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Hi. My name is John D. Barton, and I am your instructor for this course of Western History. From my earliest memories I wanted to be a cowboy. As early as fourth grade I read biographies on Custer, Crazy Horse, Wild Bill Hickok, and Jim Bridger. As a westerner and an historian I find the West so interesting and hope that you come to share that passion. I want you to succeed in this course of study and also want to make myself available to you. Please write, call, or e-mail me at the above addresses with concerns or questions. Do not assume, due to distance between student and instructor, that I am unavailable or uncaring. For out-of-class communication e-mail is the method of communication that I recommend either directly on Canvas’ e-mail or with the above address. I check my e-mail every day that I am in my office and will respond promptly. I usually respond to several e-mails per day. In e-mails I tend to be direct and to-the-point. Do not let this put you off. I simply want to assist you and your fellow classmates as swiftly as possible.

When you do contact me please give me your name and the course you are in. I frequently have students contact me saying: “I am in your history class.” Since I don’t teach math or biology that is logical, but I teach several different history courses and work with over two-hundred students per semester. Help me help you. If you have changed your name during the semester and it is different than what you are registered under, please send assignments in with the name on the Canvas class roll rather than a new married name or a nick name.

Please read the syllabus. Every semester I get many questions from students that are clearly answered in the syllabus. I sincerely wish to assist you in this class, but, please accept responsibility for your success. The syllabus and the Writing and Footnoting Tutorial, are provided for your success, and you will be held accountable for the information contained therein.

Course Description: For History 4600 DHA & CI -- History of the American West. Please note that this course also fills a Depth Humanities and Communication Intensive requirement for general education. (If you have questions about your specific depth requirements
please visit with your advisor. As you survey the assignments you will notice that there are intensive writing assignments. Do not let this daunt you. The assignments are organized for your learning and success.

In this course we will cover the history of the American West with primary focus on the nineteenth century. This is a writing intensive course and depth humanities that will fill (CI) and (DHU) requirements for general education, and will fill upper division history electives for history majors and minors. This course is intended for all students success, however, upper division thinking and writing are expected. To gain an understanding of the major themes concerning the history of the American West, there will be a mixture of reading primary and secondary documents, and film.

**Required texts and film:**
- *The American West: A New Interpretative History*, Robert Hine and John Mack Farcher
- *The Legacy of Conquest*, Patricia Limerick
- *The West*, A Film by Ken Burns, 9 volumes (This is available on Canvas and you do not need to purchase it).

Note: two of the book titles are the same, be sure and note the authors or subtitle to ensure that you use the correct book for the assignment it is pertinent to. Also the video series by Ken Burns is entitled *The West*. DO NOT BECOME CONFUSED NOR CONFUSE THEM AS SOURCES, ADD AUTHORS’ NAME TO CLARIFY WHICH SOURCE YOU ARE USING.

**OBJECTIVES:**
1. **Learning to analyze and critically evaluate ideas, arguments, and points of view.**
   Students can improve their skills by reading and working with primary and secondary sources and evaluating and incorporating ideas from the lectures to create significant and meaningful arguments in the writing assignments.

2. **Developing skill in expressing oneself orally or in writing.** For this course the focus will be on “expressing oneself in writing,” following the conventions of writing for history. If students carefully work on implementing the writing style and techniques detailed in the *Writing Tutorial*, over the course of the semester their writing skills show marked improvement.

3. **Learning to apply course material.** By learning to analyze and critically evaluate ideas and arguments, students will be able to transfer these skills into many other settings: debates, political discussions, reading material, films, other classes, etc.

4. **Gaining factual knowledge.** Students need to gain factual knowledge of the subject matter of the course material, and learn how to utilize those understandings in crafting arguments and presenting them in written form.

**Approved Sources for this course of Study:** Proper citation for all sources required are shown below: (page numbers or film numbers need to be added for the specific citation. Use page number from the syllabus or the texts). **YOU MAY NOT USE ANY OUTSIDE SOURCES WITHOUT PRIOR APPROVAL FROM THE INSTRUCTOR** except for the mapping assignment, and for your explanatory footnotes in the editing assignment, for those assignments only you may use internet sources.


John D. Barton, History 4600 Lecture (add lecture number), Utah State University Uintah Basin Campus.

All assignments must be submitted on canvas and either done in Microsoft Word and Microsoft Presentations or saved in a compatible file such as RTF, DOC, DOCX, files. If you work in other software programs you must save it in one of these formats so I can open it. It is your responsibility to get the assignments to me in a format that I can open and read. If you submit it in a format that I cannot open/read, I will place a 0 in the grade box. If you know that you submitted an assignment and then received a 0 grade, it means that I could not open the assignment. I'll gladly and quickly change the grade of that assignment as soon as you get it to me in a format that I can open and read.

For detailed writing and footnoting instructions see the Writing Tutorial on Canvas. If you do not use footnotes to cite your sources, up to 25% will be taken from your score.

Assignments for History 4600 For Due Dates see class calendar. (These are also found in the assignment section).

1. **Quiz on the writing tutorial. Worth 25 points.** You must go through the Writing Tutorial found on Canvas and take the quiz within the first two weeks of class.
2. **Book Critique Assignment**: It is hoped that this review assignment will assist each student in understanding the research and writing of history and introduce students to the issues in Western History. Use of sources, development of thesis, arguments, and logical flow when analyzed in the work of others should assist the student organize their thoughts and writing to make a better paper themselves. Read both Patricia Limerick, *Legacy of Conquest* and Anne M. Butler and Michael J. Lansing, *The American West: A Concise History*, then write an essay comparing and contrasting the two works. This should be 1000 words in length. Note: do not try to address each issue individually, work the whole into an essay complete with introduction, thesis, body, and conclusion. (Note the titles to two of the texts are the same, *The American West*. Be sure and note the authors’ names (Butler and Lansing for this assignment not Hine and Farager) to ensure you are using the correct book(s) for this assignment). (100 points possible).

Objectives: **Learning to analyze and critically evaluate ideas, arguments, and points of view.** Students can improve their skills by reading and working with primary and secondary sources and evaluating and incorporating ideas from the lectures to create significant and meaningful arguments in the writing assignment.

**Learning to apply course material.** By learning to analyze and critically evaluate ideas and arguments, students will be able to transfer these skills into many other settings: debates, political discussions, reading material, films, other classes, etc.

3. **Mapping Assignment**: (For this assignment only you may use any source: internet, Wikipedia, the texts, etc. cite sources at the bottom of your map/slide.) This assignment is to assist you understand where sites pertinent to Western History are located and to assist students understand the connection between history and geography. By making the assigned maps your reading and understanding of the West will greatly be enhanced. Create maps showing the following locations in regard to the State and/or the West. A micro-map site of the Red River or Fort Laramie does not necessarily convince me that you know where it is in relation to the west. Prepare maps using presentations slide show, power point, or any other means such as jpeg files, and send them electronically. Make as many maps as you need (75 points possible -- 25 per section.). Make as many maps as you need, most students put 3 – 5 sites per map. **Many students over-think this assignment and try to make it harder than it is.** Simply make the maps and turn them in. If you understand where these things are, your understanding of historical events will be more accurate. For example when you read about the Oregon Trail or the Mexican Cession, if you have a picture in your mind where they are located, understanding is greatly enhanced.

**3a. Trails and Boundaries Mapping: Trails and Routes**: Map the following: Coronado Trail, El Camino Real (California), Oregon Trail, California Trail, Hastings Cutoff, Mormon Trail, Old Spanish Trail, Santa Fe Trail, Lewis and Clark Route, Chisholm Trail, Trans-Continental Railroad Route,

**3b. Historic Locations Map(s): Forts**: Fort Mandan, Fort Clatsop, Fort Bridger, Fort Laramie, Fort Union (Missouri River not New Mexico), Fort Astor, Fort Lyon, Fort Abraham Lincoln, Fort Defiance, Fort Hall, Bents Fort, Fort Phil Kearney, Alamo, Acoma, South Pass,
3c. Physiographic locations:

**Rivers and Lakes:** Ohio, Mississippi, St. Lawrence, Missouri, Yellowstone, North Platte, Red (Texas/Oklahoma Red River), Nueces, Rio Grande, Gila, Green, Colorado, Bear, Snake, Humboldt, Columbia, Bighorn, Little Big-Horn (Greasy Grass), Rosebud. Lake Michigan, Green Bay.

**Mountains:** Appalachians, Black Hills, Windrivers, Tetons, Uintas, Rocky Mountains, Bitterroots, Sierra Nevada, Wasatch Range, Bighorn Mountains, Cascades.

**Odds and Ends:** Great Plains, 49th Parallel, 42nd Parallel, Staked Plains.

**Learning Objective:** Gaining factual knowledge. Students need to gain factual knowledge of the subject matter of the course material. Understanding the mapping sites will assist students in understanding the geography of the West.

**Document Assignments:** To assist students’ understanding of how documents are the bricks and interpretations of the documents the mortar to hold the bricks together to craft a strong argument, assignments 2 and 3 are included.

4. Using Catlin’s letters (appendix A and B in your syllabus) as source material, write a 1000 - 1200 word interpretative-essay on the living conditions and cultures of the Plains Indians. Use specific references and brief quotes from the letters to substantiate your points. You may wish to consider family life, marriage customs, gender roles and responsibilities, living conditions, inter-tribal relations, religious customs, etc. (50 points possible).

**Learning Objectives:**

**Learning to analyze and critically evaluate ideas, arguments, and points of view.** Students can improve their skills by reading and working with primary and secondary sources and evaluating and incorporating ideas from the lectures to create significant and meaningful arguments in the writing assignments.

**Developing skill in expressing oneself orally or in writing.** For this course the focus will be on “expressing oneself in writing,” following the conventions of writing for history. If students carefully work on implementing the writing style and techniques detailed in the Writing Tutorial, over the course of the semester their writing skills show marked improvement.

**Learning to apply course material.** By learning to analyze and critically evaluate ideas and arguments, students will be able to transfer these skills into many other settings: debates, political discussions, reading material, films, other classes, etc.

5. **Document Editing:** James Clyman was a mountain man who first went west with William Ashley in 1825. Included as Appendix C is a whole-text journal that he kept in the 1820s. Download the journal into a separate document/file Clyman Journal. Your assignment is to edit the journal to be easily understood by modern readers. Start with an editor’s (you are the editor) introduction as a preface to the document explaining who James Clyman was and the historical setting of the journal, and explain to a reader how you are changing the original content of the journal to make it more understandable for modern readers but are leaving as much of the original context as possible. Write in formal tone. Then edit and correct spelling, punctuation, add paragraph breaks, etc. Leave the original text’s flavor as much as possible but edit to make it understood by modern readers. Explain in footnotes what the various colloquial terms mean, map or place explanations, historical references, explanations.
of related information and details, etc. Turn in the editor’s introduction, the edited journal,
and explanatory notes as one assignment. You may wish to look up some other journals and
documents to use as examples. I do not need to see the original text with your editing
changes highlighted. Just edit the document. I am familiar with the text and will easily see
your changes. (Worth 100 points).

Learning Objectives:
Developing skill in expressing oneself orally or in writing. For this course the focus will be
on “expressing oneself in writing,” following the conventions of writing for history. If students
carefully work on implementing the writing style and techniques detailed in the Writing Tutorial,
over the course of the semester their writing skills show marked improvement.
Gaining factual knowledge. Students need to gain factual knowledge of the subject matter of
the course material, and learn how to utilize those understandings in crafting arguments and
presenting them in written form.

6. Essay Journal: In lieu of exams, below are 10 essay questions that you need to prepare
good, insightful answers for. Information for the essays will come from Hine and Farcher,
The American West: A New Interpretative History; Patricia Limerick The Legacy of
Conquest: The Unbroken Past of The American West; Butler and Lansing. The American
West: A Concise History, Ken Burns, The West 9 Volumes, and the course lectures. You may
not use additional sources unless they are pre-approved. I will not approve wiki-type
sources. Cite all sources used for each essay (note: I will be looking for you to use and cite
specific readings and lectures pertinent to the appropriate essay questions, but particularly
The West by Hine and Farcher, my lectures, and The West by Ken Burns.). After years of
reading essay answers by students many times they do not answer the question that I asked or
their answer is so general and/or vague that they do not get as good a score as they maybe
could have had. Work into your essay answers specific details and examples from history,
add interpretations and conclusions. Remember that history is not merely remembering the
past but interpreting the past. You must, to get full points, interpret and draw conclusions in
addition to showing understanding of the material. Each answer should be some 2 -3 pages
in length. Each essay is worth 25 points for a total of 250 points. The essays should be turned
in as one assignment NOT one at a time, but clearly separate each essay by numbering and
spacing. GOOD WRITING IS EXPECTED ON THIS ASSIGNMENT. (See Writing
Tutorial for more detail on writing and footnoting).

1. Briefly outline Turner’s Thesis and other significant paradigms that Western Historians have
argued to try and explain the West. Why are paradigms significant in understanding history?

2. Outline briefly the birth, height, and death of the Plains Culture. How did relations between
the U.S. Government and Native Americans from colonial days to the battle at Wounded Knee,
1890 impact that unique culture?

3. Detail the significant Spanish Expeditions that impacted Western History. What is Spain’s
most significant legacy in Western History?
4. Detail the events that led to the completion of the first transcontinental railroad and discuss how the railroad impacted the West.

5. The Western United States consists of land acquired from the Louisiana Purchase, Texas’ Independence, Mexican Cession, Gadsden Purchase, Oregon Settlement, Alaska Purchase, and Hawaii. Briefly outline the history of each of these acquisitions and how they became part of the United States.

6. How did the rendezvous system of fur trade come about? How did it differ from the French system? What were the political ramifications of the fur trade?

7. Discuss three gold/silver strikes in the West. How were they similar? How did they differ? What mining techniques were used? How did these impact the greater Western History?

8. Compare and contrast the frontier experiences of Mormon Settlers to the Great Basin and the Homesteaders Frontier a generation later.

9. How has Hollywood movies, western novels, dude ranches, Western art and artists, etc., both helped and hurt understanding the West? What was the myth verses reality of outlaws and violence in the West?

10. What have you learned from this course of study that affected you the most in a scholarly way and on a personal level? (This is a real question; I expect good thinking and good writing. You may use informal tone on this question only).

Learning Objectives: All four learning objectives are expected in this culminating assignment:

Learning to analyze and critically evaluate ideas, arguments, and points of view. Students can improve their skills by reading and working with primary and secondary sources and evaluating and incorporating ideas from the lectures to create significant and meaningful arguments in the writing assignments.

Developing skill in expressing oneself orally or in writing. For this course the focus will be on “expressing oneself in writing,” following the conventions of writing for history. If students carefully work on implementing the writing style and techniques detailed in the Writing Tutorial, over the course of the semester their writing skills show marked improvement.

Learning to apply course material. By learning to analyze and critically evaluate ideas and arguments, students will be able to transfer these skills into many other settings: debates, political discussions, reading material, films, other classes, etc.

Gaining factual knowledge. Students need to gain factual knowledge of the subject matter of the course material, and learn how to utilize those understandings in crafting arguments and presenting them in written form.

Total:
25 points Writing Tutorial Quiz
100 points compare/contrast book review
150 points for document assignments
75 mapping assignment
250 points from Essay Journal
600 total

100 - 93% A, 92 - 90 A-, 89 - 88 B+, 87 - 83 B, 82 - 80 B-, 79 - 78 C+, 77 - 73 C, 72 - 70 C-, 69 - 68 D+, 67 - 61 D, 60 and below F.

Academic Honesty- Each student is expected to maintain high standards of academic honesty. Acts of academic dishonesty which include: cheating of any kind, falsification of work, or plagiarism (trying to pass someone else’s work off as your own) will result in a failing grade and potentially further action by the standards office. For further information see the USU undergraduate handbook.

Add/Drop: Every term students try to change their schedules without completing the necessary paperwork. Entry into any class after the scheduled registration time has passed requires an add card being completed. Adds can only be done through the third week of class. To withdraw from any class you must complete a drop card with the front desk. If you do not do so, you will receive a failing grade and still be financially responsible for the course. The only exceptions after the drop period are medical or family emergencies and a petition for a late drop form must be completed and approved by the Dean of Continuing Education.

Incomplete grades are solely up to the instructor and are only considered if there are extenuating circumstances prohibiting a student’s completion of the course; poor performance in class is not an extenuating circumstance according to the USU Undergraduate Catalogue. I will consider an incomplete grade if the following criteria are met:

1. A significant percentage of the total course work is successfully completed (approximately 50%).
2. There is a genuine emergency that prohibits completion of the course during the semester. Such emergencies include: medical, family, employment. Documentation of such emergencies may be required.
3. The Student requesting an incomplete grade must complete with the instructor an “Incomplete Grade Documentation Form.”

Late Assignments. Assignments are due on the date shown, no specific time of day. The instructor reserves the right to refuse to award credit for any late assignments. I will accept a late assignment if there is a valid reason. For a student to be given credit for a late assignment a written explanation must accompany the assignment as a preface to the assignment (even if I approve a late assignment on the phone or by e-mail, you still must add an explanation to the assignment). I work with some 200 students per semester and simply do not remember the specific details for each student). I will evaluate the validity of the reason, perhaps ask for documentation or further explanation, and make a determination if the assignment will be accepted for full credit, partial credit, or rejected. If you know you have a conflict with a due date and make prior arrangements with me I will always work to create an alternative due date. It is important that each student assume responsibility for their own success. The largest single factor in most of the failing grades I give is from missed assignments. If your circumstances make it necessary for you to miss class the day an assignment is due it is your job to clear an alternate date with me. Assignments may always be turned in early. Valid factors for late work
include work, family, or medical emergency. Documentation of such emergencies may be required.

**Academic Freedom and Professional Responsibilities (Faculty Code)**

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities:

**Academic Integrity** - "The Honor System" Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

**The Honor Pledge:** To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

1. Espouses academic integrity as an underlying and essential principle of the Utah State University community;
2. Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
3. Is a welcomed and valued member of Utah State University.

**Grievance Process (Student Code)**

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

**Plagiarism**

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

**Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.
Students with Disabilities:

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."