford (see Attachment 4 for cv), store and preserve unique historic documents and artifacts, such as those of the Cherokee National Female Seminary (1851-1909), which allow students to learn and practice archival research.

E. Follow-up and Dissemination

The proposal includes funding to host a public website for three years. The website will be our main source for dissemination of MTH research during the funding period. The NSU Information Technology Services (ITS) Department is updating the NSU servers and moving to a cloud-based system. NSU ITS will assist us in continuing MTH at the completion of the funding period. They have committed to providing guidance on security and ease of use during and after the funding phases.

In addition to the map database content, teaching and training material developed during the second phase of MTH will be available for download through the website. Drs. King and McIntosh will also prepare two articles for publication in journals such as *The Southwestern Geographer* and *The Chronicles of Oklahoma*. The articles will focus on (1) the database and our approach to volunteered geographic information and (2) the project's immersive learning component with place-based histories and humanities.

The MTH faculty team, Drs. King, McIntosh, McBride, Maloney, and Hardbarger, will present and lead workshops in university and local community forums as well as among their disciplinary organizations and networks. Drs. King and McIntosh will continue university-wide workshops to introduce and demonstrate how to use and contribute to the MTH interactive map and website. The MTH team will review and revise all submissions for the website to verify the

accuracy and validity of added content. All workshops are publicized throughout the university and local community.

Throughout the project and after the funding period, we will continue to work with partnering organizations, societies, and institutions to encourage usage and references to the MTH website and resources developed for the project. The MTH team will promote the website through social media with the participating COLA departments and programs, and we will develop and open project collaborations with other internal colleges such as the College of Business and Technology and the College of Education. Longer-term goals, after the funding period, include expanding MTH to feature historic sites of other regions and tribal nations in Northeastern Oklahoma. We will expect to facilitate and sustain the growth and model of the project, which other scholars and community members will emulate.

F. Evaluation

The American Council on Education predicted, in April 2020, that enrollments in higher education will drop by 15 percent for the 2020-2021 academic year. Studies in humanities and respective fields, featured in MTH, are suffering from declining student enrollments. Since we started MTH in 2018, we have noticed that the program has revitalized learners' enthusiasm for the humanities and related courses. Several students have secured internships and graduate and professional opportunities, referring to their work with MTH. This project helps students to build their qualifications for various professions and life tracks, enabling them to bolster recognition of their university and surrounding community beyond their class through experiential and immersive learning.

Our evaluations for the project are essential to measure whether student registration in COLA courses and degrees—especially history, geography, linguistics, and Cherokee studies—increases over the three years of the requested funding. We will track the effectiveness of MTH

by the expected high numbers of approved student and community entries and uploads of historical narratives, humanities-related studies, and materials featuring Tahlequah and regional sites. We will trace numbers of public and student engagement and usage of the MTH interactive map and database, which will reflect the site's accessibility and purpose as an educational resource for as many people as possible. Please see the Project Assessment Chart, which specifies how we will assess the outcomes of the project to improve and sustain MTH, in Attachment 9.

In their coursework, research, meetings with local historians and experts, and excursions to historic sites, students will gain knowledge about local history and access sources of historical information that will give them hands-on experiences and applications of analyzing and understanding the humanities based on examples of mapping Tahlequah. MTH participating faculty will assess and review student work and contributions for the course grade and public interactive website. Students will provide feedback and reflect on MTH projects and excursions in essays and journal entries. Drs. King and McIntosh will confirm, with the aid of the research assistant, that information is accurate and clear before it becomes available on the MTH website. They will also prepare and check that the website is easy to use as an effective immersive learning and teaching tool by receiving surveys and feedback from collaborating experts, consultants, students, and community such as those who participate in the periodic workshops. We will especially rely on the evaluations and feedback from our NSU and community partners, faculty, students, staff, educators, archivists, Cherokee language speakers, and tribal cultural resource specialists who will guide and sustain MTH. Together, our work will allow for many generations and populations near and far to recognize our home as the “Athens of Indian Territory”—the intellectual center of the Cherokee Nation, The United Keetoowah Band of Cherokee Indians, and diverse peoples of Green Country.

WORK PLAN

Mapping Tahlequah History (MTH) is organized into three phases that engage project faculty, students, experts and consultants, and community in research and contributions to the interactive map and database of Northeastern Oklahoma over three years. The initial phase, Project Initiation, focuses on organization and tasks needed to implement the project. The second and longest phase is Project Implementation. The Project Implementation phase includes elements such as developing teaching and training material, workshops, implementation of immersive learning strategies and populating the database. The final phase, Project Review, focuses on project evaluation and dissemination.

Phase 1 - Project Initiation (February 2021 – April 2021)

This phase is intended to initiate the project. The time will be used to meet with the project team to work out details of the future work; develop standard operating procedures for data input and documentation; provide initial training to the project members; and purchase the 360-degree camera that will be used for photo documentation.

- February 2021: Drs. King and McIntosh will initiate meetings with the project team (Drs. McBride, Maloney and Hardbarger) to coordinate activities timeline and share ideas.
- March 2021: Drs. King and McIntosh, with the student assistant, Jace White, will conduct a workshop for the project team and other interested faculty. This workshop will provide training on updating and using the website. The workshop will also cover other project objectives including immersive learning strategies and planned excursions (in-person or virtual).
- February – March 2021: Dr. McIntosh will identify and make arrangements to purchase a 360-Degree camera and tripod.
- February- April 2021: Mr. White will assist Drs. McIntosh and King to develop training material for Standard Operating Procedures (data entry, documentation, etc.) for the website. Mr. White will also develop a user guide with the assistance of Drs. McIntosh and King.

Phase 2 – Project Implementation (May 2021 – December 2023)

The project implementation phase will be focused on facilitating the major components of the project. This will include elements such as consultations with local historians, class excursions, site visits, workshops with NSU and external experts, and development of the database content. The workshops will feature invited experts who have been involved in projects at other academic institutions with similar goals such as developing and maintaining map-based historical online databases as a component of their immersive learning strategy. The consultations will help us develop and fine-tune our strategies as we proceed with the project.

- Summer 2021 (May 2021- August 2021)

- a. Drs. King, McIntosh, McBride, Maloney and Hardbarger will begin consultations with local experts and community leaders.
 - b. Mr. White will work on data development, including review of student works to be included in the database, data entry, and field data collection as necessary.
 - c. Dr. King will contact museums and other sites that will be visited during the excursions.
 - d. Drs. King and McIntosh will develop immersive learning assignment templates and strategies aligning with project goals that can be implemented in history, human geography, and other courses focusing on the humanities.
- 2021-22 Academic Year (August 2021 – May 2022)

The focus of the work during the academic year will be on student engagement in ongoing research assignments with MTH including work with university and local archives and special collections. We will also integrate the student research into the database. Consultations with local experts and community leaders will continue. The project team will also reach out to additional faculty to participate in the project.
 - a. Fall Semester (August 2021-December 2021)
 - i. Community and Collaboration Day (August 2021) – The Center for Teaching and Learning (CTL) at NSU holds an annual Community and Collaboration Day. These events include a variety of workshops on teaching strategies. Drs. King and McIntosh will present the project with the goals of informing faculty about the webpage and resources developed by this project and to recruit additional participants.
 - ii. Workshop 1 – Drs. King and McIntosh will make arrangements for the first workshop with input from the other core project personnel (Drs. McBride, Maloney and Hardbarger) and the guest expert Dr. Brenden Rensink. The focus of this workshop will be on strategies to initiate and incorporate the digital map in place-based immersive learning in the classroom. Mr. White will assist in preparing for and conducting the workshop.
 - iii. Dr. King will conduct excursions to places such as local sites, museums, and archives. Class excursions will be organized by Dr. King for participating humanities classes such as history, human geography, linguistics, and Cherokee studies courses, but they will be open to students in other related programs if space is available.
 - iv. Students in Dr. King’s American history, Dr. Maloney’s linguistics, and Dr. Hardbarger’s Cherokee studies classes will conduct original research for MTH. Higher quality and relevant student research will be incorporated into the database and website after review and any necessary revisions.

- v. Mr. White will work on data development, including review of student work to be included in the database, data entry, and field data collection as necessary.
 - b. Spring Semester (January 2022 – May 2022)
 - i. Dr. King will conduct excursions to places such as local sites, museums, and archives. Class excursions will be organized by Dr. King for participating humanities classes such as history, human geography, linguistics, and Cherokee studies courses, but they will be open to students in other related programs if space is available.
 - ii. Students in Dr. King’s American history, Dr. Maloney’s linguistics, and Dr. Hardbarger’s Cherokee studies classes will conduct original research for MTH. Higher quality and relevant student research will be incorporated into the database and website after review and any necessary revisions.
 - iii. Mr. White will work on data development, including review of student work to be included in the database, data entry, and field data collection as necessary.
- Summer 2022 (May 2022- August 2022)
 - a. Drs. King and McIntosh with assistance from Mr. White will review and revise student submissions for entry into the database. They will conduct site visits for additional information and pictures as needed.
 - b. Drs. King and McIntosh will continue to develop and revise immersive learning assignment templates and strategies started in Summer 2021.
 - c. Drs. King and McIntosh with assistance from Mr. White will continue consultations with local experts and community leaders.
 - d. Mr. White will work on data development, data entry, and field data collection including creating virtual tours with the 360-degree camera for sites identified by the consultants and partners.
 - e. Drs. McIntosh and King will prepare an article on the project detailing the database and our approach to volunteered geographic information for submission to a regional or national geography journal.
- 2022-23 Academic Year (August 2022 – May 2023)

The focus of the work during the academic year will continue to be on engaging students in ongoing research assignments with MTH including work with university and local archives and special collections. We will integrate the student research into the database. Consultations with local experts and community leaders will continue. We will also reach out to and follow up with additional faculty to expand participation in the project.

- a. Fall Semester (August 2022 – December 2022)
 - i. Community and Collaboration Day (August 2022) – Drs. King and McIntosh will present the project with the goals of informing faculty about progress made on the project and materials developed by the project that are available for their use and to recruit additional participants.
 - ii. Workshop 2 – Drs. King and McIntosh will make arrangements for the second workshop with input from the other core project personnel (Drs. McBride, Maloney and Hardbarger). The focus of this workshop will be on strategies to initiate and incorporate the digital map in place-based immersive learning in the classroom. Mr. White will assist in preparation and help to conduct the workshop.
 - iii. Dr. King will conduct excursions to places such as local sites, museums, and archives. Class excursions will again be organized by Dr. King for American history classes and participating students in other related courses from human geography, linguistics, and Cherokee studies depending on available space.
 - iv. Students in Dr. King’s American history, Dr. Maloney’s linguistics, and Dr. Hardbarger’s Cherokee studies classes will conduct original research for MTH. Higher quality and relevant student research will be incorporated into the database and website after review and any necessary revisions.
 - v. Mr. White will work on data development, including review of student work to be included in the database, data entry, and field data collection as necessary.

- b. Spring Semester (January 2023 – May 2023)
 - i. Dr. King will conduct excursions to places such as local sites, museums, and archives. Class excursions will again be organized by Dr. King for American history classes and participating students in other related courses from human geography, linguistics, and Cherokee studies depending on available space.
 - ii. Students in Dr. King’s American history, Dr. Maloney’s linguistics, and Dr. Hardbarger’s Cherokee studies classes will conduct original research. Higher quality and relevant student research will be incorporated into the database and website after review and any necessary revisions.
 - iii. Mr. White will work on data development, including review of student work to be included in the database, data entry, and field data collection as necessary.

- Summer 2023
 - a. Drs. King and McIntosh with assistance from Mr. White will review and revise student submissions for entry into the database. They will conduct site visits for additional information and pictures as needed.

- b. Drs. King and McIntosh with assistance from Mr. White will continue consultations with local experts and community leaders.
 - c. Mr. White will continue work on data development, data entry, and field data collection including creating virtual tours with the 360-degree camera for sites identified by the consultants and partners.
 - a. Drs. King and McIntosh will prepare an article on the project detailing the project's immersive learning component for submittal to a regional or national history journal.
- 2023-24 Academic Year (August 2023 – December 2023)
 - a. Fall 2024 Semester
 - i. Workshop 3 – Drs. King and McIntosh will make arrangements for the third and final workshop with input from the other core project personnel (Drs. McBride, Maloney and Hardbarger). The focus of this workshop will be on sustaining the project. An expert who has implemented a similar project that successfully continued after the initial funding period will be the invited expert. Mr. White will assist in preparation and help conduct the workshop.
 - ii. Dr. King will conduct excursions to places such as local sites, museums, and archives. Class excursions will again be organized by Dr. King for American history classes and participating students in other related courses from human geography, linguistics, and Cherokee studies depending on available space.
 - iii. Students in Dr. King's American history, Dr. Maloney's linguistics, and Dr. Hardbarger's Cherokee studies classes will conduct original research. Higher quality and relevant student research will be incorporated into the database and website after review and any necessary revisions.
 - iv. MTH team will move forward with publications, forms of dissemination, and applications of the feedback and recommendations from the evaluations and surveys.
 - v. Mr. White will work on data development, including review of student work to be included in the database, data entry, and field data collection as necessary.

Phase 3 – Project Review (December 2023 – January 2024)

The focus of the final phase of MTH is project evaluation and dissemination.

- Drs. King and McIntosh will meet and collaborate with NSU and other community organizations and institutions to continue the project and its outreach. They will meet with local K-12 educators to explore the possibility of extending the project to other levels of education. Drs. King and McIntosh will also make materials developed by this project available for use through the MTH webpage for other institutions.

- Drs. King and McIntosh and participating faculty will review and report on overall three-year phases of MTH and present plans for MTH sustainability and dissemination
- Drs. King and McIntosh and MTH faculty will continue to publish and present in academic and community meetings about the project developments. We will consider preparing a book for publication designed for secondary-level education to accompany the MTH website.
- Dr. McIntosh will coordinate the transfer of the database and webpage from the commercial provider to NSU with the NSU Information Technology Services (ITS) Department.
- Mr. White will assist Dr McIntosh in preparing the database and web page for transfer to NSU.

Reading and Resource List for *Mapping Tahlequah History*

Books, Publications, Dissertations, and Theses:

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- Starr, Emmet. 1921. *History of the Cherokee Indians*. Oklahoma City: Warden Company. Special Edition, 1979, Tulsa: Dorothy Tincup Mauldin.

Websites and Online Resources:

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- Agnew, Brad. *NSU Centennial History*. Tahlequah, OK: Northeastern State University, 2009.
<https://library.nsuok.edu/digital/nsucentennialhistory/>.
- "American History 1493- Tahlequah History, Library Resource Guide." John Vaughan Library,

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Oklahoma Digital Prairie. Oklahoma Department of Libraries, Accessed July 1, 2020. <http://www.digitalprairie.ok.gov/>.

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“Time Capsule Contents,” *Seminary Hall Time Capsules of 1847 and 1888; Legal Documents Regarding Cherokee National Female Seminary and Northeastern State University: 1846-1985*. University Archives, Northeastern State University, Accessed July 1, 2020. <https://library.nsuok.edu/archives/>.

Institutional Profile

NSU demonstrates its continued drive for diversity and education by the 63% women, 37% American Indian/Alaskan Native, (including students identifying as two or more races), 4% African American/Black, 6% Hispanic, 2% Asian, and 2% Non-resident Alien student population as well as 334 faculty which include 51% Women and 19% Minority (NSU At A Glance). Overall, NSU's entire student population is 91% Oklahoma residents (NSU At A Glance). Though much of NSU's earliest degree programs focused on teacher education, the additions of various colleges and certifications as well as continuing education for adult learners, seniors, and community members has increased its educational offerings to 54 undergraduate and 24 graduate programs, including a Doctor of Optometry, along with 8 certification programs. (NSU At A Glance). Of the degree offerings, NSU graduates approximately 89% with a Bachelor's and 11% with a Graduate degree. Throughout all of its evolutions, NSU continues to provide educational opportunities, employment, and community enrichment for the City of Tahlequah and surrounding areas.

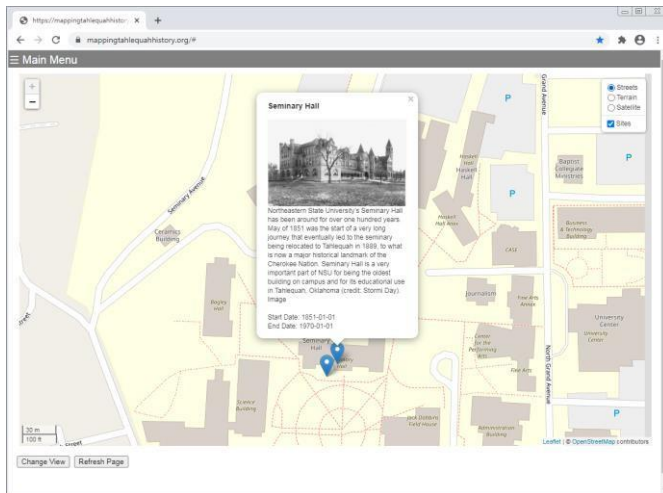
The approximately 8,000 – 9,000 students enrolled annually at NSU plus approximately 1,000 full-time and part-time employees (NSU Fact Book 2018-2019) provide a significant economic impact on the community and state. NSU has traditionally served a 15-county area in the far northeastern corner of Oklahoma with Cherokee County at the center. This area is one of the fastest growing parts of the state according to the Oklahoma Department of Commerce.

According to the 2014-2018 American Community Survey 5-Year estimates, the population of Cherokee county is 48,675 persons with an average of 62.7 people per square mile.

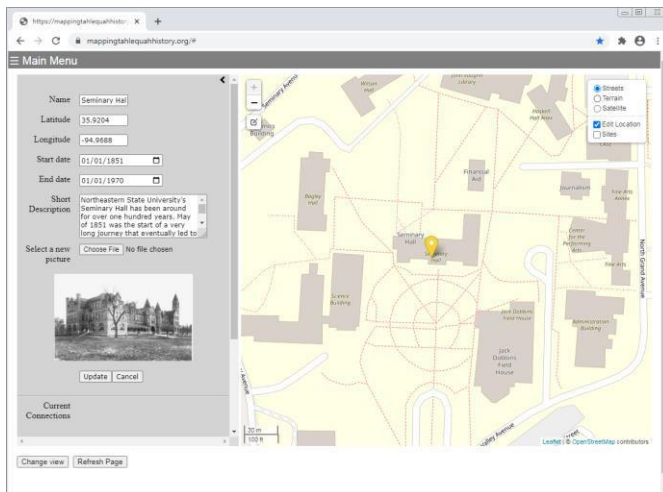
Project Assessment Chart

Outcomes	Measures (benchmarks)	Assessment (criteria)
Workshops	Participation of NSU faculty and public partners. Relevant and valuable knowledge, experience, and insights from expert guests.	Contact information and affiliations from attendance cards. Workshop evaluations to assess the relevance of the material covered and the value to the MTH project.
Consultation	Consultant's ability to convey knowledge. Provides insights about sources of information and/or approaches to conducting local historical research. Contributes historical information to the MTH database.	Consultation evaluation forms completed by participants. Co-project managers will assess contributions to the MTH project.
Student Research Assistant	Effectively conducts training with team members, the public, and other students. Independently conducts site visits. Efficient and accurate data entry.	Training evaluations. Co-project managers review research assistant's contributions.
Excursions	Participants gain knowledge about local history, sources of local historical information, and/or methods employed in local historical research. Tour guides/interpreters effectively communicate important concepts and information.	Instructor's assessment of student performance and contributions. Instructor observations. Student reflection papers.
Online database and map	Information on website is accurate. Website is easy to use. Website is an effective immersive learning and teaching tool.	Levels of usage tracked. Feedback from classes using the website. Feedback by other users. Training evaluations.

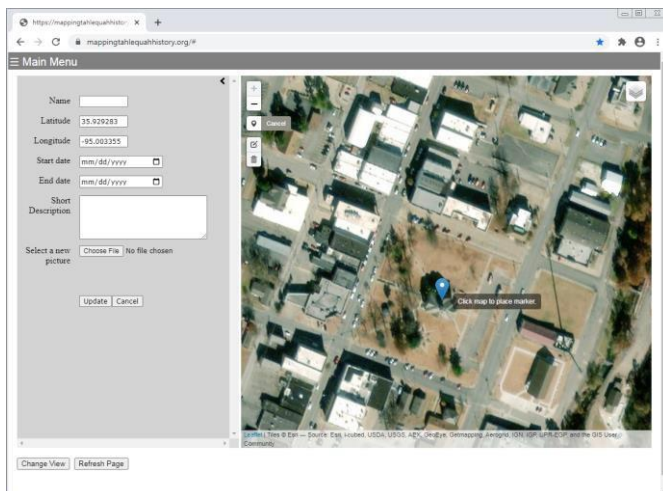
Screenshots of Current Website on PC (still under development)



Map View with a sample site open (no attachments are included for this site)



Editing View

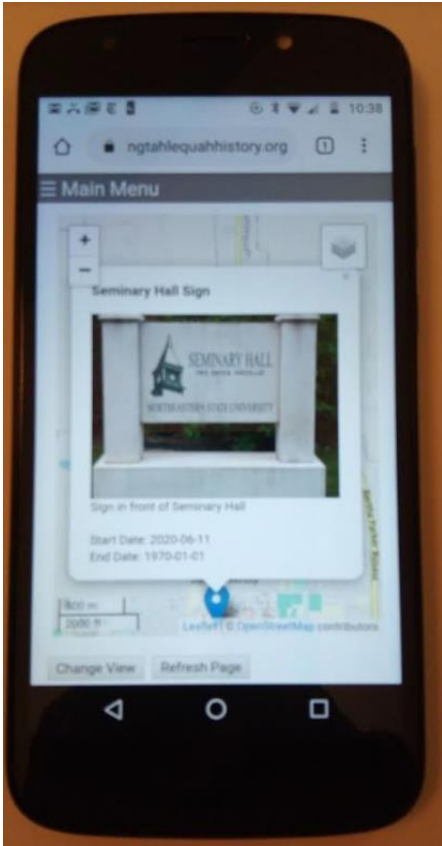


Adding a new site

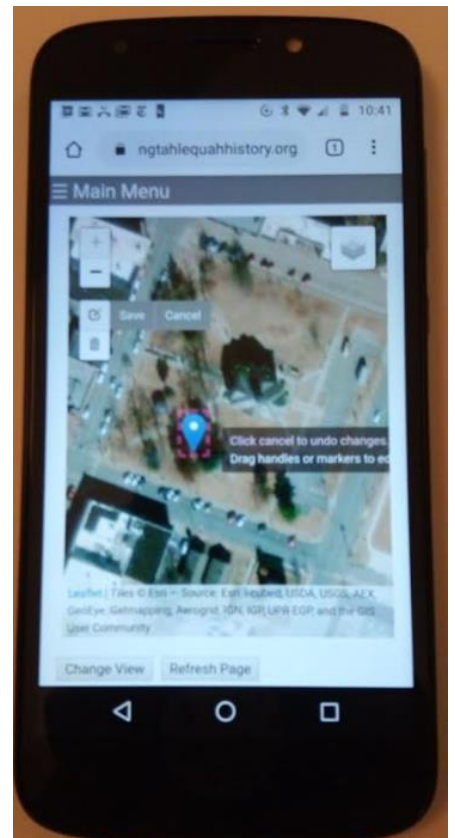
Screenshots of Current Website on Cell Phone

(still under development)

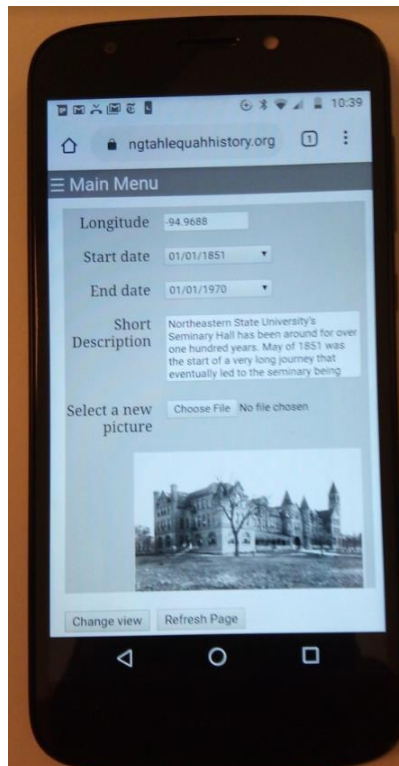
View data



Add a Site



Edit a Site



MODEL SYLLABUS FROM FALL 2018 TO BE ADAPTED FOR FALL 2019 IN PERSON CLASS WITH REQUIRED EXCURSIONS



NORTHEASTERN
STATE UNIVERSITY

College of Liberal Arts
Department of History
Fall Semester 2018

**1. HIST 1493 American History Since 1877 (section 5 CRN 21307; and section 7 CRN 21309)
3 Credits**

2. Farina King, Ph.D.

- Email: king64@nsuok.edu
- Office Number: 918-444-3505
- Office Location: SH 339
- Office Hours: M-F, 10 am-12 pm, or by appointment; available online & communications via zoom, google chat/google hangout/Skype

3. Course Delivery Mode: Online [TO BE IN PERSON FALL 2019 WITH EXCURSIONS ADDED]

This Internet course will be delivered via Blackboard. In addition to a reliable computer and Internet access, you must have an active NSU e-mail account, a web browser (Internet Explorer, Mozilla Firefox, or Apple Safari), Adobe Acrobat Reader or Preview (free), Adobe Flash Player (free), and Microsoft Word.

4. Class Days/Times (*Online*)

5. Course Prerequisites and/or Co-requisites: None

6. Catalog Description: Students should articulate major themes of American History since Reconstruction and practice historical thinking skills.

7. Course Purpose / Goals:

**General Education Requirement: Global Perspectives*

This course will explore the vast history of the United States of America and the diverse perspectives and experiences of Americans since 1877 through “a critical thinking approach” that engages students as historians, emphasizing abilities to assess and contextualize historical sources and interpretations. Course materials will address a wide time frame and scope of historical events, beginning with the end of the nineteenth century and continuing to the early twenty-first century.

An overarching theme of the course will be historical perspectives and discourse on American unity

MODEL SYLLABUS FROM FALL 2018 TO BE ADAPTED FOR FALL 2019 IN PERSON CLASS WITH REQUIRED EXCURSIONS

and diversity and how they influence community development(s). We will use the concept of “**palimpsest**” to understand the relationships between Americans, community, and place.

pa·limp·sest noun

\`pa-ləm(p)-, sest, pə-`lim(p)-

: a very old document on which the original writing has been erased and replaced with new writing

: something that has changed over time and shows evidence of that change

-The Merriam-Webster Dictionary (m-w.com)

American place is a palimpsest, which changes over time because of dynamics of community (including human and non-human forces). Although faded like the underlying writings of a palimpsest, past historical experiences persist to influence the present.

This class will understand and contextualize significant historical transformations (or the “palimpsest”) of American collective identities and communities since 1877 by understanding how to use primary sources in comparison to secondary sources. Students will hear directly from one of the authors (through a video recording), Dr. Iain Anderson, of their required readings. They will also practice oral history by preparing questions to ask a veteran.

The course will include reading place research, which will allow students to apply their learning in historical interpretation and design to a digital mapping history project that serves the public by contributing to accessible analyses of local histories since 1877.

Students will reflect on and be able to express their own sense of American collective identities and communities in relation to course discussion boards, assignments, and activities. We will practice fundamental skills and approaches to historical inquiry, recognizing historical perspectives and interpretations. They will identify and learn the applications of historical study outside of the classroom. Students will analyze primary sources and scholarly interpretations, and they will communicate through oral and written forms including online presentations and essays.

8. Student Learning Outcomes:

*This course meets General Education Student Learning Outcome(s) (SLO) for the Social and Behavioral Sciences category: Understanding the historical experience, legacy, political institutions, and systems of the U.S.

1. We will come to understand the differences between sources, how to use primary sources, make historical arguments and express historical interpretations focused on race, class, and gender concerning the major trends and episodes of U.S history since 1877.
2. We will use historical analysis and contextualization, recognizing perspectives and interpretations, in a digital mapping history project that serves the public by contributing to accessible analysis of Tahlequah histories since 1877.

MODEL SYLLABUS FROM FALL 2018 TO BE ADAPTED FOR FALL 2019 IN PERSON CLASS WITH REQUIRED EXCURSIONS

3. We will produce entries and content for a developing online thematic research collection, Mapping Tahlequah History, that features local histories and historical perspectives through reading place.

9. Instructional Methods / Strategies

Classes will involve online presentations, examination of historical documents, discussion boards and writing about course materials (online), and immersive learning.

10. Learning Outcome Assessment Methods

Grades will be computed on the following point basis:

Exams:	100
Quizzes:	80
Discussion Board Posts:	90
Writing & Visual Assignments:	125
<u>Reading Place Research Project:</u>	<u>150</u>
	545

Pre/Post-Tests: To assess your knowledge of the class topic BEFORE you have been exposed to the material, you will take a pre-test. **It is important that you complete this test by September 30.** At the end of the semester, you will be given the same test to see how much you have learned. **YOU MUST COMPLETE BOTH TESTS TO RECEIVE A GRADE FOR THE COURSE.** Students will receive extra credit of 3 points on the final exam if they either exceed 40/50 on the post-test OR improve their starting score by 10 points on the post-test. The test can be found on Blackboard under the Tests tab. Be sure to read instructions carefully.

Online Participation- 90 points

Discussion Board Posts

There will be regular online group discussion concerning assigned readings and course materials through the course discussion board. Students will receive more specific instructions and information concerning the discussion board posts and responses in a provided rubric.

Students will address several discussion board prompts by posting brief essays (200-300 words), such as writing reflections about a featured video clip or reading. Students will be required to initially submit **one** post to the discussion board forum of the week, and then respond or comment on at least **two** posts of fellow class members that given week.

Each discussion board post assignment will be submitted for **10 points (which includes 2 points for responding to two other students' initial posts on the discussion board)**. Students will receive **9 such assignments** that they will be able to complete if they follow the reading and class lessons.

MODEL SYLLABUS FROM FALL 2018 TO BE ADAPTED FOR FALL 2019 IN PERSON CLASS WITH REQUIRED EXCURSIONS

You must review all the required readings and watch the required film to prepare for regular class discussion boards.

Participation discussion board posts are worth **90 total points**. See Instructional Methods 1.

Quizzes- 80 points

The instructor will give **8 quizzes** on blackboard, which are worth **10 points each** to assess student reading and class preparations.

Writing, Visual, & Research Assignments

Essays should be typed and double-spaced, in 12-point font (Times New Roman). Your papers will be graded on the strength of your thesis and argument, use of evidence, and writing clarity. Be sure to cite the sources in your paper for all the information that you acquire through study. Use either Turabian footnotes/endnotes or MLA/APA formats. In the analysis papers, you can refer to the assigned books by simply citing the page number in parentheses next to the direct quotation.

Only submit electronic versions of your papers by uploading them to the Blackboard Safe Assign system by 11:59 pm on the due dates. **You are responsible for knowing how to properly submit your paper through Blackboard.** Plan accordingly to ask for assistance if necessary from your instructor or technology services.

Analyses- You will write two of three possible analyses on assigned readings and/or the film in one to two-page paper assignments (300-500 words). You could write two separate one to two-page papers on the following required books: *Cultivating the Rosebuds* and *This is Our Music*. You could also write a one to two-page paper on the required film, *Hidden Figures*. The analysis papers are worth 50 points each. In total, you will write and submit **two analysis papers (100 points total)**. You will submit the analysis papers on both the designated discussion board forum and Assignments. **Every student is expected to respond to 2 classmates' analysis papers on the discussion board.**

Reading Home and Place (Audio & Visual Assignment)- You will make a brief recording (no more than 3 minutes) with audio and visual, which features your historical interpretation of your "home" as an exercise of reading place (worth **25 points total**). You will upload your video on YouTube as "unlisted" and share the link to the recording through Blackboard under a designated discussion board forum and Assignments as directed in a provided rubric. You will also include a brief written description of your recording.

Research Project- Mapping Tahlequah History

Students will research and assess certain historic sites in Tahlequah using primary sources from digital databases of the NSU Special Collections and Archives. They will read place and analyze the histories of local history with primary sources, and each student will prepare, write, and submit a short essay based on their research (**500-800 words** featuring at least one digitized primary source

MODEL SYLLABUS FROM FALL 2018 TO BE ADAPTED FOR FALL 2019 IN PERSON CLASS WITH REQUIRED EXCURSIONS

from the NSU Special Collections or Archives) for a developing mapping history website project. Students will design a poster using Powerpoint or Prezi that they will share on the online discussion board toward the end of the semester. Students will receive detailed background and instructions on separate forms. The instructor will provide a list of historic sites that students will use to select their research topic.

Deadlines for the Research Project:

September 17- Submit Works Cited draft and have a zoom meeting with instructor (25 points)

November 6- Turn in your rough draft (25 points)

November 27- Submit poster online with audio recording of your presentation through the discussion board and Assignments (50 points)

December 8- Submit your final draft (50 points)

Works Cited	25
Rough Draft	25
Final Draft	50
Poster	25
<u>Presentation (recording)</u>	<u>25</u>
Total:	150

The entire Mapping Tahlequah History research project will be worth **150** points. Please review the learning outcomes 2 and 3.

Exams- 100 points

Two exams will be given (**worth 50 points each**), which students will take online through Blackboard. The first exam will be due November 17. The second exam will be taken online during the final exams week, and it will be timed and open book.

The exams will each consist of twenty multiple choice questions (1 point each for a total of 20 points), four short answer questions (5 points per answer, adding to 20 points for this section), and one primary source analysis question (worth 10 points). The instructor will provide more information on how to prepare for the exams in class. **No early exams will be given.** See learning outcome 1.

December 10-12- Final exam available on Blackboard

11. Instructional Materials

Some course readings will be accessible on Blackboard in the weekly modules. The following includes the books for required reading, which are available for purchase at the NSU-Tahlequah Bookstore:

Anderson, Iain. *This is Our Music: Free Jazz, the Sixties, and American Culture*. Philadelphia: University of Pennsylvania Press, 2007. [ISBN: 9780812220032] \$24.95 paperback, 264 pages.

MODEL SYLLABUS FROM FALL 2018 TO BE ADAPTED FOR FALL 2019 IN PERSON CLASS WITH REQUIRED EXCURSIONS

Hollitz, John. *Thinking Through the Past: A Critical Thinking Approach to U.S. History, Volume II: Since 1877* [paperback]. Cengage Learning, 2015. [ISBN-10: 1285427440; ISBN-13: 978-1285427447; 5th Edition] \$82.99 new, \$26.43 to rent (on Cengage Learning), \$46.99 ebook, 400 pages.

Mihesuah, Devon A. *Cultivating the Rosebuds: The Education of Women at the Cherokee Female Seminary, 1851-1909*. University of Illinois Press, 1997. [ISBN-10: 0252066774; ISBN-13: 978-0252066771] \$26.00 new [paperback], \$6.44 used, 240 pages.

Other course readings and materials will be available online through Blackboard weekly modules and packets such as:

- Carter, Dan T. "The Transformation of a Klansman." *The New York Times*, October 4, 1991.
- Turner, Frederick Jackson. "The Significance of the Frontier in American History" (1894).
- Wright, Lawrence. "Intolerance." *The New Yorker*, September 20, 2010.

Excerpts will be used and available in weekly modules on Blackboard from some of the following books:

- Carter, Forrest [Asa Earl Carter] and Rennard Strickland. *The Education of Little Tree* (1976).
- Friedan, Betty. *The Feminine Mystique* (1963).
- Limerick, Patricia Nelson. "What on Earth is the New Western History?", chapter in *Trails: Toward a New Western History*, ed. by Patricia Nelson Limerick, Clyde A. Milner II, and Charles Rankin. Lawrence: University Press of Kansas, 1991.
- Steinbeck, John. *The Grapes of Wrath* (1939).
- Terkel, Studs. *"The Good War": An Oral History of World War Two* (1984).

Students are responsible for watching one film:

Hidden Figures (2016), directed by Theodore Melfi, 127 minutes, PG

12. Grading Policy / Scale

Grading Scale:

89.5% or better = A; 79.5-89.4% = B; 69.5-79.4% = C; 59.5-69.4% = D; less than 59.5% = F

13. Class and Instructor Policies

We belong to a *community of scholars* at Northeastern State University. Members of this community support and respect each other to foster an environment and relationships conducive to learning and reaching the specified course objectives as a collective. For this purpose, we adhere to certain university and classroom policies as follows.

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Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure, loss of registration privileges, disqualification and dismissal.

Syllabus Disclaimer:

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. **The instructor reserves the right to make changes to the syllabus as deemed necessary.** Students will be notified in a timely manner of any syllabus changes via email, or in the *Announcements*. Please remember to **check your NSU email and the Announcements as often as possible.**

TECHNOLOGY PREREQUISITES:

- Students will be required to use Blackboard as a part of this course. The professor will regularly make class announcements using the email addresses for students registered on Blackboard. By default, this is the NSU assigned email address unless the student changes it. NOTE: If you do not wish to use the NSU assigned email address, please go into Blackboard and make the appropriate change immediately. If you are unsure how to do this, you can click on the Help (?) link or call the Help Desk at 918-444-5678
- Recommended technical specifications: You should be able to access the course materials using your campus or home computer if you are able to connect to the internet. It is recommended, however, that you have a PC or Mac with a minimum of 65 Megabytes of system memory (RAM). If you dial in from your home computer, a modem speed of 56kps is recommended.
- We will be using some Adobe portable document format (PDF) files. To access these files, you must have a free “acrobat” reader on your computer. You can download the reader for both PC and Mac at <http://get.adobe.com/reader/>
- Need Help using Blackboard: Click on the question mark icon (?) that is located at the top-center of the page or call the Help Desk at 918-444-5678.
- Having a “Back-up Plan:” Technical difficulties are a part of online courses, so you should anticipate them by having a back-up plan. If an assignment is due and your computer unexpectedly crashes, what are your options? Can you get to a computer lab on campus; use a friend’s computer, or the one at your work? PLAN FOR THAT EVENT NOW. Catastrophes due to technical difficulties can also be avoided by allowing plenty of time to complete an assignment. Do not wait until the last minute. Remember: **A LACK OF PLANNING ON YOUR PART DOES NOT CONSTITUTE AN EMERGENCY ON MY PART.**
- TECH Support for NSU: As the professor is not sitting at the computer with you, s/he cannot always help you with technical difficulties. For any assistance regarding the technical aspect of Blackboard or the course, the Help Desk is available to help you. Below is their contact information and hours.

MODEL SYLLABUS FROM FALL 2018 TO BE ADAPTED FOR FALL 2019 IN PERSON CLASS WITH REQUIRED EXCURSIONS

- Email: help@nsuok.edu
- Call: (918) 444-5678 from 6 a.m. - 2 a.m.
- Tahlequah walk-in assistance: Webb Center, room 104 from 7:45 a.m. - 5:15 p.m.
- Broken Arrow walk-in assistance: BABT, room 230 from 8:00 a.m. - 5:00 p.m.

WRITING CENTER: I strongly encourage students to reach out to the NSU Writing Center for support throughout the course, especially for the main writing assignments. The Writing Center can arrange to help with this online course.

-Tahlequah location: Seminary Hall 135, 918-444-3622

Contact Kendra Haggard, haggard@nsuok.edu, 918-444-3611

See academics.nsuok.edu for more information (including about other Writing Center locations). There is also a designated History Department tutor who helps students with history coursework. Please let the instructor know if you are interested in the tutor services.

COMMUNICATION EXPECTATIONS: You have many different methods to communicate with me and your classmates during this course.

- EMAIL IS ALWAYS THE BEST MEANS TO COMMUNICATE DIRECTLY WITH ME. Please email me directly through NSU Green Mail at king64@nsuok.edu. We can arrange for a google chat, zoom, skype, or phone conversation if requested during my office hours or by appointment.
- Generally, you can expect a reply from me via email within 24 hours during the school week. You *may* get an email during the weekends, but that would be an exception and not the rule.
- Please use email **ONLY** when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, please post the question in the appropriate discussion board forum.

INSTRUCTIONAL PROCEDURES:

BLACKBOARD: This class is enrolled on Blackboard. Students should check Blackboard regularly for announcements. All readings/course materials outside of the assigned books and handouts will be found on Blackboard. Students will find instructions and assignments sheets for all assignments under the “Assignments” link on the left-hand panel within the Blackboard class.

MODULES: Each week will be divided into a module which will include all the assignments and course materials for the week. Each module will be designed with the idea that this amount of work will be able to fit into one week. It is up to the student to complete the module.

COURSE POLICIES:

MAKE-UP WORK: Students will complete and submit assignments and assessments at the scheduled times. Only under circumstances beyond the student’s control that are well documented will a student be allowed to submit make-up work. If you foresee any trouble completing assignments

MODEL SYLLABUS FROM FALL 2018 TO BE ADAPTED FOR FALL 2019 IN PERSON CLASS WITH REQUIRED EXCURSIONS

by the due date, you must consult with the instructor ahead of time with the understanding that your grade may be affected. In extreme and extenuating circumstances, (e.g., death of an immediate family member, self-hospitalization, etc.) in which a student is unable to seek prior approval, the student should contact the professor as soon as possible to determine if a make-up assignment will be permitted. Any make-up given is at the discretion of the professor.

STUDENT PERFORMANCE ACTIVITIES: (*Attendance/Punctuality*)

ATTENDANCE AND PARTICIPATION: Attendance will be determined by participation on the discussion board and online course. Students are expected to read the assigned texts for the day and be prepared to participate.

WITHDRAWALS: The student should notify the instructor of their intent to withdraw as soon as possible. If a student wishes to initiate a withdrawal from the course with a grade of “W” they must do so through the registrar’s office. *Failure to do so will result in a final course grade of “F”.*

ONLINE CLASSROOM COURTESY: Students are to treat each other and the professor with respect and conduct themselves accordingly. As you are in a diverse university setting, you should always think before you “speak” (i.e. post in the discussion board) to ensure that your ideas will not be offensive to your fellow classmates. Even if you disagree with a fellow classmate, please remember always to be courteous and respectful. Poor behavior will be reflected in your participation grade.

ADMINISTRATIVE WITHDRAWAL POLICY: Students enrolled in this course and have poor attendance and/or poor participation (as determined by the instructor) may be administratively withdrawn (involuntarily). Students administratively withdrawn will be responsible for payment and repaying any financial aid received for the course or courses that must be returned to the provider. If you are concerned about your absences, progress, or success in this course, meet with your instructor immediately. Professor’s Note: Poor participation may include not turning in assignments, disruptive behavior, or in general failing to contribute to class in a productive manner.

EMAIL ETIQUETTE: Most of our communication will be in the form of email. Students who seek a reply to their emails should be sure to address the email to Professor or Dr. King and to sign their names. Preferably the email will be composed of sentences with punctuation. Students should also be sure to mention the course in which they are enrolled.

ACADEMIC MATURITY: As a university student, you are ultimately responsible for your performance here at NSU. You are expected to keep up with your work and academic schedule. Your grades reflect the quality of the work you submit, and are not assigned randomly. They do not reflect your good intention or my compassion. Your opportunities to improve your grade occur before you submit an assignment, not after. You are expected to hold yourself accountable for your performance in this class and you should not expect me to excuse you from course policies.

ACADEMIC INTEGRITY: Students are responsible for honesty and independent effort. Failure to uphold NSU’s high standards of academic integrity includes, but is not limited to, the following:

Reading Place Research Project: Mapping Tahlequah History

HST 1493 online (Fall 2018) [TO BE ADAPTED FOR IN PERSON CLASS FALL 2019]

This project constitutes the research component of the course, which will allow students to apply their learning in historical interpretation and design to a digital mapping history project that serves the public by contributing to accessible analyses of local histories relating to historic sites in Tahlequah, Oklahoma since 1877.

These forms explain the key parts of the research project, which meet the following student learning outcomes: We will use historical analysis and contextualization, recognizing perspectives and interpretations, in a digital mapping history project that serves the public by contributing to accessible analysis of Tahlequah histories.

Students will produce brief entries and content for a developing online thematic research collection, Mapping Tahlequah History, that features local histories and historical perspectives through reading place and primary sources found through the NSU Library, Special Collections, and Archives.

Students will select their topic and area of study that relates to historic sites in Tahlequah for this project, which they will report on the Discussion Board Post 2. Students may choose one of the following to study:

- | | | |
|-----------------------------|--|-------------------------------------|
| -Seminary Hall in 1889 | -Cherokee Capitol | -Wilson Hall |
| -Seminary Hall in the 1890s | -Cherokee Supreme Court | -Haskell Hall |
| -Seminary Hall in the 1900s | -Franklin Castle | -Sequoyah High School |
| -Seminary Hall in the 1910s | -Male Cherokee Seminary in Park Hill | -Hunter's Home (Murrell Home) |
| -Cherokee National Prison | -Female Cherokee Seminary in Park Hill | -“Redmen Wall” (NSU mascots/sports) |

Students may also propose a historic site (their area of study) to the instructor for approval.

Students will analyze both primary and secondary sources for this project, as each student will prepare, write, and submit a short informational and analytical essay about the Tahlequah historic site (500-800 words) for the public website. Students will create and

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submit an online PowerPoint/Prezi presentation that includes a brief audio recording about their work with Mapping Tahlequah History to both the instructor and the proper class discussion board.

The instructor will evaluate you according to how you meet the following deadlines and requirements for the research project:

September 17- Submit a draft of your research project Works Cited to show the instructor what sources you have found and plan to use (25 points)

November 6- Turn in your rough draft of the Mapping Tahlequah History entry/essay that you wrote based on the sources (25 points)

November 27- Submit and share PowerPoint/Prezi presentation with brief audio recording featuring your research (50 points) [The instructor provides a separate rubric for these online presentations]

December 8- Submit your final draft of the Mapping Tahlequah History essay **online through Blackboard/Safe Assign** (which scans your papers for plagiarism)

Paper Submission on Blackboard/Safe Assign

Click on “Assignments” on the left-hand menu. Choose the assignment, and you will be guided from there to upload your paper. Below you will find the supported file types. If you have problems submitting your file, please save your document using one of the types below and try again. **Open Windows products are not supported.** Microsoft Word document: .doc, Rich Text Format: .rtf , HTML: .htm or .html ,Text: .txt, Zip compressed: .ZIP used to upload multiple file. **If all of this fails, email me your paper with an explanation of the technical issues.**

The research project is worth a total of **150 points** as follows:

Works Cited Draft	25
Rough Draft	25
Presentation	50

Final Draft _____ 50

Total: **150**

Please review the instructional methods 2 and 3 on the syllabus.

Your Mapping Tahlequah History entry text should be typed and double-spaced, in 12-point font (Times New Roman) with 1-inch margins. This paper will be graded on the strength of your thesis and interpretations, supporting evidence, proper citations, grammatical precision, stylistic poise, and quality as a historical informational and analytical text. Be sure to cite the sources in your text for all the information that you acquire through research and reading. Use MLA/APA style citations or Chicago-Turabian style footnotes. Include a Works Cited in MLA/APA or Chicago-Turabian format (which is not counted towards the 500-800 words of the essay).

Turn in a separate cover sheet with your final draft, which includes your name, class title and number, paper title, instructor's name, and date. The cover sheet does not count towards the 500-800 words of your main text.

Each part of this assignment must be submitted online through Blackboard **by the specified due dates**, unless you have a reasonable excuse including medical and family emergencies (with forms of evidence). Send an email to notify the instructor at king64@nsuok.edu if and why you are turning in your paper late, or it may not be considered/accepted.

Project Writing Instructions for the Mapping Tahlequah History Entry Text

In your research paper, focus on a combination of (at least **2**) primary sources, one of which must come from the NSU Special Collections or Archives, and (at least **2**) secondary sources to construct a thesis (or feature main points) about the developments and historical changes and continuities of Tahlequah communities and sites. Explore primary sources found through the following:

NSU Special Collections: <http://library.nsuok.edu/Spc/index.html> (see also "Research" on that website-
<http://library.nsuok.edu/research/>)

University Archives: <http://library.nsuok.edu/archives/>

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John Vaughan Library (JVL) Digital Library: <http://library.nsuok.edu/digital/>

Some primary sources may require you to come in person to the NSU Library Special Collections and/or Archives to access them, but there are also digital collections that you can use for this project.

Be sure to know the differences between primary and secondary sources. Review this brief introduction, “Distinguish Between Primary and Secondary Sources”: <https://guides.library.ucsc.edu/primarysecondary>

You must find all your sources (including both primary and secondary) through NSU Libraries, which includes online databases and access. Go to <http://library.nsuok.edu/> to explore and find your sources for this research project. **Do not use google or other similar search engines to find your sources. Use the NSU Library search engines.**

If you need assistance finding sources, please contact one of the primary NSU Library staff who are working directly with our class:

SophiaBeverley Threatt, Instruction Librarian and Resource Coordinator for History, threatt@nsuok.edu, 918-444-3267

Ashley Stoddard, Special Collections Historical Specialist, Stoddard@nsuok.edu, 918-444-3252

Brenda Kay Bradford, Head of Archives, archives@mail.nsuok.edu, 918-444-3220

Key Questions of Research:

Americans have come from many diverse communities, which each have had different experiences, histories, and identities. In the entry text/history essay that you are drafting, feature a historic site and an American community in the Tahlequah region that was influenced by that place. Situate the community and reading place narrative in the overarching history of the United States since 1877. Important questions to address in your project include:

- What distinguishes this historic site and what it means to local community?
- What is the significance of Tahlequah community historical experiences at the featured site/place?
- How do the histories of the featured site/place and related communities in the Tahlequah region compare with other American experiences of the time?

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- How did that place/site and people associated with it change or remain consistent over time, according to insights from primary and secondary sources?
- How do the histories of places and peoples of Tahlequah relate to broader American history? What do histories of place in Tahlequah reveal about American history? How did Tahlequah community experiences contribute to/affect American society in general?

Remember that you are drafting an entry text that could be featured on the public website, Mapping Tahlequah History. You will be evaluated on the quality of the history essay as follows:

1. Concise writing within the required word count (500-800 words)
2. Strong points, directly communicated
3. Use of accessible and clear language that addresses a public audience including some young adult readers
4. Proper citations with required kinds of primary and secondary sources

Project Paper Grading Rubric

	Excellent	Good	Needs Improvement	Poor	Failing
Overall Impression	Paper directly addresses main questions/issues, and approaches the subject with new insight (more than what was provided in lectures, readings, sources, or class discussions).	Paper competently addresses main questions or issues, but does not demonstrate much new insight into the subject.	Paper weakly addresses main questions or issues. The writing demonstrates no new insight.	Paper does not address the main questions or issues. The writing demonstrates no new insight.	Plagiarized or fabricated, paper does not meet basic requirements such as word count of 500 to 800 words.
Argument	The thesis statement/main points are clear and specific, clearly presenting the argument that the rest of the paper will follow.	The thesis statement/main points are clear and specific.	The thesis statement/main points are clear, but remain unspecific.	The thesis statement/main points are unclear and unspecific.	There are no thesis statement/main points.
Counter-	The paper thoughtfully	The paper acknowledges	The paper acknowledges	Little acknowledgement of	No

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Evidence	responds to alternative interpretations of the topic that challenge the paper's thesis. The paper explains why the challenge does not alter the paper's thesis.	alternative interpretations of the topic that challenge the paper's thesis. The paper does little to explain why the challenge does not alter the paper's thesis.	the most well-known alternative explanations, but does not explain how they challenge the paper.	alternative interpretations.	acknowledgement of alternative interpretations.
Evidence	Evidence supporting the argument is accurate, well-thought out, and detailed. All evidence in all paragraphs is clearly related to the thesis. There are no jumps in logic or expectations of the reader to "connect the dots." The writer refers to both required primary and secondary sources.	Evidence supporting the argument is accurate, well-thought out, and detailed. Almost all evidence in all paragraphs is clearly related to the thesis. There are rare jumps in logic or expectations of the reader to "connect the dots." The writer refers to both primary and secondary sources.	Evidence supporting the argument is accurate. Some evidence is vague or over-simplified. Most evidence in most paragraphs is clearly related to the thesis. The reader must often look for the logic of the paper. The author does not use both primary and secondary sources.	Evidence supporting the argument is weak and/or consists of several factual errors. Significant amounts of evidence are over-simplified. There is little or no mention of information from sources. The reader must look for the logic of the paper.	There is little to no evidence to support the argument/main points.
Sources	The paper uses evidence from legitimate scholarly sources including peer-reviewed secondary sources. The paper uses required primary sources.	The paper uses evidence from legitimate scholarly sources. The paper only uses one primary source, and mostly secondary sources.	The paper uses evidence from some questionable sources. The paper sparsely uses primary sources and relies heavily on secondary sources.	The paper uses evidence from questionable sources. The paper may refer to a few unscholarly and non-peer-reviewed pieces of evidence.	The paper uses a few unscholarly sources, or only encyclopedias (including Wikipedia).
Citations	All evidence is properly cited in acceptable format.	All evidence is properly cited in acceptable format, though some punctuation may be incorrect.	All evidence is properly cited in acceptable format, though the order of the citations may occasionally be incorrect.	A few pieces are unreferenced or inaccurately referenced, and there are problems with completeness and	Paper lacks citations or most citations are incomplete.

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				format of citations.	
Organization	Paper contains paragraphs that form an introduction, main body, counter-argument, and conclusion. The introduction contains the thesis. The conclusion brings everything together.	Paper contains paragraphs that form an intro, main body, and conclusion. The introduction contains the thesis. The conclusion brings everything together.	Essay contains paragraphs that form an intro, main body, and conclusion. The conclusion does little more than restate the problematic introduction. Intro and/or conclusion may be too wordy or short.	Essay has an intro, main body, and conclusion, but is unorganized and/or lacks paragraphs. Intro and/or conclusion may be too wordy or short. Chronology may be out of order.	The paper has no clear organization.
Clarity and Style	All spelling is accurate. All sentences are grammatically correct and clear. Language is clear and simple with all foreign words, acronyms, and technical terms explained. All information is accurate and up-to-date. Paper contains no errors.	All spelling is accurate. Almost all sentences are grammatically correct and clear. Unusual words/terms are occasionally unexplained. All information is accurate and up-to-date. Paper contains no errors. An occasional word is misused or unnecessarily fancy. The paper may have a few minor errors that do not affect the clarity or presentation of the argument/main points.	Almost all spelling is accurate. Almost all sentences are grammatically correct and clear. Unusual words/terms are often unexplained. Almost all information is accurate and up-to-date. The paper may have several minor errors and/or a few significant errors that affect the clarity or presentation of the argument/main points.	Paper is full of misspellings, grammatical errors, and vague statements. Several words are misused. Unusual words/terms are not explained. Not all information is accurate and up-to-date. The paper has several minor errors and/or several significant errors that affect the clarity or presentation of the argument.	The paper is so poorly written that it is unintelligible.