

**Northwestern College**  
**TRIBES, TROLLEYS, AND TRACTORS:**  
**THEMES IN IOWA'S HISTORY**

History 241-1, Second half, Fall Semester 2012  
(2 Credits)

**Professor:** Douglas Firth Anderson

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**Office hours:** MWF, 2:10 p.m., or by appointment

**Class Period:** MWF, 11:50-12:50 p.m.

**Class Location:** VPH 207

**Student Assistant:** Sarah Kaltenbach

Web page: <http://buffalodoug.wordpress.com/>

Course materials and grades available on Blackboard

Then the Lord God said, "See, the man has become like one of us, knowing good and evil; and now, he might reach out his hand and take also from the tree of life, and eat, and live forever"—therefore the Lord God sent him forth from the garden of Eden, to till the ground from which he was taken.

Genesis 3:22-23 (NRSV)

The Indians were the first real farmers. This whole area used to be Mesquakie territory. There are still some ancient Indian graves around area. Those machines, that whole way of farming, are used to grow and harvest as much corn as possible and then sell it. We don't grow corn to make money. We do it to survive. Agriculture is how we survived. It is keeping our culture. It was the main source of food. We don't want to sell it. It is sacred to us.

Priscilla Wanatee, Sac and Fox School Teacher, in Greg Smith, "Mesquakies Make Ag Expo Point," *Times Republican*. Sept. 8, 1988, as quoted in Mary Bennett, Johnathan Lantz Buffalo, and Dawn Suzanne Wanatee, *Meskwaki History* (Iowa City: State Historical Society of Iowa, 2004), CD-ROM.

Given [Iowa's] location, its time of initial settlement and its general social and demographic characteristics, [an] apt description might be "middle land."

Dorothy Schwieder, *Iowa: The Middle Land* (Ames: Iowa State University Press, 1996), x.

A doozie of a state, Iowa is deceptively unassuming. Any time someone starts to label it, the reverse pops up. Rural? Not exactly. Conservative? That depends. Flat? Look more closely. Dull? Picture Glenn Miller linking arms with Wyatt Earp, Amelia Bloomer with Ronald Reagan, Herbert Hoover with the Ringling Brothers. Now there's a circus.

Susan Allen Toth, "Iowa," in *The American Midwest: An Interpretive Encyclopedia*, eds. Richard Sisson, Christian Zacher, and Andrew Cayton (Bloomington: Indiana University Press, 1997), 16.

# COURSE INTRODUCTION

## Summary description:

The place now known as Iowa is and has been for millennia a fertile land in between two major rivers (the Mississippi and the Missouri). This course will explore from a historical perspective some of the intertwining of Iowa's natural, social, and cultural landscapes. Key themes in the course will include geography, Native peoples, non-Native racial and ethnic groups, towns and cities, agriculture, transportation, and religion. This particular offering of the course will include as an assignment student work on preparing the text and pictures of a photographic history of Orange City.

## Course purpose:

This is an elective course in American history. Within the limits of a half semester, it moves beyond the introductory level of history courses through the amount and rigor of critical reading, writing, and discussion required about people, texts, and developments from the past. It also requires a bit of historical research, albeit less than that required in upper division history courses.

As a history course, it implements elements of Northwestern College's "A Vision for Learning." In what is studied as well as how it is studied, this course especially addresses the following aspects of "[A Vision for Learning](#)" for students:

- Fostering competence in navigating and contributing to the world of ideas and information connected with the human past.
- Pursuing truth faithfully in studying and understanding the past.
- Developing a broad understanding of the historical interplay of different realms of knowledge and experience.
- Fostering regarding all persons as made in the image of God and thus deserving of understanding, love, and justice.

## Course objectives:

Given the general nature and purposes of this course as described above, particular objectives include the following:

1. To foster familiarity with and understanding of major elements and examples of Iowa's history, since Iowa is where the Northwestern College community is located. Critically knowing one's locale—the social and cultural landscape in interaction with the natural landscape—is essential to living "in but not of" a place (having roots yet not being rootbound).
2. To develop skills in analytical reading, critical thinking, historical writing, and oral discussion beyond the introductory level through course assignments and activities, since such skills are key tools for learning how, with the Apostle Paul, to "take every thought captive to obey Christ" (2 Cor. 10:5).
3. To instill what have been called the "three Ws" as guiding questions in studying the past: What happened? What was it like? Why does it matter?
4. To foster what have been called the "five Cs" as essential habits of mind for interpreting and understanding the past: change, context, causality, contingency, complexity.<sup>1</sup>
5. To provide tools and opportunity for reflecting Christianly about the human past, for "in [Christ] all things hold together" (Col. 1:17)
6. To provide opportunity to participate in the team research and writing of a photographic history of Orange City, IA.

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<sup>1</sup> Thomas Andrews and Flannery Burke, "What Does It Mean to Think Historically?" *Perspectives* 45 (Jan. 2007): 32.

## REQUIRED READING

- Amato, Joseph A. *Rethinking Home: A Case for Writing Local History*, 1-29, 193-196. Berkeley: University of California Press, 2002. Excerpts LINKED TO BLACKBOARD
- Anderson, Douglas Firth. "Allison, William Boyd" and "Wapello." *The Biographical Dictionary of Iowa*, 13-16, 535-537. Edited by David Hudson, Marvin Bergman, and Loren Horton. Iowa City: University of Iowa Press, 2008. LINKED TO BLACKBOARD
- Bergman, Marvin, ed. *Iowa History Reader*. [Rev. ed.] Iowa City: University of Iowa Press, 2008. ISBN 9781587296345
- Bunge, Robert. "Indian Iowa." In *Take This Exit: Rediscovering the Iowa Landscape*, 104-122. Edited by Robert F. Sayre. Ames: Iowa State University Press, 1989. LINKED TO BLACKBOARD
- Elder, Donald C., III, ed. *Love Amid the Turmoil: The Civil War Letters of William and Mary Vermilion*. Iowa City: University of Iowa Press, 2003. ISBN 101587296098
- Foley, Douglas E. *The Heartland Chronicles*. Philadelphia: University of Pennsylvania Press, 1995. ISBN 0812215621
- Hewitt, William L. "Wicked Traffic in Girls': Prostitution and Reform in Sioux City, 1885-1910." *Annals of Iowa* 51 (1991): 123-148. LINKED TO BLACKBOARD
- Nieuwenhuis, G. Nelson. *Siouxland: A History of Sioux County, Iowa*, 53-58, 61-68, 109-125, 281-284. Orange City, IA: Sioux County Historical Society, 1983. Excerpts LINKED TO BLACKBOARD
- Olson, Greg. "Tragedy, Tourism, and the Log Cabin: How Abbie Gardner Sharp and Charlotte Kirchner Butler Preserved and Promoted the Past." *Iowa Heritage Illustrated* 82 (Summer 2001): 56-77. LINKED TO BLACKBOARD
- Silag, William. "The Conquest of the Hinterland: Railroads and Capitalists in Northwest Iowa after the Civil War." *Annals of Iowa* 50 (1990): 475-506. LINKED TO BLACKBOARD

## COURSE OUTLINE OF DAILY TOPICS AND READING ASSIGNMENTS

CLASS # & DATE (MWF)	CLASS TOPIC and/or ASSIGNMENT DUE	READING TO BE DONE
1. Oct. 17	Course Introduction	
2. Oct. 19	The Prairies & Iowa as a Middle Place	<ul style="list-style-type: none"> <li>• Amato, on Blackboard</li> <li>• Schwieder, in Bergman</li> </ul>
3. Oct. 22	The First Iowans	<ul style="list-style-type: none"> <li>• Bunge, on Blackboard</li> <li>• Green, in Bergman</li> <li>• Anderson, "Wapello," on Blackboard</li> </ul>
4. Oct. 24	Prairie Frontier I	<ul style="list-style-type: none"> <li>• Olson, on Blackboard</li> <li>• Riley, in Bergman</li> <li>• Bogue, in Bergman</li> </ul>
5. Oct. 26	Prairie Frontier II	<ul style="list-style-type: none"> <li>• Cook, in Bergman</li> <li>• Dykstra, in Bergman</li> </ul>
6. Oct. 29	The Civil War I	<ul style="list-style-type: none"> <li>• Elder, pp. ix-129</li> </ul>
7. Oct. 31	The Civil War II	<ul style="list-style-type: none"> <li>• Elder, pp. 130-227</li> </ul>
8. Nov. 2	The Civil War III	<ul style="list-style-type: none"> <li>• Elder, pp. 228-336</li> </ul>
9. Nov. 5	Railroads, Towns, & Industry I	<ul style="list-style-type: none"> <li>• Stromquist, in Bergman</li> <li>• Silag, on Blackboard</li> </ul>

10.Nov. 7	Railroads, Towns, & Industry II	<ul style="list-style-type: none"> <li>• Morain, in Bergman</li> <li>• Hewitt, on Blackboard</li> </ul>
11.Nov. 9	Railroads, Towns, & Industry III	<ul style="list-style-type: none"> <li>• Larson, in Bergman</li> <li>• Nieuwenhuis, on Blackboard</li> </ul>
12.Nov. 12	EXAM #1	
13. Nov. 14	Railroads, Towns, & Industry IV	<ul style="list-style-type: none"> <li>• Ostler, in Bergman</li> <li>• Jensen, in Bergman</li> <li>• Anderson, "Allison," on Blackboard</li> </ul>
14. Nov. 16	Heartland or Backwater I	<ul style="list-style-type: none"> <li>• Schwieder &amp; Wall, in Bergman</li> <li>• Fink, in Bergman</li> </ul>
15. Nov. 19	Heartland or Backwater II	<ul style="list-style-type: none"> <li>• Freidberger, in Bergman</li> <li>• Mohr, in Bergman</li> </ul>
16. Nov. 26	Orange City history project I	
17. Nov. 28	Orange City history project II	
18. Nov. 30	Orange City history project III	
19. Dec. 3	Contemporary Iowa & the First Iowans I	<ul style="list-style-type: none"> <li>• Foley, pp. vii-83</li> </ul>
20. Dec. 5	Contemporary Iowa & the First Iowans II	<ul style="list-style-type: none"> <li>• Foley, pp. 84-149</li> </ul>
21. Dec. 7	Contemporary Iowa & the First Iowans III	<ul style="list-style-type: none"> <li>• Foley, pp. 150-246</li> </ul>
<b>Dec. 12 (W), 2:00-4:00 p.m., FINAL</b>		

## COURSE ASSIGNMENTS

### **1. ORANGE CITY HISTORY PROJECT (OCHP) will constitute 40% of the course grade.**

1. Helping to produce a proposed photographic history of Orange City, IA, to be considered for publication by Arcadia Publishing, will constitute 40% of the course grade. The book, if published, will be under the general editorship of the instructor, but significant student work will be recognized by name in the book.
2. The exact tasks to be done, and by whom, will depend on what has been done in preparation before the course, but possibilities include at least the following:
  - Locating, selecting, and/or scanning photographic and map materials.
  - Outlining and/or preparing draft textual material introducing and/or captioning photographs.
  - Preparing a bibliography.
  - Critically reviewing and/or revising digitized materials and/or text for the book.
3. While work on the OCHP will be explained, organized, and assigned soon after the course begins, a week of class will be set aside for final discussion, reporting, and/or writing (Nov. 26, 28, 30).
4. What proportion of the work will be done individually and/or as one or more team work will be determined by remains to be done on the OCHP when the course begins and also how many students enroll in the course.
5. The main *factors for evaluating* each student's (or team's) contribution to the OCHP are as follows (as relevant): How well does/is the contribution
  - meet all the formal specifications made orally and/or in writing?

- show diligence in research, attention to accuracy, and awareness of interpretive ambiguities and challenges?
- written, i.e., manifests clarity, coherence, concision, nuance, effective transitions, engaging style, careful spelling, punctuation, and grammar?
- demonstrate a familiarity with and ability to effectively and relevantly draw on materials and themes in the history of Iowa?
- insightfully informed, as relevant by the "three Ws" (What happened? What was it like? Why does it matter?) and the "five Cs" (change, context, causality, contingency, complexity) in narration, analysis, and interpretation?

## **2. TWO EXAMS on course material will constitute 40% of the course grade.**

1. Two exams, a midterm and a final, will be given in class per the daily outline in the syllabus (e.g., Nov. 12 and Dec. 12). (On late assignments and finals, see Course Miscellany.)
2. For each exam, a study sheet will be distributed a week ahead of the exam.
3. On exam days, no textbooks or other course material should be used during the exam (on penalty of voiding the entire exam) *except* for one 8 ½ x 11 inch *exam note sheet* of outlines and notes (typed or handwritten, both sides if necessary). This exam note sheet must be handed in with the exam blue book.
4. Blue books will be required for each exam. (These are available in the NWC bookstore.)
5. The *midterm*, which will constitute 15% of the course grade, will consist of two questions drawn from those on the study sheet.
6. The *final*, which will constitute 25% of the course grade, will consist of two or more questions drawn from those on the study sheet. The exam will be comprehensive in scope.

## **3. EXAMINING SOURCES PAGES (ESPs) will constitute 15% of the course grade.**

1. A total of ten (10) ESPs, each constituting 1.5% of the course grade, are to be done on the assigned readings, subject to the following specifications.
2. Which reading to do ESPs on is up to each student. (Of course, all assigned readings are to be done, and subject to testing.)
3. Only one ESP may be done for each class day on which there is relevant assigned reading. If more than one relevant reading is assigned for a given class day, it is up to the student which one reading they choose on which to do an ESP. For an ESP on Elder and Foley, a chapter in the assigned reading should be chosen. (There are 16 class days on which there is relevant assigned reading.)
4. An ESP must be completed and handed in hardcopy form to the instructor at the beginning of class on the day for which the ESP's reading is assigned. The instructor will use each class day's ESP(s) as a basis for engaging students in discussion.
5. *In form*, each ESP should be typed single spaced, no less than half a page, no more than a full page, with the source's author and title as the title of the ESP, and the student's name, RSC box #, the class date, and the ESP number at the top of the page. (Note: do keep track of what # ESP you are preparing, lest you lose track of where you are on the road to completing the required 15.)
6. *In substance*, each ESP should consist of two parts:
  - a) A one-to-three paragraph critical reflective summary of the source in light of at least some of the "three Ws" (What happened? What was it like? Why does it matter?) and the "five Cs" (change, context, causality, contingency, complexity).
  - b) Based on a), a sentence either posing what more you would like to know or what you would like to have the class discuss about the document, its author, its topic, etc.

7. Each ESP will be graded on a scale of 1 to 10, with 10 being the equivalent of a superb ESP, in relation to how well each one meets the combined form and substance specified above in #5 and 6.
8. The instructor's student assistant may grade the ESPs, consulting with the instructor as necessary. Once graded and recorded, the instructor or his assistant will return the ESPs either directly in class or by campus mail.

#### **4. CLASS PARTICIPATION will constitute 5% of the course grade.**

1. Class participation is a portion of the grade based on the instructor's estimation of the integrity of each student's engagement with the course material and the classroom environment.
2. Normally, regular attendance and the handing in of completed assignments when due will be taken as at least adequate or sufficient for fulfilling this part of the course grade.
3. Factors that could give the instructor pause about a student for this portion of the grade include (but are not limited to):
  - frequent absences.
  - frequent lateness in attending class or excuses for the failure to complete assignments or to complete them when due.
  - frequent in-class indications that could give the impression that a student has done little to no work with the assigned materials.
  - persistent in-class demeanor or behavior that could give the impression that a student has little respect for themselves, others, and/or the task(s) at hand.
4. When appropriate, the instructor is prepared to be flexible with occasional student scheduling problems, but the instructor must be consulted. "Exceptions" are not an entitlement.

## **COURSE MISCELLANY**

### **1. Laptops, Smart phones, cellphones, and other electronic-digital devices**

1. The classroom is primarily a place for learning. Learning demands attentiveness. For learning's sake, turn off all electronic devices that might otherwise distract you or others.
2. Using laptops is fine for note taking. If one or more laptops prove to be distracting, however, the instructor reserves the right to forbid their use in class.
3. During exams, no electronic-digital devices, please!

### **2. Assignments & Exams**

1. All assignments are due as stated in the syllabus or announced in class.
2. They are to address the assignments current for this course, not assignments from a previous version of this course, lest they be subject to the equivalent penalty for late papers (see #4 below).
3. *Extensions* due to illness, approved field trips, regularly scheduled games or performances, or other reasons outside the control of the student can be made, but *it is up to the student to petition the instructor for such legitimate extensions.*
4. *Papers:* If a paper is handed in late up to a week after it was due and without a legitimate extension, it will normally receive a penalty of at least one full grade down from whatever score

the work merits apart from the penalty. If a paper is over a week late and without a legitimate extension, it will not be accepted.

5. *Final*: A final can only be rescheduled through application to the Registrar's Office; a [Final Exam Change form](#) is linked to the Registrar's Form webpage. Travel plans are not a legitimate reason for rescheduling finals. All material must be in to the instructor by the scheduled period; no materials will be accepted thereafter.
6. *ESPs*: Late ESPs will not be accepted, unless the reason for lateness has to do with a legitimate, excusable conflict (e.g., approved field trip, illness, co-curricular activity, emergency).

### **3. Academic Honesty**

1. It is expected that all reading and written work done in and for the course will be done with integrity. That is, reading and writing as assigned is to be done with honest single-mindedness by each student, without undue reliance on others to do the work, and without deceit about the work's timeliness, authorship, and sources. Integrity of this sort is not easy or convenient; it does not provide shortcuts or guarantee an "A." Yet it is the best path to growth in wisdom, and wisdom is the fruit of education most to be savored.
2. Academic dishonesty includes cheating and plagiarism, as defined in the Student and Faculty Handbooks.
3. Academic dishonesty, will, when duly determined, lead to a "0" score for the assignment involved and the filing of a report with the Office of the Provost, per the Student and Faculty Handbooks.

### **4. Grading**

1. We the faculty of the History Department do not believe that "grade inflation" is good for you. Jesus admonishes us to "Let your word be 'Yes, Yes' or 'No, No'" (Mt. 5:37); in other words, let grades have integrity as indicators of knowledge and/or competence for a given assignment or course.
2. Therefore, an *A=excellent* or outstanding work; *B=good* work (more than adequate but not excellent); *C=adequate* work (the assignment or the course's requirements have been met, but not with any remarkable quality); *D=inadequate* work (does not fully meet the assignment); *F=failing* work.
3. *Grades for most assignments and for the course as a whole are based on a 100% scale, as follows:*

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

4. Within the 100% scale for letter grades, + and - will be given on the following scale (exceptions: no A+ or F + or F-):

+ = x7-x9      - = x0-x2

5. *Remember--*grades are NOT a measure of your personal worth; that is already established by God! Grades are measures of the quality of your work for a given assignment and/or course--nothing more and nothing less.

### **5. Advice**

#### **A. Time in and out of class**

- *The old wisdom still stands: "you reap what you sow"* (Gal. 6:7b). Sooner or later, what one puts into something is usually directly related to what one receives, whether one is engaging in farming, music, sports, drama, or studying.
- *Reading is central to this class--and reading takes time.* A rule of thumb for humanities courses (history, literature, philosophy, religion) is that spending 2 hours on the class *in addition* to every hour in class usually brings better fruit than spending less than that. That is, for a 3-hour-a-week, 4 credit class, an average of 6 hours per week on the class is a reasonable goal if you wish to do well in the class.
- *If you signed up for this course, I expect you to be in class.* I hope that you are interested in the course (or that I can awaken interest in you for the course), and that you will thus want to come. I will try hard not to waste your time. Apart from this, someone is paying lots of money for you to attend here, and presumably you (and whoever else is involved) are interested in getting your money's worth from your investment. And, the less you are in class, the more you miss opportunities for understanding the course material: discussions; concepts explained; themes noted; issues to ponder; connections to make; additional material presented; explanations of assignments or other things; etc. On the one hand, I do not formally take class attendance. On the other hand, if you are often absent, I do tend to notice. If you are absent a lot, and with no legitimate explanation, then when it comes time for me to total up your work for a course grade, I will have little to no reason to give you any benefit of the doubt.

## B. Study advice

- *Spirituality:* Approach your studies with a prayerful attitude. Pray for discipline, for attentiveness, for discernment and understanding. Christ is Lord of all of life, so he is Lord of our learning. Give him the glory with the mind he has given you. We don't think of playing an instrument or playing basketball without practice; why would anyone think that glorifying God with our minds takes any less time--any less prayer and disciplined action?
- *Reading:* Read attentively and intelligently. For history courses, the point of reading is to gain information and to put that information within some context, or thesis, or pattern. Your goal in reading for a history course is to watch for all the cues the author gives you as to 1) what facts are more important than others and 2) how the facts are marshaled into larger patterns that "tell a story" or "make a point."
- *Taking notes is always relevant*—in and on your reading, on lectures, on discussions, on videos. (If you have a photographic memory or already know all the material, then of course taking notes would be pointless . . .)

## C. Further help

- You should be able to handle this course with sufficient time and attention. After all, hundreds of other students have. However, if you run into problems, *don't hesitate to ask for help*, from me, my student assistant, folks in the Writing Center.
- In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, NWC will provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact both their instructor and the college disability service provider (John Menning; [john.menning@nwc.iowa.edu](mailto:john.menning@nwc.iowa.edu)) to discuss their individual needs and accommodations.