Instructors: Robert McCoy and Trevor Bond  
Office Hours: T Th 1:00 to 2:00 pm (McCoy)  
                      Wed 2:00 to 3:00 pm (Bond)  
Phone: 509-335-3985 (McCoy) and 509-335-6693 (Bond)  
Meeting Time & Place: TTh 2:50 – 4:05 p.m. Todd 304  
E-mail: rmccoy@wsu.edu and tjbond@wsu.edu

**Required Texts**

McWhorter, L. V. *Yellow Wolf His Own Story.*  
Trafzer and Scheuerman, *Renegade Tribe*  
Evans, *Voice of the Old Wolf (Crimson and Grey)*  
Lucullus V. McWhorter Papers:  
http://www.wsulibs.wsu.edu/holland/masc/McWhortr/mcwh1.htm  
Lucullus V. McWhorter Photographs:  
http://www.wsulibs.wsu.edu/holland/masc/McWhortr/photographs.htm  
The Library of Lucullus V. McWhorter: Search by author (McWhorter, Lucullus V.) in Griffin.  
William Compton Brown Papers:  
http://www.wsulibs.wsu.edu/holland/masc/finders.cg196.htm  
U.S. Congressional Serial Set (Readex): Available online via the Library “Find Journal Articles Link”  
Readings – to be distributed during the semester

**Introduction and Goals**

This small hands-on seminar will provide history students the opportunity to apply their research skills in the creation of an online digital archive. As part of the planning for this final project, we will examine nationally recognized best practices for metadata creation and technical sustainability, and then apply these principals in a “mock” grant proposal utilizing “real” grant guidelines provided by the National Endowment for the Humanities. Our course will marry theory (research, archival standards, and best practices for digital libraries), with applied project planning. The major project of the course will be the creation of a nationally recognized digital collection of Native American photographs from the Lucullus V. McWhorter collection.
Outcomes:
Students will understand:
1. Research methods for describing culturally sensitive Native American images
2. best practices for archival description including DACS (Describing Archives a Content Standard);
3. utilizing Dublin Core metadata to express research findings;
4. the steps involved in planning and applying for external grants in an academic research environment.

Class Expectations
Attendance
Consistent attendance is very important. You are responsible for material covered and for any handouts and announcements. It is absolutely necessary that all students attend every class for the full three hours.

Late Assignments
Late assignments will not be accepted. You must arrange to have your written work turned in on the due date. An automatic zero will be given for written work not completed on time. We do not accept emailed assignments in lieu of hard copies.

Preparation
This course is a demanding one. Students are expected to complete reading assignments by class time and to participate fully in informed, analytical, and critical discussions of the material. Part of the grade will be based on the degree of preparation demonstrated. Student teams will also be responsible for leading one discussion during the semester.

Plagiarism and Cheating
If learning is to have any meaning or integrity, then it must be your own work. You must not copy the work of other students, published writers or faculty. If you are caught cheating or plagiarizing during an assignment or exam, you will receive a zero for the assignment or exam with no possibility for make-up. In addition, a proven case of plagiarism or cheating will be reported to the Student Conduct Office for appropriate action.
Students with Disabilities Syllabus Statement
We are an institution of higher education and we have a responsibility to inform students with disabilities about the process of accessing reasonable accommodations. The Students with Disabilities syllabus statement is an important part of fulfilling that institutional responsibility, therefore we ask that all teaching faculty include it in every syllabus.

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Admin Annex Bldg, Room 205). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

If you have any questions, please contact Rosie Pavlov at pavlovr@wsu.edu or 335-3417 or check on our website at www.drc.wsu.edu

The Washington State University Writing Center
Room 303 Center for Undergraduate Education
The Writing Center is a free service for all students at WSU who want or need help on their writing. Tutors work with students to help clarify, organize and support ideas and then translate those ideas into writing. Tutors are trained to help students with the following:
1. To address the assignment provided by the professor.
2. To have a clear idea, purpose, thesis or intention.
3. To organize ideas so that they flow logically.
4. To provide adequate supporting evidence from properly documented sources, or from experience or from both.
5. To understand the conventions of Standard Edited American English

Communication
If you do assigned work and attend class regularly, we will work hard and have fun. But most important of all, we (Trevor and I) would like you to stay in touch with us throughout the quarter. Talk to us before or after class if you need help with an assignment, have attendance problems, or run into any sort of difficulty that would keep you from being successful in this course.
Course Requirements and Grades

Course Assignments –
1) Attendance
2) Participation
3) Grant Proposal
4) Research Findings
5) Exhibit Proposal and Work
6) Digital Collection Work
7) Reflective essay.

Grading -

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>15</td>
</tr>
<tr>
<td>Grant Proposal</td>
<td>50</td>
</tr>
<tr>
<td>Research Findings</td>
<td>30</td>
</tr>
<tr>
<td>Exhibit Proposal and Work</td>
<td>30</td>
</tr>
<tr>
<td>Digital Collection Work</td>
<td>100</td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>25</td>
</tr>
</tbody>
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Grading Standards:

To Earn a Grade of “A” your assignment must meet these standards:
1. fully respond to the assignment
2. must be directed toward a defined audience
3. express its purpose clearly and persuasively
4. begin and end effectively
5. provide adequate supporting arguments, evidence, examples, and details
6. be well organized and unified
7. use appropriate and direct language
8. correctly acknowledges and documents sources
9. be free from technical errors
10. maintain a consistent level of excellence and demonstrate a strong connection between the subject and the course material.

To Earn a Grade of “B” your assignment must meet these standards:
Fulfill (1) through (9) completely and demonstrate overall excellence, but fail to demonstrate a strong connection between the subject and the course material.
To Earn a Grade of “C” your assignment must meet these standards:
Fulfill (1) through (9) adequately, demonstrate overall competence, but contains many minor errors. A “C” paper may show a great deal of creativity or originality, but it is written carelessly. A “C” paper looks and reads like a next-to-final draft.

To Earn a Grade of “D” your assignment must meet these standards:
Fails to fulfill some elements of (1) through (9) and contains several relatively serious errors or many minor ones. A “D” paper often looks and reads like a first or second draft.

To Earn a Grade of “F” your assignment must meet these standards:
Fails to fulfill several elements of (1) through (9) and contains many serious errors, as well as many minor ones. An “F” paper usually looks and reads like a zero draft.

Tentative Meeting and Reading Schedule

August 26 & 28: Introduction, McWhorter Collection overview, research assignments, and review of grant requirements
Visit: the MASC, August 28

Readings: Yellow Wolf Introduction
Evans, 19-66
Trafzer and Scheuerman, 1-59

September 2 & 4: Background and History of the Nez Perce and Plateau peoples
Images and Stereotypes of Indians; Metadata
Visit: WSU Anthropology Museum with Mary Collins, September 4

Readings: Dublin Core Metadata Best Practices Version 2.1.1 September 2006
Yellow Wolf, 112-160
Trafzer and Scheuerman, 60 - 102

September 9 & 11: Photograph research
Visit: Deborah Green, Metadata Librarian University of Idaho, September 11.

Photographs Archival Care and Management. On reserve in MASC
Trafzer and Scheuerman, 103-143

September 16 & 18: Applying Archival Standards, Native American Protocols

Readings: Native American Protocols: http://www2.nau.edu/libnap-p/protocols.html

Visit: Cheryl Gunselman, Manuscripts Librarian, September 16

Readings: Read the remainder of Evans and Yellow Wolf.

September 23 & 25: Project Planning, budgeting for grants

Visit: Beth Joffrion, Senior Program Officer, National Endowment for the Humanities, September 23


September 30: Exhibit and Technical Considerations/Data Preservation


Visit: Prof. Kim Christen, Comparative Ethnic Studies, September 30

October 2: Report on Initial Research Findings

October 7: First Draft of Grant Narrative and Budget

October 9: Overview of Software/Date Entry

October 14 & 16: Research/Work Days

October 21 & 23: Research/Work Days

October 28 & 30: Research/Work Days

November 4 & 6: Research/Work Days

November 11: Veterans Day

November 13: Proposal for Physical Exhibit
November 18 & 20: Final Presentations of Digital Collection

November 25 & 27: Thanksgiving Vacation

December 2 & 4: Final work and Exhibit Opening

December 9 & 11: Wrap-up and Evaluation

Final Grant Proposal Due: December 16, 2008  5:00 p.m.