**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: Native American History – HS 233**

**Home Department: History**

**Department Chair Name and Contact Information** (phone, email): Keith Kendall (kkendall@nmu.edu)

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every semester

**Official Course Status**: Has this course been approved by CUP and Senate? **YES** IN PROGRESS

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

Course Objectives:

Identify principle events and themes in Native American history.

Utilize the major types of sources employed by historians (primary, secondary, visual, etc.)

Apply reading, research, writing, and presentation skills in historical analysis.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes:

This course requires students to engage in historical methodology which involves assessing and creating arguments based on a variety of types of sources (critical thinking) in the context of Native American history (social responsibility in a diverse world). Students analyze the impact of political systems, world religions, social inequalities, industrialization, and patterns of interaction and exchange over time.

Critical Thinking:

History is built on the analysis of primary source documents, and the making of arguments based on those documents. In order to satisfy the *Evidence Dimension*, HS 233 requires students to examine primary source documents, narratives, texts, and internet-based articles. In order to satisfy the *Integrate Dimension*, HS 233 requires students to reach conclusions about the past based on evidence from a variety of sources. This requires them to integrate their knowledge and primary source analysis skills as they accumulate throughout the semester. In order to satisfy the *Evaluate Dimension*, HS 233 requires students to engage in the historical method, which involves the analysis of both the context and the content of documents. While history can be done in a number of ways, the profession coalesces around judicious handling of evidence, an accurate rendering the chronology of verifiable events in the pursuit of understanding both causality and meaning in history. Historians also apply critical analysis to the logic and veracity of arguments proposed by fellow historians in their writings and students are encouraged to engage in such analysis of all texts they are assigned to read.

Social Responsibility in a Diverse World:

Native American History requires students to learn about the diverse heritage of indigenous people of North America and how those people negotiated with the arrival of Europeans on the North American continent. In order to satisfy the *Knowledge of Cultural Worldview Frameworks Dimension*, HS233 requires students to identify key elements of Native American History such as spiritual beliefs, cultural practices, patterns of trade, and forms of social organization prior to the European arrival as well identify how Native Americans responded in a variety of ways to European arrival. In order to satisfy the *Intercultural Awareness Dimension*, students will use the information they identified from the *Knowledge of Cultural Worldview Frameworks* *Dimension* and explain how these elements of cultural worldviews compare and contrast to each other. In order to satisfy the *Intercultural Engagement Dimension*, HS233 necessitates the engagement with the past in the development of historical empathy; this is accomplished through immersion in the sources generated by both Native American and European cultures and the stories of those cultures’ histories. In order to satisfy the *Ethical Issue Recognition Dimension*, HS233 requires students to approach questions of past decisions and past actions with a clear perspective in which the ethical issues of the times are carefully examined while students assess change of ethical standards across time. This course specifically addresses ethical issues, and changing views, regarding genocide, slavery, war, self-determination, legal representation, social and economic inequalities, and spiritual toleration.

C. Describe the target audience (level, student groups, etc.)

HS233 attracts a wide variety of students. There are no prerequisites for this class. It fulfills the World Cultures requirement under the Liberal Studies program.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

HS233 will fulfill an elective requirement for History majors. It is also required for the Native American Studies major.

E. Provide any other information that may be relevant to the review of the course by GEC

This is a multi-section class taught every semester by several instructors so there will be some variation in specific content as well as assessment types and frequency.

“Red Clay” refers to a Reacting to the Past simulation experience. In these experiences, students take on the role of historical actors. To do so, students engage both the context and the primary sources to build a detailed understanding of the character and the choices he or she might have made. They then attempt to gain the greatest advantage for their character and his or her faction in a game-playing scenario, often spanning 4 or more class sessions. Students must argue their point from the sources in both in writing and in oral presentations. The pedagogy is supported by the Reacting to the Past Consortium, headquartered at Barnard College.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Type: Primary Source Documents Projects  Frequency: 2 x semester  Projected submission materials: Written analysis of primary sources documents.  Relative Importance: 20% of course grade  Projected success: 85% |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Type: Red Clay Speeches  Frequency: 2 times per semester  Projected submission materials: Written copy of speeches  Relative Importance: 40% of course grade  Projected success: 85%  Rationale: Students participate in the Red Clay Reacting To The Past module where they take on the role of a historical person at the Red Clay Cherokee Council of 1835 debating ideas of sovereignty and how to respond to the federal government’s broken promises and impending threats of removal. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Type: Red Clay Speeches  Frequency: 2 times per semester  Projected submission materials: Written copy of speeches  Relative Importance: 40% of course grade  Projected success: 85%  Rationale: Students participate in the Red Clay Reacting To The Past module where they take on the role of a historical person at the Red Clay Cherokee Council of 1835 debating ideas of sovereignty and how to respond to the federal government’s broken promises and impending threats of removal. |

**PLAN FOR LEARNING OUTCOMES  
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | Type: Reading Quizzes  Frequency: 15x  Projected submission materials: Quiz questions  Relative Importance: 20% of final course grade  Projected success: 75%  Rationale: Students identify elements important to members of another culture by first reading the textbook and then proficiently completing the reading quizzes for each chapter. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | Type: Primary Source Documents Projects  Frequency: 2 x semester  Projected submission materials: Written analysis of primary sources documents.  Relative Importance: 20% of course grade  Projected success: 85%  Rationale: Students demonstrate awareness of multiple culture perspectives via written analysis of primary source documents from multiple cultures (European-American and various Native American cultures). |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | Type: Red Clay Speeches  Frequency: 2 times per semester  Projected submission materials: Written copy of speeches  Relative Importance: 40% of course grade  Projected success: 85%  Rationale: Students participate in the Red Clay Reacting To The Past module where they take on the role of a historical person at the Red Clay Cherokee Council of 1835 debating ideas of sovereignty and how to respond to the federal government’s broken promises and impending threats of removal. |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | Type: Red Clay Speeches  Frequency: 2 times per semester  Projected submission materials: Written copy of speeches  Relative Importance: 40% of course grade  Projected success: 85%  Rationale: Students participate in the Red Clay Reacting To The Past module where they take on the role of a historical person at the Red Clay Cherokee Council of 1835 debating ideas of sovereignty and how to respond to the federal government’s broken promises and impending threats of removal. |

**HS 233**

**Native American History**

**Winter 2017**

**Instructor: Kathryn Johnson Email:kathryjo@nmu.edu**

**Office Hours: T&H 12:00-1:30**

**And by appointment in Gries 246**

**Course Description:**

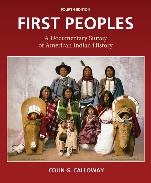
This course is a study of the Native American history from origins to the present. The central theme is the persistence of Native American ethnic identity in the face of white conquest and efforts at elimination or assimilation. This course applies toward the division IV liberal studies requirement and the world cultures requirement.

**Course Objectives – Students will:**

* Identify principle events and themes in Native American history.
* Utilize the major types of primary and secondary sources employed by historians
* Apply reading, research, writing, and presentation skills in historical analysis.

**Required Reading and Materials:**

1.

Colin G. Calloway

*First Peoples: A Documentary Survey of American Indian History (Fourth Edition)*

ISBN-10: 0-312-65362-X

ISBN-13: 978-0-312-65362-0

**2.** LaunchPad Digital Sources for Native American Indian History

ISBN: 9781319053239

Note: The NMU bookstore offers a code to login to this digital source. You may also purchase it directly from the publisher.

**3**. Red Clay Gamebook

ISBN: 9781506666921

Note: The NMU bookstore will print these materials in loose leaf format. You will need your own binder.

**4.** Please bring your laptop to every class unless otherwise specified.

**Disability Services**: If you have a need for disability-related accommodations or services, please inform (me and) the Coordinator of Disability Services in the Dean of Students Office in C.B. Hedgcock 2001 (227-1700). Reasonable and effective accommodation and services will be provided to students if requests are made in a timely manner, with appropriate documentations, in accordance with federal, state, and university guidelines.

**Methods of Evaluation:**

**Weighted Grade Categories: Final Grading Scale: %**

**15% - Attendance & Participation A=93-100% A- =90-92%**

**45% - RTTP B+=87-89% B= 83-86%**

**40% - Other Assignments & Quizzes B- =80-82% C+=77-79%**

**C=73-76% C- =70-72%**

**D+=67-69% D=63-66%**

**D- =60-62%= F=59%↓**

**Attendance & Participation**:

Active learning is an integral component of this course. Participation is mandatory because we will conduct regular in-class activities that will further your understanding and analysis of the historical material. If you attend class, are prepared with your materials, have done the readings, and participate frequently, you should earn most of these points. Please be advised that determination of awarding these points is subject to the instructor’s discretion. Participation types may include whole class discussions, small group discussions, in-class activities, analysis of primary source documents, etc.

* Students will receive up to 2 points for participation each regular class.
* Students may drop the two lowest scores from this category.

**Reacting To The Past (RTTP)**

Students will participate in the Red Clay game module for three weeks. Student will debate ideas of sovereignty and removal in the context of the late 1820s-mid 1830s focusing on the Cherokee Council held at Red Clay, Tennessee. Students will receive three grades for the RTTP module:

* Readings quiz covering game materials (background & primary sources)
* Written assignments (Hermitage Debate and Constituency Reports): The specific assignments are particular to each character’s role. Students should consult their character role sheet to determine their assignments. Students can generally expect to create two written assignments of three pages each for Red Clay.
* Participation for the entire RTTP module

**Other Assignments & Quizzes:**

Reading Quizzes will consist of multiple choice and/or true-false questions. There will be a reading quiz for each day of new reading from the *First Peoples* textbook. Quizzes are in EduCat and due by class time for the assigned day.

* Students may not drop any scores from this category, but there are extra credit quizzes based on the Bedford Digital Collection of Native American History sets of documents and an additional reading by James Loewen (see EduCat for details).
* Students may not make up any missed reading quizzes.

Students will demonstrate their research and analysis skills by completing two document analysis projects.

* The first project is based on recent events at Standing Rock.
* The second project involves the sets of historic primary source documents accessed from the LaunchPad Bedford Digital Collection of Sources for Native American Indian History. Please see EduCat for the specific directions to complete the documents analysis projects.

**Academic Honesty:**

Students found committing acts of academic dishonesty cited in the Student Handbook including but not limited to plagiarism and cheating—shall be subject to disciplinary action upon the instructor’s discretion, ranging from failure on an assignment to being reported to appropriate administrative personnel for institutional discipline.

**Non-Discrimination Statement**

Northern Michigan University does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation, or veteran status in employment or the provision of services, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.  Anyone having civil rights inquiries may contact the Equal Opportunity Office, 158 Services Building, telephone number 906-227-2420.

**Assignment Schedule**

|  |  |
| --- | --- |
| **Date** | **Reading & Assignments Due** |
| 1/17 | Course Overview, Types of Sources, Historical Analysis Skills |
| 1/19 | *First Peoples*: Introduction  Standing Rock sources investigation in class |
| 1/24 | *First Peoples*: Chapter 1 |
| 1/26 | *First Peoples*: Chapter 2  **Standing Rock Source Analysis Due** |
| 1/31 | *First Peoples*: Chapter 3  BDC: “Pontiac’s War” |
| 2/2 | TBD |
| 2/7 | *First Peoples*: Chapter 4 |
| 2/9 | BDC: “Building A Creek Nation”  RTTP role distribution |
| 2/14 | *First Peoples*: Chapter 5  BDC: “Debating Federal Indian Removal Policy” |
| 2/16 | RTTP: Red Clay Prep Readings #1 (Hermitage documents) |
| 2/21 | RTTP: Red Clay Prep Readings #2 |
| 2/23 | RTTP: Red Clay Prep Readings #3  Game Mechanics – Q&A  **Red Clay Readings Quiz In Class (not on EduCat)** |
| 2/28 | RTTP: Hermitage Debate  **Red Clay Hermitage Drafts Due** |
| 3/2 | RTTP: Faction meetings |
| 3/6-3/10 | NO CLASSES – NMU Winter Break |
| 3/14 | RTTP: Red Clay Council  **Red Clay Constituency Report #1 Drafts Due** |
| 3/16 | RTTP: Red Clay Council |
| 3/21 | RTTP: Red Clay Council |
| 3/23 | RTTP: Red Clay Council  **Red Clay Constituency Report #2 Drafts Due** |
| 3/28 | *First Peoples*: Chapter 6 |
| 3/30 | BDC: “Sand Creek”  **RTTP Final Copy Written Assignments Due** |
| 4/4 | *First Peoples*: Chapter 7 |
| 4/6 | BDC: “Laguna Baseball Controversy” |
| 4/11 | *First Peoples*: Chapter 8 |
| 4/13 | **BDC Documents Project Due** |
| 4/18 | *First Peoples*: Chapter 9 |
| 4/20 | Ch.9 continued |
| 4/25 | *First Peoples*: Chapter 10 |
| 4/27 | Ch.10 continued |
| 5/1-5/5 | **Final Exams –**  **Tuesday 5/2 from 4:00-5:50** |

**The instructor reserves the right to change this schedule.**

[](http://www.google.com/imgres?imgurl=http://www.nvcc.edu/home/adhoward/HIS101_files/MonomakhCap.jpg&imgrefurl=http://www.nvcc.edu/home/adhoward/HIS101.html&usg=__5D2HV9nYKLGf18LiIJEgmITtNM4=&h=306&w=319&sz=54&hl=en&start=169&zoom=1&tbnid=klVeLycWKofA6M:&tbnh=136&tbnw=158&prev=/images?q=western+civilization+history&um=1&hl=en&sa=N&rls=com.microsoft:en-us:IE-SearchBox&biw=1259&bih=615&tbs=isch:1&um=1&itbs=1&iact=hc&vpx=1004&vpy=220&dur=90&hovh=220&hovw=229&tx=149&ty=114&ei=pY5sTKqQDIWrnQeV193iCA&oei=po1sTJSjI4acnwfw0ZzcBw&esq=10&page=9&ndsp=20&ved=1t:429,r:19,s:169)

**HS233 Assignments: Directions and Rubrics**

**Standing Rock Source Analysis Project**

The 2016 events at Standing Rock present a wealth of sources for analysis of an event that illuminates broad historic themes of sovereignty, economic priorities, and competing voices struggling over power. Students will choose from one of the following options and create a 1-2 page written paper using Chicago Style formatting. Please clearly indicate your selected topic.

**Option #1:** Do your own investigation of internet sources and find at least two sources that represent different viewpoints/perspectives. Write a summary of each source, critique the source (is there reliable evidence, what is the bias, etc), and then compare and contrast the two perspectives. Explain if you think those perspectives are majority or minority perspectives (how you define those terms is up to you – just explain your reasoning).

**Option #2:** If you have a clear position, explain your own views on Standing Rock. Who is right and who is wrong and why? On what basis do you make those decisions about moral and legal judgement? Find at least two sources to support your viewpoint.

**Option #3:** Select at least two historic events that influenced the events at Standing Rock and explain how each historic event contributed to some aspect of the 2016 events at Standing Rock. You may go as far back or as recent as you see relevant. Find at least two sources (total) that provide some evidence to help you explain the events you selected.

**Option #4:** Create a fictional journal entry, personal letter, newspaper editorial, or some other written creative work. Take a clear perspective in your work. Outline the strongest arguments in support of this perspective and critique at least one counterargument. Find at least two sources that provide some evidence to help you present the argument and counterargument.

**Standing Rock Source Analysis Project Rubric:**

|  |  |
| --- | --- |
| **Content** | |
| Demonstrates depth of thought and thoroughly responds to selected prompt | /4 |
| Clear evidence of using sources | /3 |
| **Conventions** | |
| Adheres to Standard English expectations. | /2 |
| Chicago Style format | /1 |
| **Score:** | /10 |
| **10% Penalty Per Day Late** |  |
| **Final Score:** |  |

**LaunchPad Bedford Digital Collections in Native American History Historic Document Analysis Project**

There are five units in LaunchPad containing background information and primary sources centered on a specific event. We will analyze each of these five sets in class. You may take the extra credit multiple choice quizzes on your own. Each quiz has five questions (1 point per question = 5 points per quiz).

**Project:** You will complete one document analysis project. You will select which one of the five sets you want to use for your project. Use the Chicago Style template or create your own in Chicago Style.

The project should be 1-2 pages (typed) and follow these steps:

1. Identify your chosen topic set (title)

2. Click on Project Questions within each set. Read each of the broad Project Questions.

2. Craft an argument answering the Central Question for that event using evidence from the resources provided in the documents set.

4. Craft an argument answering one of the other main questions of your choice. Please include the question so it is clear which one you are answering. Do not use the questions that only pertain to one individual document.

5. Explain how this event fits into the historical context of Native American history by relating the event to the *First Peoples* textbook. For example, you might explain how aspects of the primary source documents support or contradict an argument presented in the textbook. You should compare and contrast the details, arguments, and perspectives in the sources and the textbook.

6. Upload your project to EduCat by the due date. Late assignments will be accepted at a penalty of 10% per day late.

**Historic Documents Project Due 4/13**

**Topic Options:**

* Pontiac’s War
* Building a Creek Nation
* Debating Federal Indian Removal Policy
* Sand Creek
* Laguna Baseball Controversy

Historic Documents Project Grading Rubric:

|  |  |
| --- | --- |
| **Content** | |
| The Central Question is completely addressed using evidence from the LaunchPad unit materials. | /4 |
| A second question (from the options listed) is completely addressed using evidence from the LaunchPad unit materials. | /4 |
| Explains the historical context and makes meaningful connections to the textbook. | /4 |
| **Conventions** | |
| The student’s work adheres to Standard English expectations. | /3 |
| **Score:** | /15 |
| **10% Penalty Per Day Late** |  |
| **Final Score:** |  |

**RTTP Hermitage & Red Clay Participation**

Students will participate in a three-week RTTP module. Students will receive individual character descriptions for the RTTP module. The first week students will attend the Hermitage Debate. Students will then attend the Red Clay Council during the second and third weeks. Students either will be members of a faction (Ross or Ridge) or will be “indeterminate” characters.

Everyone has objectives to achieve. In order to maximize learning during the RTTP module, students must embrace their character backgrounds and stay true to their designated objectives. Students must create and deliver speeches/newspaper editorials/personal letters/treaty articles, pay attention to others’ speeches/editorials, strategize, and negotiate to build consensus to achieve objectives. Attendance is crucial. Students must be present to achieve their character’s objectives.

Students will receive one comprehensive grade for their RTTP participation instead of the regular 2 points per class.

RTTP Hermitage & Red Clay Participation

Grading Rubric:

|  |  |
| --- | --- |
| Knowledgeable about character’s background/objectives and remains in character | /10 |
| Actively works to achieve character’s objectives | /10 |
| Actively collaborates with others in a respectful manner | /10 |
| Total Points | /30 |

**RTTP Hermitage & Red Clay Written Assignments**

Students will create written assignments as part of the RTTP module. The kinds of assignments vary based on individual character requirements and are tailored to help each character advance their particular goals. Some characters must create speeches while others may write personal letters, newspaper editorials, etc. If a student feels some other type of assignment may help them achieve their objectives, the student must get approval from the Game Master. Every student can expect to create two written assignments of three pages each. See individual character sheets for exact assignments.

All assignments require extensive analysis of the primary source documents provided in the Red Clay gamebook. Students must use at least two sources per written assignment. Additional materials are not required. Students may incorporate additional research so long as those sources are documented.

Students will submit drafts of their first written assignments and receive feedback from the Teaching Assistant. See the syllabus for the schedule of when drafts are due. Students may then revise/improve their work.

Final copies are due after the game concludes. Compile your two sources into one document and upload that document to EduCat.

Students will receive one grade for the Red Clay written assignments. Written assignments will receive final grades at the end of the game.

**Red Clay Written Assignments Grading Rubric:**

|  |  |
| --- | --- |
| **Content** | |
| Clear arguments presented that advance character’s objectives | /10 |
| Extensive source analysis employed to support arguments (at least 2 sources used per written assignment) | /10 |
| Demonstrates understanding of historical context | /5 |
| Demonstrates understanding of historic issues of sovereignty and removal policies | /5 |
| Follows character requirements for format and timeline | /2 |
| Two papers x 3-pages each | /3 |
| **Conventions** | |
| Adheres to Standard English expectations. | /3 |
| Adheres to Chicago Style format | /2 |
| **Score:** | /40 |
| **10% Penalty Per Day Late** |  |
| **Final Score:** |  |

**Extra Credit Options – All Extra Credit Is Due 4/27**:

* Attend the *Learning To Walk Together Pow Wow* on Saturday, March 18th.
  + Write a one page (single spaced) reflection about the experience of attending this event. What did you see and hear? What did you learn? What reactions did you experience? Did you enjoy it? Why or why not? Do you think events like this are important – to you, to the community? Why or why not? Email your reflection to me within 48 hours. This is worth up to 10 points and will be added to the attendance category of your grade.
  + Volunteer at the *Learning to Walk Together Pow Wow*. No written reflection necessary – just participate in making this event happen. This is worth up to 10 points and will be added to the attendance category of your grade. Please note – you can do either option, but you will not earn more than 10 points total if you do both.
* Loewen Quizzes: There are three extra credit-reading quizzes. Read Ch.4 “Red Eyes” of *Lies My Teacher Told Me* by James Loewen. Then complete any or all of the three reading quizzes in EduCat for a total of 15 points in Other Assignments & Quizzes category.
* LaunchPad Bedford Digital Collections for Native American History: There are five extra credit quizzes – one for each set of documents. Each quiz has five multiple choice questions worth 1 points each. The points will be in the Other Assignments and Quizzes category.