



FALL 2022
HIST 3310.001
History of Western America
Monday & Wednesday
2 to 3: 15 p.m.
LH 300



Instructor: Kendra K. DeHart, Ph.D.

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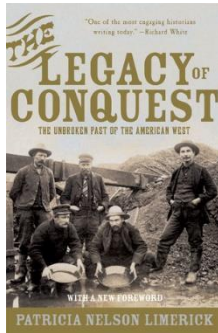
Office: LH 212

Office Hours: Monday, 2 to 3:30; Friday, 11 to 12; or by appointment

COURSE DESCRIPTION:

What is the American West? How do we define it? As one of the most diverse regions of the United States, the West is home to many peoples, processes, industries, and cultural groups, making a single characterization of the region almost impossible. The American West is both a physical region and a particular historic process that contains a geographic and an even mythical culture. Chronologically, then, this course is very broad in scope. We will explore Native America, European exploration, contests of empires, American incorporation, and political and economic changes well into the twentieth century. We will also examine the West as home to many different peoples and learn how they made a living, how they formed communities, and how they struggled over resources and identities. We will explore the significance of “the frontier” in popular culture and in politics through watching films, visiting historic sites, and reading monographs. Students completing this course will learn how representations of the West and its people have changed over time, and they will hone skills essential to the historian’s craft—reading, writing, archival work, and public speaking.

REQUIRED TEXTS:



Limerick, Patricia Nelson. *The Legacy of Conquest: The Unbroken Past of the American West*. New York: W. W. Norton & Company, 1987. ISBN: 0393304973



Ettinger, Patrick. *Imaginary Lines: Border Enforcement and the Origins of Undocumented Immigration, 1882-1930*. Austin: University of Texas Press, 2009. ISBN: 0292725787

Supplemental readings will be announced in class. These readings will be uploaded to Blackboard for you to download, provided by the professor, or found online.

STUDENT LEARNING OUTCOMES:

The graduating student in history will be able to:

1. The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content.
 - Marketable Skills:
 - Students will learn the importance of meeting deadlines in a successful manner.
 - Students can identify the differences between primary and secondary sources, a crucial step in developing critical thinking skills.
 - Students can learn to select and organize data in a relevant manner.
 - Students can hone their writing skills.
2. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.
 - Marketable Skills:
 - Students can learn how ideas and interpretations change over time.
 - Students can learn how to evaluate different interpretations and ideas.
 - Students can learn how to use evidence to persuade various audiences.

3. The history student will demonstrate knowledge of American History, World History, and Non-American History.
 - **Marketable Skills:**
 - Students can develop a better understanding of the development of various cultures, political and economic systems, gender and race relations, and environmental change.
 - Students can develop a multicultural perspective necessary for an increasing globalized world.
 - Students can learn how to manage and absorb various perspectives and information.

The Student Learning Outcomes will be measured by the administration of exams, book reviews, presentations, and research papers.

GOALS OF THIS COURSE:

Students who have successfully completed History 3310 will have acquired the following competencies:

1. Understand the major historiographical trends in western history.
2. Define primary and secondary sources and be able to discriminate the difference between them.
3. Identify and define a thesis.
4. Compare and contrast multiple points of view and historical interpretations.
5. Write effectively, logically, and persuasively about topics and individuals in American history with proper citations.
6. Determine and evaluate how historians locate, gather, organize, analyze, interpret, and report information using various methodologies.
7. Understand the role that historians play in contemporary society, both as academics and as public historians.

COURSE POLICIES:

1. **Attendance at class meetings: You are expected to attend every class if possible!** Regular attendance and punctuality are vital to academic success. **However, if you feel ill, please do not come to class.** Send me an email explaining your situation and symptoms. If you need to be quarantined for any reason, the schedule below will remain flexible so that you can finish the assignments and course.

I will take attendance at the beginning of every class. Please make every effort to be on time. Arriving late and leaving early are very disruptive to your fellow colleagues as well as to the professor.

Responsibilities for notifying faculty of absences and for arranging potential make-ups rest with the students. If you miss class due to illness, car trouble, a death in the family, etc., you must contact me directly via email or in person with an explanation of your absence. If you are going to be absent from class while traveling on a university-sponsored trip, you are responsible for notifying the professor beforehand.

****NOTE:** If you are a student athlete and need a progress report, it is your responsibility to notify the professor before class.

TWO unexcused absences are acceptable. If you miss more than two unexcused classes, it will affect your grade. Students with excessive unexplained absences will receive a grade of “F.”

2. **Contacting the Instructor:** The instructor’s email is the preferred method of contact. Students should use the phone number only for emergency situations. Student phone message will normally not be returned.

All email messages to the instructor should include your name, your class section number, and a simple message stating the reason you are contacting the instructor. During the week, emails will normally be answered within twenty-four hours. Emails that arrive late Friday afternoon, Saturday, or Sunday most likely will not receive a reply until Monday, but you may send an email at any time. Questions such as “What did we cover in class?” will normally not be answered.

3. **Make-Up Policy:** I will give make-up assignments only in extreme cases. Make-up assignments are allowed only in cases of documented, unavoidable events that prevent attendance. Students must notify the professor by email or phone within 48 hours and provide documentation of their emergency. Students who do not give such notification and provide documentation will not be allowed to make-up the assignment.
4. **Late assignments:** Late assignments incur a 10-point penalty for every 24-hour period that passes from the due date and time until the instructor receives the assignment.
5. **Your Responsibilities:** Each student has individual responsibilities that go beyond simply showing up for class and completing the assignments.
 - a. **Mutual courtesy and respect:** Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment, and we will all engage in mutual courtesy and respect for one another. To that end, address comments to the entire class rather than to adjacent students, and remember the Golden Rule—treat others as you would like to be treated.

- b. **Adherence to technology policies:** In this twenty-first-century world, I recognize that many students use technology in their learning endeavors, and I welcome the use of it in the classroom for educational purposes only. That said,
 - i. **PLEASE** silence all cellphones or place them in airplane mode before class. If your phone disrupts class, I reserve the right to ask you to leave.
 - ii. Any use of cell phones or other electronic devices used to send and receive calls or text messages, to check or update your status on a social network, or to surf the web, etc. is absolutely forbidden in this class. If I find a student using technology for entertainment or other purposes, I will ask that student to leave class for the day, and that student will receive an absence. I also reserve the right to ban the use of all technology in the classroom should I find students abusing the privilege.
 - iii. You may use a personal computer, but only if you are using the computer to take notes or access the information on the Blackboard website for this course. Students deemed not to be using a computer effectively will lose their computer privilege.
 - iv. No use of any technological device is allowed during exams.
 - c. **Academic calendar and course information:** Students also have a responsibility to be familiar with the key dates on the academic calendar (such as deadlines for dropping the course and the first and last days of class) in addition to course-specific information (such as exam dates and all other course requirements as outlined in the syllabus).
6. **Academic Misconduct:** Any act that violates the academic integrity of the institution is considered academic misconduct. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline as outlined in the Student Handbook. Anyone caught engaging in academic misconduct in an exam or assignment will automatically receive an “F.” Specific examples of academic misconduct include, but are not limited to:
- a. **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.
 - b. **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.
 - c. **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

Statement on Academic Honesty: “The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.”
—Excerpt from the Student Handbook

ASSIGNMENTS:

1. **Reflections:** Four reflections will be due over the course of the semester. I encourage you to write about ideas, questions, observations, or comparisons that are worth bringing up for discussion. These reflections should be no less than 2 and no more than 3 pages double spaced. I expect you to write in complete sentences with proper grammar and use citations where appropriate.
2. **Book Review:** You will write two formal book reviews over the course of the semester. These book reviews must be no more or no less than three pages. A handout will be provided for tips on how to write a successful book review. You will also be required to submit the paper through SafeAssign on Blackboard to check for plagiarism. On the day the book review is due, you will be responsible for participating in class discussion.
3. **Archives and Center of Big Bend Conference Presentation:** We will be embarking on a very exciting adventure at the Archives of the Big Bend where we will select topics, research, and present papers or posters at the Center of Big Bend Annual Conference in November. The details of this assignment will be worked out together as a class, but this will be an excellent addition to your CV. (And by the way, the CoBB will probably PAY you to present).
4. **Teaching Demonstration:** We are a community of scholars in this classroom who actively learn from one another. Over the course of the semester, you will be responsible for conducting a teaching demonstration over a particular topic. How you choose to conduct this demonstration is up to you. You can prepare a PowerPoint or a handout/activity for the class. Your demonstration should be about ten minutes. Your colleagues and I will both grade you on the effectiveness of your demonstration.

GRADES:

Students can earn a possible 1,000 points by the end of this course.

Final grades will be determined as follows:

| | |
|----------------------------|----------|
| Attendance & Participation | 100 pts. |
| Reflections (4 @ 50 pts.) | 200 pts. |
| Book Review (2 @ 150 pts.) | 300 pts. |

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| Archives & CoBB Presentations | 300 pts. |
| <u>Teaching Demonstrations (2 @ 50 pts.)</u> | <u>100 pts.</u> |
| Total Possible | 1000 pts. |

Grade Breakdown:

| | |
|-------------------|---|
| 1,000 to 900 pts. | A |
| 899 to 800 pts. | B |
| 799 to 700 pts. | C |
| 699 to 600 pts. | D |
| 599 < | F |

A Range = Outstanding. All assignments are turned in on time and reflect thoughtful and analytical thinking with a thorough understanding of historical events and trends.

B Range = All assignments are turned in on time and are above average but are not outstanding work. They demonstrate an understanding of historical events, but the analytical thinking is weaker than that for an “A.”

C Range = Average. Assignments indicate an average understanding of historical events. Work tends to be narrative rather than analytical. There is need for improvement.

D Range = Below average. Writing is mostly narrative. There is no analysis and narrowly answers the question assigned. Assignments are incomplete.

F Range = Fail. Assignments are not turned in or are late without the instructor’s approval. They are substantially below average and fail to answer the questions. Plagiarizing, of course, will result in failing grade and disciplinary action.

Students with Disabilities:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is Sul Ross State University policy to provide reasonable accommodations to students with disabilities. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C, in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. Email: mschwartz@sulross.edu

Adequate time must be allowed to arrange accommodations. Accommodations are not retroactive; therefore, students should contact Accessibility Services as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports.

Classroom Climate of Respect:

This class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and

respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement:

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

****NOTICE TO STUDENTS**:** At certain times this semester, we will be discussing events that may be disturbing to some students. If you suspect that specific material is likely to be emotionally challenging for you, I am happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with me individually afterwards, I welcome such discussions as an appropriate part of our classwork. Please remember I do not expect or require students to hold the same opinions as one another (or me) about controversial topics.

Library Information:

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SYLLABUS SCHEDULE:

Disclaimer: This syllabus with its schedule is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning on the part of the students.

| <u>DATE</u> | <u>TOPIC</u> |
|-------------|---------------------|
| Aug. 22 | Course Introduction |

UNIT 1: Envisioning Western History

| | |
|---------|---|
| Aug. 24 | The "Frontier": The F-Word of Western History |
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- Readings:
 - Fredrick Jackson Turner, “The Significance of the Frontier in American History.”
<http://nationalhumanitiescenter.org/pds/gilded/empire/text1/turner.pdf>
- **DUE Reflection #1:** How does Fredrick Jackson Turner define the Frontier? What is its significance to American history? Why does he argue it is “closed”?

Aug. 29

“New” Western History

- Readings:
 - Introduction to *Something in the Soil* by Patricia Limerick.
- **DUE Reflection #2:** How has Western History evolved over the course of the 20th century? Compare and contrast “Old” vs. “New” Western history. What are the limitations of each? Which interpretation makes more sense to you as a 21st century scholar of the American West?

Aug. 31

MoBB Tour—Meet at the Museum of the Big Bend

UNIT #2: Native Histories & Cultural Conquests

Sept. 5

No Class—Thank the Labor Movement!

Sept. 7

Native Histories & Native Peoples

- **DUE Reflection #3:** How does the Museum of the Big Bend reinforce or challenge “Old vs. New” Western History? What is the MoBB particularly good at? What might it need to improve?
- Readings:
 - Pekka Hämäläinen, “The Futures of Native American History in the United States,” *Perspectives on History* (December 2012) <https://www.historians.org/publications-and-directories/perspectives-on-history/december-2012/the-future-of-the-discipline/the-futures-of-native-american-history-in-the-united-states>
 - Historiann, “Women’s and Gender History Has Menstrual Blood Smear All Over It. If You Read This Post, You Too Will Be Contaminated”
<https://historiann.com/2012/08/30/womens-and-gender-history-has-menstrual-blood-smear-all-over-it-if-you-read-this-post-you-too-will-be-contaminated/>

- Topics: Amerindian origins; Native American economy, social and religious life, trade, and diplomacy and warfare.
- Teaching Demonstration by _____.

Sept. 12

Discovery, Exploration, & Conquest

- Readings:
 - Excerpts from Hernan Cortes's Letters, 1519-1520
 - Bartoleme de Las Casas, *Brief Account of the Devastation of the Indies*. (1542)
- **DUE Reflection #4:** This assignment asks you to interpret two different accounts of Spaniards' encounters with native inhabitants. Though we wish we had more primary source material from the native inhabitants themselves, much of our knowledge about the first fifty years of European contact with the "New World" comes from European sources. As such, historians have to read these sources critically in order to understand the culture and perceptions of native inhabitants and Europeans at first contact. Questions are there to guide you, but when you put these accounts side-by-side, how do the authors describe the effects of Spaniards' arrival on native populations? Do they believe it is beneficial or detrimental—for both Spain and inhabitants of the "New World"?
- Topics: Spanish, French, or English Empires at first contact with Native Empires or Lewis and Clark
- Teaching Demonstration by _____.

Sept. 14

Archives of the Big Bend Visit

UNIT #3: U.S. Expansion & Manifest Destiny

Sept. 19

War & Destiny

- Topics: The closing of the Spanish Frontier, the Cherokee Nation V. Georgia, the Texas Revolution, the Mexican-American War, Fort Laramie Treaty, or the Civil War in the West
- Teaching Demonstration by _____.

Sept. 21

Entering the Global Economy: The Land & Its Markets

- **DUE: Book Review over *Legacy of Conquest***
- Topics: The Fur Trade, the Gold Rush, the natural setting and physical limits of the Plains, the Oregon Trail, or railroads.
- Teaching Demonstration by _____.

Sept. 26 19th Century Social Life on the “Frontier”

- Topics: Mormons, farmers, cowboys, vigilantes, the Open Range, or the Homestead Act.
Teaching Demonstration by _____.

Sept. 28 Federal Indian Policy & the Last Indian Wars

- Topics: Little Bighorn, the Nez Perce, the Sioux, the fall of the Comanche Empire, the Ghost Dance, or Wounded Knee.
- Teaching Demonstration by _____.

UNIT #4: The 20th Century Federal West

Oct. 3 Western Industries & Their Workers

- Topics: The Chinese, loggers, miners, Populists, Progressives, or Wobblies.
- Teaching Demonstration by _____.

Oct. 5 The 20th Century Western Environment

- **DUE: Book Review over *Imaginary Lines***
- Topics: water, natural resources, the Dust Bowl, the Great Depression, the New Deal, WWII West, Japanese Relocation, nuclear energy, or urbanization.
- Teaching Demonstration by _____.

Oct. 10 Archive Workday

Oct. 12 Archive Workday

Oct. 17 Archive Workday

Oct. 19 Archive Workday

Oct. 24 Group Workday

Oct. 26 Group Workday

Oct. 31 Group Workday

Nov. 2 The West in Art & Literature

- Readings:
 - “The Marlboro Myth”

- Topics: Popular western films over the course of the 20th century, Western art, great western novels, or western advertisements.
- Teaching Demonstration by _____.

Nov. 7

Tourism in the West

- Topics: National Parks, Las Vegas, ski resorts, and retirement hotspots.
- Teaching Demonstration by _____.

Nov. 9

The Indian West: The 20th West as Home

- Readings:
 - “Self Determination of Free Peoples”: Founding Documents of the American Indian Movement (AIM)
 - Anaya, “Why I Love the Tourists”
- Topics: Indian Reservations and their contemporary issues, casinos, or the Red Power Movement.
- Teaching Demonstration by _____.

Nov. 11-12

Center of Big Bend Annual Conference

Nov. 14

The Women’s West: Conquering Stereotypes

- Readings :
 - Joan M. Jensen and Darlis A. Miller, “The Gentle Tamers Revisited: New Approaches to the History of Women in the American West,” *Pacific Historical Review* 49, no. 2 (May 1980).
- Topics: western women’s stereotypes or women’s suffrage in the West.
- Teaching Demonstration by _____.

Nov. 16

The Mexican American West: Chicano/Chicana Uprising

- Readings:
 - View the Farmworker Documentary Website at <https://libraries.ucsd.edu/farmworkermovement/>; find a picture or oral history to share with the class.
- Topics: the Bracero program, United Farm Workers, Dolores Huerta, Brown Power, or changing population demographics in the West.
- Teaching Demonstration by _____.

Nov. 21

The African American West: Making the Invisible, Visible

- Topics: Slavery in the West, Reconstruction in the West, the Second Great Migration, Thanksgiving Day Riot, the Watts riots, or the Black Panther Party.
- Teaching Demonstration by _____.

Nov. 23

Thanksgiving Break

Nov. 28

The Rural vs. Urban West

- Topics: Silicon Valley, Amazon, or pick a major urban center in the West and give a brief history of its development
- Teaching Demonstration by _____.

Nov. 30

The Future of the West

- **Due Reflection #5:** Now that you have completed this course, how would you define the American West? How would you teach its chronology and its diversity?

Final & Party TBD