

HIST 4352, section 990
History of the American West
Fall 2019

Instructor: Kristin Dutcher Mann, Professor of History and Social Studies Education Coordinator
Office: Stabler Hall 604L/M, 569-8152
Office Hours: Monday/Wednesday 12:00-1:30, Tuesday 8:45-10:15
Email: kdmann@ualr.edu
Twitter: @dutchermann

Course Description

This course is an overview of the history of the Trans-Mississippi American West, with a focus on the 19th and 20th centuries. *Because this course is entirely online, you can expect to spend approximately 8-10 hours a week on the reading and assignments to be successful. If you do not have that time in your schedule, please reconsider taking this course.*

History Department Objectives

Following are the student learning objectives of the BA History Program; your upper-level courses should, as a whole, help you meet these objectives:

- Demonstrate a significant degree of knowledge about both United States and World history through completion of a broad selection of courses in history.
- Ask appropriate historical questions that demonstrate an understanding of the discipline of history and distinguish it from those of other disciplines.
- Distinguish between primary sources and secondary sources used in the writing of history and know how to use and analyze each appropriately. Students will thus be able to: analyze a primary source as a product of a particular historical context; respond critically to a secondary source, taking into account the primary sources used by the historian, the historian's methodology, the logic of the argument, and other major interpretations in the field.
- Present historical analysis and arguments in a clear written form, including the ability to construct an argument by marshalling evidence in an appropriate and logical fashion.
- Write a research paper that asks a significant historical question, answers it with a clear thesis and a logical argument, supports it with both primary and secondary sources documented according to the standards of the Chicago Manual of Style, and is written in clear and artful prose with the grammar and spelling associated with formal composition.

Course Goals

By the end of the semester you should be able to do the following:

- Evaluate the interaction of peoples, political and economic institutions, and culture in the 19th and 20th century trans-Mississippi American West;
- Locate, read, and analyze primary sources related to the trans-Mississippi American West;

- Use historical analysis and appropriate secondary sources to complete a well-researched, footnoted review of current media (websites, video games, documentary and/or feature films related to one of the events or topics covered in the course.

Required Texts

John Mack Faragher and Robert Hine, *Frontiers: A Short History of the American West*

Anne Hyde, *Empires, Nations, and Families: A New History of the North American West, 1800-1860*

Other primary and secondary sources posted online in PDF format

Communication

Because I also supervise student teachers and work on grant projects outside of the UALR campus, the easiest method to reach me is via email. I generally check and respond to email several times a day during normal business days (i.e. Monday-Friday 8-5pm). If I have not responded to email within 24 hours during the week, please try emailing again. I receive a large volume of email and may have inadvertently missed your communication. You are also encouraged to leave a telephone message with the History Department (501) 569-3235 or my voicemail (501) 569-8152. I encourage student drop-in visits to my office, Stabler Hall 604L/M, during scheduled office hours. If these times do not work for you, please email and we will find a mutually convenient time to meet.

Students with Disabilities

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at ualr.edu/disability.

Academic Integrity

All of your work must reflect your own thoughts, words, opinions, and efforts. Cheating and plagiarism and serious offenses and reflect on your personal character and professionalism. All sources, including information gathered on the Internet, must be correctly cited in weekly assignments (including discussion posts) and papers. You should include footnotes and a bibliography in Chicago Manual of Style-Humanities format in all History Department papers unless instructed otherwise. It is your responsibility to ensure that you understand the definition of plagiarism, and that you avoid it. Not knowing the definition of plagiarism is not an acceptable excuse for plagiarizing. Academic dishonesty of any kind will not be tolerated in this class, and you will receive a zero for a plagiarized assignment. If you are unclear about what constitutes academic dishonesty, please ask me, and look at section VI of the UALR Student Handbook.

Blackboard

This course is entirely online, so you will need to make certain that you have access to Blackboard several times a week in order to satisfactorily participate in discussions and complete course requirements. If you have technical issues which interfere with your ability to access course materials or complete assignments, please make sure to contact student support <http://blackboard.ualr.edu>. Please do not try to take an online class with only a cell phone. The Blackboard app does not always show all of the hyperlinked readings, videos, or assignment instructions, so if you do not have access to a desktop or laptop computer, please let me know so that I can help you determine how to access one for this course.

Assignments and Requirements

Your grade in this class will be based on the following criteria:

Participation in weekly discussion: 5 points each week, 70 points total

Reading journal/log: 60 points (graded at the end of each unit, 20 points per unit)

Primary source paper: 50 points

Comparative Media paper OR Book Review paper: 70 points

Total Points Possible: 250

A = 225-250 points

B = 200-224 points

C = 175-199 points

D = 150-174 points

F = below 149 points

Weekly Discussion: Each week's activities appear in a folder on Blackboard under the "content" tab, and within the learning module for the unit. I will post questions for discussion each week, and you must participate on at least 3 different occasions in the discussion board to earn full credit, citing reading or outside sources as evidence, and interacting with other students' posts. For full credit, you must participate in a timely manner and demonstrate evidence of having read and understood each selection. Weekly grades will be scored using a rubric on Blackboard. Discussions will be locked for the week on Saturdays at 11:59pm.

Reading Journal/Log: As you read each week, keep a journal or log about the readings. You will need to address three questions

- What is the main idea, thesis, or major point of each reading?
- Choose a quotation each week that you find interesting. Copy the quotation and explain what it means, then write 2-3 sentences about why you find it interesting.
- Make a connection between something in the readings and something else in another place or time in U.S. or world history, or something happening in the world today.

Primary source paper: For this assignment you will find three to five primary sources, including written documents, paintings, artifacts, or images related to an event or topic in the history of the trans-Mississippi West. The primary sources you choose must reflect at least two different perspectives on the event or topic. A list of suggested topics will be posted on Blackboard. Write a short paper (3-4

pages) that uses the primary sources to interpret the event or topic, making sure to employ historical thinking skills to critique the sources. All sources must be cited in Chicago Manual of Style format (50 points, due October 14).

All students will post their primary source assignments online for other students to read and comment upon. This assignment will be scored using a rubric on Blackboard.

Comparative media review OR Book review paper: For this assignment you will choose to either evaluate the accuracy and perspective of a media selection or a book related to the events and/or topics of the course. A list of approved sources is posted on Blackboard.

For the comparative media review, select one media source (documentary, television episode, feature film) and write a media review of 4-6 pages.

For the book review, select a book of at least 200 pages, either historical fiction or nonfiction.

In this assignment, you will research the author/creator of the media or book source, analyze the sources used in the creation of the media or writing of the book, then write a paper which compares the media/book portrayal of the historical subject with that of secondary source academic monographs or journal articles (use sources available on JSTOR and from the Ottenheimer Library, as well as your course readings), analyzing reasons for similarities and differences.

You will post your book or media review online with either a discussion post with a YouTube video or Kaltura Media video explanation of your critique so that other students can learn from your research.

All sources (at least 10 sources, including the media sources) must be cited in Chicago Manual of Style-Humanities format. (50 points, draft due on November 18; 20 additional points for the final draft due on December 8). This assignment will be scored using a rubric on Blackboard.

Late assignments will not be accepted except in emergency circumstances, so please put all due dates on your calendar and plan to finish them well before the deadline, to prevent last-minute computer problems, not completing an assignment due to illness, etc. Please contact me immediately if you experience an emergency situation that may hinder your ability to submit an assignment on time. My schedule is very full, and I plan ahead for time to grade each assignment so that I can return it to you quickly. After I have completed grading the entire class's work on a particular assignment, I will not grade any additional submissions.

Inclement weather

Because this is an online course, it is unlikely that inclement weather will impact the class. However, this is a link to the [university inclement weather policy](#).

Course Schedule, Fall 2019

Unit 1: The West to 1845

How did the American West begin?

Week 1 What is the American West?

[Week 1 Lecture](#)

[Anne Hyde, *Empires, Nations, and Families*, introduction \(pp. 1-24\)](#)
CSPAN video library: [Anne Hyde on *Empires, Nations and Families*](#)
[Turner, "The Significance of the Frontier in American History" \(1893\)](#)
[Ridge, "The Life of an Idea: The Significance of Turner's Frontier Thesis"](#)
[YouTube video: The American Spirit and the Frontier](#)

Week 2 Spaniards & Indians in the West

[Week 2 Lecture](#)

[YouTube video "The Other American Revolution," Prof. Matt Liebmann](#)

Frontiers introduction through chapter 3 (pp. 1-38)

Hyde chapter 1 (pp. 27-87)

Optional readings/videos posted online

Week 3 18th century to the Louisiana Purchase

[Week 3 Lecture](#)

CSPAN video [John Logan Allen on Thomas Jefferson and the American West](#)

Frontiers chapter 4 pp. 39-50

Read Hyde, section 2 introduction & chapter 4 (pp.222-277)

Optional readings/videos posted online

Week 4 Fur and Trade

[Week 4 Lecture](#)

CSPAN video [Stephenie Ambrose Tubbs on the Lewis & Clark Companion](#)

Frontiers chapter 5 pp. 52-61

Hyde, chapter 2, first part of chapter 3 (pp. 89-191)

Optional readings/videos posted online

Week 5 From Texas to Oregon

[Week 5 Lecture](#)

CSPAN video library - [Exhibit Tour, Smithsonian Museum of the American Indian](#)

Frontiers chapter 6 pp. 62-79

Hyde, chapter 3 (pp. 191-219) and chapter 5 (pp.279-345)

Optional readings/videos posted online

Unit 2: 1840-1900

How did transcontinental expansion impact the peoples, politics, economics, culture, and natural environment of the Trans-Mississippi West?

Week 6 U.S.-Mexican War & Manifest Destiny

[Week 6 Lecture](#)

CSPAN Video Library: [Amy Greenburg on the U.S. Mexican War](#)

Frontiers chapter 7 pp. 80-93

Hyde part 3 introduction, chapter 6 pp. 348-407

- Week 7 Mining & Trails West
[Week 7 Lecture](#)
Frontiers chapter 8 pp. 94-108
Hyde chapter 7 pp. 409-449
[James Loewen, *Lies Across America* 62-73](#)
Optional reading and videos online
- Week 8 Railroads and Cattle
[Week 8 Lecture](#)
Watch CSPAN video library Byron Price Exploration & the Cattle Drive Era OR
CSPAN video Richard White on *Railroaded*
Frontiers chapters 9-10 pp. 109-132
[Dykstra, "Quantifying the Wild West: The Problematic Statistics of Frontier Violence"](#)
Optional reading and videos online
- Week 9 Homestead Act, Civil War, Land in the West
[Week 9 Lecture](#)
Frontiers, chapter 11
Hyde chapter 8, (pp. 475-496)
[CSPAN Video Library - Prof. Ari Kelman on the Sand Creek Massacre](#)
Optional reading and videos online
- Week 10 The Transformation of American Society & Wars on the Great Plains
[Week 10 Lecture](#), part 1
[Week 10 Lecture, part 2](#)
Frontiers chapter 12 pp. 147-162
[CSPAN video Jerome Green on Wounded Knee](#)

Unit 3: 1900-present

- Week 11 Immigration & Urbanization
[Week 11 Lecture](#)
Frontiers chapter 13, pp. 163-175
[Taylor, "Facing the Urban Frontier"](#)
White, *It's Your Misfortune and None of My Own*, 448-456
- Week 12 Depression/ WWII/ Environment
[Week 12 Lecture](#)
Frontiers chapter 14, pp. 176-190
Richard White, excerpts from *It's Your Misfortune...* on [1930s](#) and [WWII-1950s](#)

Week 13 Suburban West/ Sun Belt/ Conservation & Tourism - 1950-2000

[Week 13 Lecture, part 1](#)

[Week 13 Lecture, part 2](#)

Frontiers chapter 16 pp. 204-225

[Video: Chicano! Struggle in the Fields](#)

Optional readings & videos online

Week 14 The Mythic American West

[Week 14 Lecture](#)

Frontiers chapter 15, pp. 191-203

CSPAN video library Louis Warren on *Buffalo Bill's America*

[Limerick, "The Shadows of Heaven Itself"](#)

[White, "The Imagined West"](#)

Optional readings & videos online