



"REALLY? THAT'S THE STATE SLOGAN?"
Pat Bagley, *Salt Lake Tribune* 11 December 2005

HISTORY 3850: UTAH!

Spring 2007 (Section 001, #10365)

T-Th 9:00-10:15am

GEOG 302

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Office Hours:
T-Th 10:30am-noon
and by appointment.

www.usu.edu/history/faculty/lewis/classeslewis.htm

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, and Utah's role in the development of the West and the nation.

GOALS

- to provide students with a working outline for organizing and teaching Utah history.
- to familiarize students with some of the basic texts and historiographic debates in Utah history.
- to have students use USU library's Special Collections and analyze primary source materials.
- to train students to read and think critically, participate in class discussions, and write effectively.
- to challenge students to rethink their assumptions about the past and present.

REQUIRED READINGS

- Richard D. Poll, gen. ed., Utah's History (Provo, 1977; reprinted, Logan: Utah State University Press, 1989)
- Ted J. Warner, ed., The Dominguez-Escalante Journal: Their Expedition Through Colorado, Utah, Arizona and New Mexico in 1776, translated by Fray Angelico Chavez (Provo, 1976; reprinted Salt Lake City: University of Utah Press, 1995).
- Annie Clark Tanner, A Mormon Mother: An Autobiography by Annie Clark Tanner (SLC, 1973; reprinted Salt Lake City: Tanner Trust Fund, University of Utah Library, 1991).
- Allan Kent Powell, The Next Time We Strike: Labor in Utah's Coal Fields, 1900-1933 (Logan: Utah State University Press, 1985)

REQUIRED RESERVE READINGS

Available online at USU Merrill-Cazier Library, <http://library.usu.edu/>

Course Reserves: <http://eres.usu.edu/eres/courseindex.aspx?page=search>

- Enter Course Number "HIST 3850" or Instructor "Lewis, David," and the click on choice.
- Enter Password: "lew3850" and "Accept." NOTE: case sensitive password.
- Select appropriate reading by title. You can read online, save to disk, or print out (some are long). You can also locate these books/articles in the library and read or copy the appropriate pages there.

- Howard Stansbury, Exploration and Survey of the Valley of the Great Salt Lake of Utah... (Philadelphia, 1852; reprinted, Washington DC: Smithsonian Inst. Press, 1988), pp.126-149.
- Jotham Goodell, A Winter with the Mormons: The 1852 Letters of Jotham Goodell, edited by David L. Bigler (Salt Lake City: Tanner Trust Fund, J. Willard Marriott Library, University of Utah, 2001), pp. 47-58.
- John W. Powell, Report on the Lands of the Arid Region of the United States, With a More Detailed Account of the Lands of Utah (Washington DC, 1878; reprinted, Boston: Harvard Common Press, 1983), pp. iii-xx, 1-45 [Intro and Chaps 1-2].
- Bernard DeVoto, "Utah," The American Mercury, 7 no. 27 (March 1926): 317-323.
- Yoshiko Uchida, Desert Exile: The Uprooting of a Japanese American Family (Seattle: University of Washington Press, 1982), pp. 102-144.

RECOMMENDED (OPTIONAL) READINGS

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).
- David L. Bigler, Forgotten Kingdom: The Mormon Theocracy in the American West (Logan: Utah State University Press, 1998).
- Thomas G. Alexander, Utah, The Right Place, revised updated ed. (SLC: Gibbs Smith Publisher 2003).
- Richard N. Holzapfel, Utah: A Journey of Discovery (SLC: Gibbs Smith Publisher, 1999).
- Leonard Arrington, Great Basin Kingdom: Economic History of the Latter-day Saints, 1830-1900 (Cambridge: Harvard University Press, 1958; reprinted, University of Nebraska Press).
- Helen Z. Papanikolas, ed., The Peoples of Utah (SLC: Utah State Historical Society, 1976).
- 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).
- ** Steven Stow, "Making Sense of Letters and Diaries," History Matters: The U.S. Survey Course on the Web, <http://historymatters.gmu.edu/mse/letters/>, July 2002.

REQUIREMENTS

The format for this course is lecture and discussion, requiring student preparation for and attendance at each meeting. It is **essential** that you do the readings as scheduled. They will supplement or introduce important material not covered in the lectures, and they will provide the foundation for many of the in-class discussions and written assignments.

1. CLASS ATTENDANCE AND DISCUSSION PARTICIPATION: (10%).

Regular attendance and participation in class and reading discussions will be noted. Periodic in-class quizzes on lectures and readings are also possible.

2. FORMAL EXAMS: (20% each, 40% total).

Exams will be primarily ESSAY in format, with possible short IDENTIFICATIONS.

A. MIDTERM EXAM: Thursday 1 March 2007, in class [date subject to change].

B. FINAL EXAM: Thursday 3 May 2007, 9:30-11:20am, GEOG 302.

3. MORMON MOTHER PAPER: (20%) Due IN CLASS, Thursday 8 February.

This FOUR page double-spaced typed paper (minimum 1000 words) is designed as a “warm up” for your Primary Source Research Paper. Analysis of themes presented in A Mormon Mother. Paper should (a) begin with a full bibliographic citation [not counted in word total]; (b) briefly describe the basic content/story-line of the book; (c) explore one or two of the most important issues/themes Annie raises; (d) conclude by assessing the significance of these for understanding this life in the context of Utah history.

4. PRIMARY SOURCE RESEARCH PAPER: (30%) Due IN CLASS, Thursday 5 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 go to Special Collections in Merrill-Cazier Library, find 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. We will discuss the different journals in class so everyone can share what they've found. **THIS PROJECT WILL REQUIRE SUBSTANTIAL TIME IN SPECIAL COLLECTIONS SINCE MANY OF THE SOURCES CANNOT BE COPIED OR REMOVED.**

****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 and written quality.

EXAMS: According to university policy, students are expected to take exams at the scheduled times. The Final Exam time is fixed by the university, so don't ask: <http://www.usu.edu/policies/PDF/Reschedule-Finals.pdf>. You must have an urgent and compelling reason for missing a scheduled exam (university approved excuse). 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-up exams will be allowed. Make-ups will vary from the regular exam. Extra credit work is not available.

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

PLAGIARISM: *USU Code of Policies and Procedures for Students*, Article V Section 3A.1 and Article VI Section 1A: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf. University rules and procedures for ACADEMIC DISHONESTY will be followed: <http://www.usu.edu/policies/PDF/Acad-Integrity.pdf>.

INCOMPLETES are given only in special cases with extenuating circumstances (not for poor performance) and only at the instructor's discretion: <http://www.usu.edu/policies/PDF/Incomplete-Grade.pdf>.

FINAL GRADES can not be posted, emailed, or given out over the phone. If you want your final exam and grade, bring a legal size self-addressed stamped envelope to the final exam.

SPECIAL NEEDS students must contact the Disability Resource Center and the professor immediately. Class materials are available through the DRC in large print, audio, diskette, or Braille format upon request. See <http://www.usu.edu/policies/PDF/Accmdtns-for-Disabled.pdf>.

GRADING SCALE: A=100-92, A- =91-88, B+=87-86, B=85-80, B- =79-78, C+=77-76, C=75-70, C- =69-67, D+=66-65, D=64-60, F=59-0.

CLASS LECTURE AND READING SCHEDULE

[Schedule approximate. Discussion and exam/paper dates subject to changes announced in class.]

- WEEK 1:** January 9-11. **INTRODUCTION AND DEFINITIONS.**
 Poll, 1-22.
 Warner, ed., Dominguez-Escalante.
- WEEK 2:** January 16-18. **NATIVE UTAH AND THE PADRES.**
 Poll, 23-51.
 Warner, ed., Dominguez-Escalante, DISCUSSION
- WEEK 3:** January 23-25. **BEFORE “THIS IS THE RIGHT PLACE.”**
 Poll, 53-91
 Tanner, Mormon Mother
- WEEK 4:** January 30--February 1. **MORMON BEGINNINGS.**
 Poll, 93-112.
 Tanner, Mormon Mother, DISCUSSION
 RESERVE: Stansbury, Exploration, and Goodell, Winter with the Mormons.
- WEEK 5:** February 6-8. **IS THIS THE RIGHT PLACE?**
 Poll, 113-132.
 RESERVE: Stansbury, Exploration, and Goodell, Winter with the Mormons, DISCUSSION
MORMON MOTHER PAPER DUE IN CLASS, Thursday 8 February.
- WEEK 6:** February 13-15. **SETTLEMENT AND GATHERING.**
 Poll, 133-191.
- WEEK 7:** February 22. **OPEN HAND + MAILED FIST = DISPOSSESSION.**
 [NOTE: Tuesday 20 Feb, attend Monday schedule classes.]
 Poll, 357-386.
- WEEK 8:** February 27-March 1. **SOCIETY APART, SOCIETY AT WAR.**
 Poll, 275-315.
MIDTERM EXAM IN CLASS, Thursday 1 March (date approximate).
- WEEK 9:** March 6-8. **GENTILES COME TO UTAH.**
 Poll, 193-215.
 RESERVE: J.W. Powell, Report.
- WEEK 10:** March 12-16. **SPRING BREAK.**
- WEEK 11:** March 20-22. **UTAH: PASTORAL OR DEPENDENT COMMONWEALTH?**
 Poll, 217-241.
 RESERVE: J.W. Powell, Report, DISCUSSION
- WEEK 12:** March 27-29. **THE PECULIAR INSTITUTION.**
 Poll, 317-356.
- WEEK 13:** April 3-5. **UTAH BESEIGED.**
 Poll, 243-274.
 A.K. Powell, Next Time We Strike.
PRIMARY SOURCE RESEARCH PAPER DUE IN CLASS, Thursday 5 April.
- WEEK 14:** April 10-12. **THE AMERICANIZATION OF UTAH.**
 Poll, 387-462.
 A.K. Powell, Next Time We Strike, DISCUSSION
- WEEK 15:** April 17-19. **JAZZ AND DEPRESSION: THE EARLIER VERSIONS.**
 Poll, 463-96, 545-627.
 RESERVE: DeVoto, “Utah,” DISCUSSION
- WEEK 16:** April 24-26. **UTAH, THE WEST, AND THE POST-WAR NATION.**
 Poll, 497-544, 629-680.
 RESERVE: Uchida, Desert Exile, DISCUSSION
- FINAL EXAM: Thursday 3 May, 9:30am-11:20am, GEOG 302.**