HISTORY 3850: UTAH
HIST 3850-001, CRN# 14643, Spring 2014
T-Th 10:30-11:45am, MAIN 006

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Office Hours:
T-Th noon-1:30pm
and by appointment.

COURSE OBJECTIVES
This course combines lecture and seminar formats to survey the history of Utah. Students will be introduced to major themes in Great Basin pre-contact and Indian history, Mormon history, Utah territorial and state history, Utah’s cultural heritage, and Utah’s role in the development of the West and the nation.

LEARNING OUTCOMES
-- provide students with a working outline for organizing and teaching Utah history, as well as understanding where Utah fits into the history of the region, nation, and world.
-- familiarize students with some basic secondary texts as well as historiographic debates in Utah history.
-- introduce students to primary source materials located in USU Special Collections and Archives and other regional repositories.
-- challenge students to confront the complexity and contingent nature of past events, and to rethink assumptions about both past and present based on an analysis of primary source evidence.
-- train students to read and think critically, participate in discussions, research using primary documents, analyze and interpret that information, and effectively communicate their findings in written form.
REQUIRED READINGS

REQUIRED DOCUMENT READINGS
Available in the FILES folder of our class Canvas page.
Bernard DeVoto, "Utah," The American Mercury, 7 no. 27 (March 1926): 317-323.

Optional recommended resource textbooks for those going on to teach.
John S. McCormick and John R. Sillito, eds., A World We Thought We Knew: Readings in Utah History (Salt Lake City: University of Utah Press, 1995).
Dean L. May, Utah: A People’s History (Salt Lake City: University of Utah Press, 1987).
Richard N. Holzapfel, Utah: A Journey of Discovery (SLC: Gibbs Smith Publisher, 1999).
Forrest S. Cuch, ed., A History of Utah’s American Indians (Salt Lake City: Utah State Division of Indian Affairs and the Utah State Division of History, 2000).

REQUIREMENTS
The format for this course is lecture and discussion, requiring student preparation for and participation at each meeting. It is essential that you do the readings as scheduled. They will supplement material covered in the lectures and be the basis for in-class discussions and written assignments. Study guides for exams/papers will be available in the FILES folder of the class Canvas page.

1. CLASS ATTENDANCE AND DISCUSSION PARTICIPATION: (10%).
Regular attendance and participation in class and reading discussions will be recorded. Periodic in-class quizzes on lectures and readings are possible.
2. FORMAL IN-CLASS ESSAY EXAMS: (20% each, 40% total). Exams will be primarily essay in format, with possible short identifications. Consult study guides.  
A. MIDTERM EXAM: Thursday 27 February in class [date subject to change announced in class].  
B. FINAL EXAM: Thursday 1 May, 9:30-11:20am, MAIN 006.

3. MORON MOTHER PAPER: (20%) Due IN CLASS, Thursday 6 February. This FOUR page double-spaced typed paper (1000 word minimum) is designed as a “warm up” for your Primary Source Research Paper. Analysis of themes presented in A Mormon Mother. Paper should briefly describe the basic content and story-line of the book; analyze ONE of the most important issues/themes Annie raises; and assess the significance of the theme for understanding this life in the context of Utah history. See detailed assignment handout.

4. PRIMARY SOURCE RESEARCH PAPER: (30%) Due IN CLASS, Thursday 3 April. This is an exercise in historical research, analysis, and writing. In the early part of the semester you will be assigned a diary or journal related to Utah history, along with a detailed instruction sheet. During the semester you will locate the journal, read and study it. From this primary research and with information gleaned from lectures and assigned readings (and outside sources should they appear necessary), you will write a TEN page (2500 word minimum) double-spaced typed paper on themes that emerge from the everyday lives these “ordinary people” record in their journals. See detailed assignment handout. We will discuss the different journals in class so everyone can share what they’ve found. THIS PROJECT WILL REQUIRE SUBSTANTIAL TIME, PERHAPS SOME OF IT WORKING IN USU SPECIAL COLLECTIONS. SOME OF THE DOCUMENTS ARE HANDWRITTEN. IF YOU CAN’T COMMIT SUBSTANTIAL TIME TO THIS PROJECT, DROP THE CLASS NOW.

**IMPORTANT not-so FINE PRINT**

By registering for this class you accept the assignments and conditions outlined in this syllabus.

WRITING COUNTS: Writing is the most important thing you should learn and practice at this university. I take writing very seriously, and so should you. Papers will be graded based on content as well as written quality.

ATTENDANCE AND PARTICIPATION MATTERS: You need to attend and demonstrate your reading preparation by contributing to class discussions.

EXAMS: According to policy, students are expected to take exams at the time fixed by the university—please don’t ask for a change in the final exam; [http://catalog.usu.edu/content.php?catoid=7&navoid=1469](http://catalog.usu.edu/content.php?catoid=7&navoid=1469). In all cases, you must have an urgent and compelling reason for missing a scheduled exam (university approved excuse only). You must notify me prior to the exam and verify the reason for your absence. I reserve the right in all cases to decide if any make-ups will be allowed and in what format.

EXTRA CREDIT work is not available.

LATE PAPERS will be penalized five (5) percent per day, including weekends, commencing immediately after the due time. No paper will be accepted after ten late days.

PLAGIARISM: University rules and procedures for academic dishonesty will be followed. [http://www.usu.edu/studentservices/studentcode/](http://www.usu.edu/studentservices/studentcode/).

INCOMPLETES are given only in special cases with extenuating circumstances (not for poor performance) and only at the instructor's discretion; [http://catalog.usu.edu/content.php?catoid=4&navoid=627#Incomplete](http://catalog.usu.edu/content.php?catoid=4&navoid=627#Incomplete).

GRADES can be tracked on Canvas. I will not post, email, or give them out over the phone. If you want your final exam returned, bring a legal size self-addressed stamped envelope to the exam. Final letter grades will appear only on Banner. 

DRC: Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 435-797-2444 voice, 435-797-0740 TTY, or 1-800-259-2966. Please contact the DRC as soon as possible. Alternate format materials (Braille, large print or digital) are available through DRC with advance notice. See [http://www.usu.edu/drc/currentstudents/handbook/](http://www.usu.edu/drc/currentstudents/handbook/).

COURSE GRADING SCALE:

CLASS LECTURE, READING & DISCUSSION SCHEDULE
[Schedule approximate. Discussion and exam/paper dates subject to changes announced in class.]

WEEK 1: January 7-9. INTRODUCTION AND NATIVE UTAH.
Poll, chapters 1-2.

WEEK 2: January 14-16. NATIVE UTAH AND THE PADRES.
Poll, chapters 2-3.
Warner, ed., Dominguez-Escalante, DISCUSSION

WEEK 3: January 21-23. BEFORE “THIS IS THE RIGHT PLACE.”
Poll, chapters 4-6.
Tanner, Mormon Mother

WEEK 4: January 28-30. MORMON BEGINNINGS.
Poll, chapters 6-7.
Tanner, Mormon Mother, DISCUSSION
DOC READINGS: Stansbury, Exploration, and Goodell, Winter with the Mormons.

WEEK 5: February 4-6. IS THIS THE RIGHT PLACE?
Poll, chapters 7-8.
DOC READINGS: Stansbury, Exploration, and Goodell, Winter with the Mormons, DISCUSSION
MORMON MOTHER PAPER DUE IN CLASS, Thursday 6 February.

WEEK 6: February 11-13. SETTLEMENT AND GATHERING.
Poll, chapters 8-10.

WEEK 7: February 20. OPEN HAND + MAILED FIST = DISPOSSESSION.
Poll, chapters 19-20.
[NOTE: Tuesday 18 Feb, attend Monday schedule classes.]

WEEK 8: February 25-27. SOCIETY APART, SOCIETY AT WAR.
Poll, chapters 15-16.
MIDTERM EXAM IN CLASS, Thursday 27 February (date approximate).

WEEK 9: March 4-6. “GENTILES” COME TO UTAH.
Poll, chapter 11.

WEEK 10: March 10-14 SPRING BREAK.

WEEK 11: March 18-20. UTAH: PASTORAL OR DEPENDENT COMMONWEALTH?
Poll, chapters 12 and 20.
DOC READINGS: J.W. Powell, Report, DISCUSSION

WEEK 12: March 25-27. THE PECULIAR INSTITUTION.
Poll, chapters 17-18.

WEEK 13: April 1-3. THE AMERICANIZATION OF UTAH.
Poll, chapters 13-14.
A.K. Powell, Next Time We Strike,
PRIMARY SOURCE RESEARCH PAPER DUE IN CLASS, Thursday 3 April.

WEEK 14: April 8-10. THE INDUSTRIALIZATION OF UTAH.
A.K. Powell, Next Time We Strike, DISCUSSION

WEEK 15: April 15-17. JAZZ AGE, DEPRESSION, AND WAR.
Poll, chapters 25-26 and 30-33.
DOC READINGS: DeVoto, “Utah,” DISCUSSION

Poll, chapters 27-29 and 34-36.
DOC READINGS: Uchida, Desert Exile, DISCUSSION

FINAL EXAM: Thursday 1 May, 9:30-11:20am, MAIN 006.