

HIST 160A

Grand View University
Fall, 2013

HIST 160A
Jensen Hall 1W

Course Description and Goals

Catalog Description: The History proseminar is an intensive exploration of a specific historical topic and the development of skills necessary for seminar-style learning. Students in HIST 160 will engage in historical research, academic writing, and systematic reflection on their growth as learners. Specific course topics vary by section and instructor; consult the current course schedule for listing of available topics.

This class will help you:

[Foundational Knowledge]

- Understand and remember key issues, events, and people from the history of the trans-Mississippi West in the nineteenth century.
- Identify the principal themes of historians' interpretations of this period and region and the main scholarly arguments surrounding the American West.

[Application]

- Develop the critical thinking skills necessary to meaningfully analyze historical material and historians' arguments.
- Achieve proficiency in academic communication by completing regular and varied writing assignments.

[Human Dimension]

- Gain confidence in your academic ability and develop the focus and time management skills necessary to successfully complete the assignments in this course.

[Learning How to Learn]

- Understand and practice the habits of thinking like a historian.
- Identify and develop the skills necessary for success in this course—and develop an understanding of how those skills will impact other areas of your academic and intellectual life.
- Develop your capacity to be a fully-engaged member of a seminar and the abilities and preparation to lead seminar sessions.

Core Curriculum Learning Outcomes This Class Fosters:

[Critical Inquiry]

- You will apply disciplinary approaches and evidentiary standards for the purpose of investigating, researching, assessing and generating knowledge.

[Information Literacy]

- You will analyze questions, theses, or problems and collect and evaluate related information for the purpose of producing evidence-based responses.

[Written Communication]

- You will develop effective written communication skills through the process of forming ideas and presenting them to a specified audience (e.g. the instructor, classmates, community members, discipline specific peers, etc.).

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Professor of History

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Office Hours MWF
9:00-9:50

TTH
9:30-11:00

Or by appointment; just ask!

Welcome to HIST 160A—a Proseminar on the 19th Century American West. **What is a Proseminar?** Just as a Prologue is the introductory portion to a book, a Proseminar is an introduction to Seminar-style learning, which will be a staple of your collegiate academic experience. Seminar classes tend to be collective explorations of a particular topic—explorations that have both depth and breadth. In a Proseminar, participants gradually take ownership of the course sessions—framing the issues and leading the discussions. In other words, by the end of the term, you will be driving this course.



What We'll Do & How We'll Do It

As the course description alluded to, this is a proseminar class; that is, we will approach the course as **collaborators** more than as “lecturer” and “audience.” One of our main goals for this semester will be for you to gradually take over the course; that is, for all of you to take ownership of the class meetings and direct where we go as a seminar. I am a firm believer in **active learning**. Another way to put that is that I believe knowledge is **constructed** rather than **received**. Learning doesn't really occur if I try and jam as much material as I can into your brains over the next fifteen weeks; you have to build your own knowledge. Whether it's the American West, astrophysics, kinesiology, English composition, or whatever—no course material becomes **learned** until it becomes **relevant**. In order for material to become relevant, you have to do things with it! So we will spend our semester **doing History**, as opposed to merely “listening to stuff.”

History Dept. Credo:

All History courses at Grand View will help you accomplish the following:

- Value lifelong learning and engagement with History
- To think like a historian:
 - Understand causation
 - See the past and present as a continuum.
 - Foster global awareness and empathy for the other
 - Construct and critically approach narratives
- Proficiency in documentation and research.

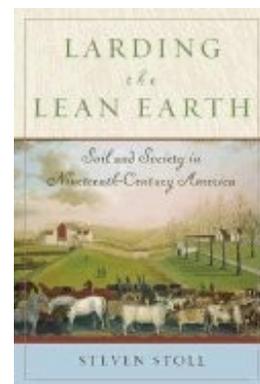
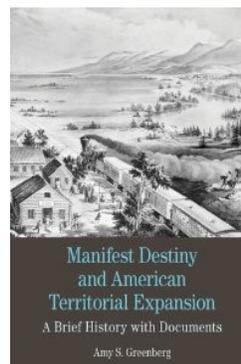
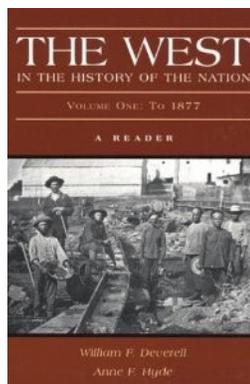
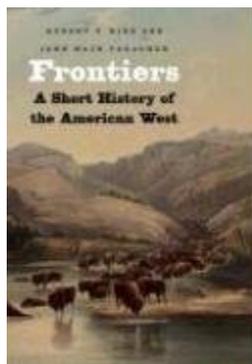
In order for this style of class to work, each of us has certain obligations that we must meet. All of us must come to class **prepared**, ready to **engage** with the material, and willing to **think, analyze, and challenge ourselves**. If we do this consistently, I guarantee you will find this course a rewarding and meaningful experience. If that happens, we will have been successful!



What You'll Need

The following texts are required for this course and available at the GV bookstore:

- Robert V. Hine and John Mack Faragher, *Frontiers: A Short History of the American West* (Yale, 2007).
- William F. Deverell and Anne F. Hyde, *The West in the History of the Nation: A Reader*. Volume I. (Bedford/St. Martin's, 2000).
- Amy S. Greenberg, *Manifest Destiny and American Territorial Expansion: A Brief History with Documents* (Bedford/St. Martin's, 2012).
- Steven Stoll, *Larding the Lean Earth: Soil and Society in Nineteenth-Century America* (Hill and Wang, 2002).





An African American Homesteader Family

Blackboard and E-Mail

Much of the work for this course will be done via GVU's campus network resources. Assignments will be posted on the Blackboard course page only; there will be no paper copies distributed in class. I will require the electronic submission of assignments via Blackboard (I'll demonstrate this in class), and you will receive my feedback

and evaluation that way as well. Announcements and other matters outside the classroom will be conducted via **GV email**. Please check your account regularly; **you are responsible for any material distributed in this manner**. You will be asked to place your research trail assignments and term project in your electronic port-

folio, and I will post my evaluation and feedback there as well. but we will collectively improve our technological proficiency, which is of vital importance in today's economic and intellectual climate. Please let me know if you need any assistance or support with these resources. They are meant to make life easier, not more complicated.

Netiquette

"Netiquette" refers to the standards for appropriate interaction in an online environment. You are expected to display proper netiquette in their communications with me and with other students. This includes using proper written English, being polite by disagreeing agreeably when necessary, including your name and other necessary identifiers on any communication. If an email or discussion post ever concerns you, please notify me right away in a private manner.

A Few Notes Regarding Technology (Campus-Wide Policy):

- It is essential that all students check their Grand View University e-mail account or set their account to forward to a preferred e-mail address. Students may set-up an e-mail auto forward from the myView web site ([myView](#) > [Campus Life](#) > [Technology Resources](#) > [myView Mail](#) > [myView Mail Forwarding](#)).
- The MyGrades tool of Blackboard is intended to be a communication tool and to facilitate information sharing between instructors and students. The grades and feedback posted on MyGrades are not to be interpreted as the final grade submitted by the instructor. Discrepancies and mistakes can be made in using and interpreting the technology – by both student and instructor. Refer to the grade policy in the syllabus for a full understanding of how your grade is calculated. Students will find their final grade on myView > myTools > Academic Profile > Grades by Term.

Grand View's Official Policies on:

Class Attendance:

Students are responsible for adhering to the attendance policies as expressed by the instructor/department. Furthermore, the Federal Government requires that students receiving financial aid attend classes. Students, who are identified by the instructor as not attending classes, will be re-

ported. Students who fail to return to classes may lose all or a portion of their financial aid.

Classroom Conduct:

Students should conduct themselves as responsible members of the University community respecting the rights of others. Any student behavior interfering

with the professor's ability to teach and/or the student's ability to learn constitutes a violation of the Code of Student Conduct found in the Grand View Catalog. The professor may ask the student to leave the classroom and that student will be subject to disciplinary sanctions.





Sioux Woman gathering firewood

“One cannot be pessimistic about the West. This is the native home of hope. When it fully learns that cooperation, not rugged individualism, is the quality that most characterizes and preserves it, then it will have achieved itself and outlived its origins. Then it has a chance to create a society to match its scenery.”

—Wallace Stegner,
The Sound of Mountain Water



Charles L. Weed (1824-1903). The Valley, From the Mariposa Trail (1860s). [New York Public Library]

Course Requirements

- I expect you to be in class, on time, and prepared. Please have the reading for each class completed before that day’s session (consult the course schedule, below). Attendance will be taken regularly, and excessive absences will have a detrimental effect upon your grade.
- I encourage you to participate in class discussions, to ask questions whenever you feel necessary, and to be engaged with our material generally. This is the best way for you to get as much as you can out of this class, which—after all—is the whole point of our being here.
- I expect myself to treat you with respect and courtesy, and I expect you to reciprocate with both me and your classmates. To that end, I have some specific requirements. All cell phones need to be turned off (not “vibrate,” but off) prior to entering class. I reserve the right to answer any phone that goes off during class time. Latecomers should enter quietly and take the seat nearest the door, so as not to distract the rest of the class.
- I understand that emergencies or unforeseen circumstances can arise. I will make allowances for them if need be, and will work with you to help make up any material you might have missed should there be a legitimate problem that keeps you from class. Missed exams or assignments may only be made up if the absence is **excused** (illness, grievous loss, other emergencies, or an official university activity may be excused with proper documentation).

Academic Integrity

In accordance with its mission statement, Grand View University is dedicated to the development of the whole person, and committed to truth, excellence, and ethical values. The University strives to promote appreciation of the dignity and worth of each individual and open interaction between student, faculty and staff. Personal integrity and academic honesty are essential to building a campus of trust. Thus, honesty in all aspects of the college experience is the responsibility of each student, faculty, and staff member.

This is reflected in the Grand View University Code of Integrity, which states: **As a member of the Grand View University community, and in accordance with the mission of the university and its Lutheran identity, I agree to appreciate and respect the dignity and worth of each individual. I will honor and promote a community of open interaction, personal integrity, active and intellectual engagement, and academic honesty with students, faculty and staff.**

Academic Accommodations

Grand View University prohibits unlawful discrimination and encourages full participation by all students within the university community. When a student requires any instructional or other accommodation to optimize participation and/or performance in this course, it is the responsibility

of the student to contact both the instructor and the Associate Director of Student Success: Academic Support and Disability Services and apply for any requested accommodation. The associate director is [Ms. Joy Brandt](#) and she can be reached at 515/263-2971.



Assignments & Grading

Attendance/Participation/Engagement	200 points
Blackboard Discussions	100 points
Discussion Leadership	100 points
Précis Papers (10)	150 points
Think Piece Papers (3)	150 points
Final Essay	100 points
Reflection Paper	100 points
Total Possible	900 points

GRADING SCALE

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F



"USS *Cyane* Taking Possession of San Diego Old Town July 1846", by Carlton T. Chapman (detail)

Writing Assignments

Précis Papers:

A précis is a concise, but thorough, summary of a particular text and its material. Throughout the semester, you may write a précis of any reading assignment marked with an asterisk (*) in the course schedule, so long as you submit TEN by the end of the semester. To receive credit, you must submit your paper the day we cover that reading in class. To get started, everyone will complete a précis on Frederick Jackson Turner's "Frontier Thesis" (consult the course schedule for the due date).

A quality précis summa-

rizes its particular text, and then provides a brief explanation and analysis of its material. It does so in a maximum of two pages (typed, double-spaced, standard fonts and margins). As you continue your academic career, it will serve you well to be able to summarize and analyze somewhat complex material in a brief and accessible manner without "dumbing it down." These papers are designed to help you develop that skill.

Think Piece Papers:

These papers are longer considerations of important

themes and debates drawn from a larger selection of course materials and our class discussions. You will be asked to provide your own perspective and analysis on the larger questions raised by the course content. There is no "right" or "wrong" answer here; rather, I will evaluate your ability to formulate an argument and support it with the appropriate evidence.

Think Pieces should be 3 to 4 pages in length (typed, double-spaced, standard fonts and margins). Consult the course schedule for their due dates.

"Go West, young man, go West and grow up with the country."

—Horace Greeley in an editorial in *The New York Tribune* (July 31, 1865).

Attendance, Participation, & Engagement

Attendance, Participation, and Engagement are the most important components of this course, and that's reflected in the grading criteria above. Attendance is the foundation upon which the other two areas are built; participation and engagement aren't possible if you're not present. Meaningful participation is more

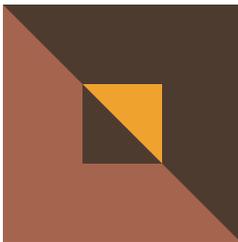
than just talking a lot. Your contributions to class discussion should be thoughtful, relevant, and constructive. In other words, trying to BS something without having done the reading won't fly here. I expect our discussions to be courteous and respectful. We are all colleagues in this course.

Engagement means not only being an active participant in our class sessions, but also involved with the course material outside of class—for example, in our online discussions. Good engagement also depends upon you being current with our course readings and activities.





Overtured wagon on the Oregon Trail (n.d.)



"All I hope for is to get home, alive, as soon as possible, so that I can forget it."

—A disenchanted Forty-niner from the California Gold Rush

Other Grand View Stuff You Should Know:

Appeal of Final Course Grade or Faculty Member's Final Academic Disciplinary Action

Students who wish to appeal a final course grade or other academic disciplinary action of an instructor must complete at least section I.A. of the Academic Appeal Form on-line within fourteen calendar days after the published due date for the final grade submission of the academic term in which the issue of disagreement occurred. Visit site below to complete first part of the form:

<https://secure/grandview.edu/gradeappealform.html> This form must be submitted electronically to the Office of the Provost. Nursing Students appealing a grade in a nursing course must follow the Nursing Division procedures.

Assignment of Credit Hours

With successful completion of this course, Grand View University will award you a specified number of credit hours on your transcript. Our accrediting body, the Higher Learning Commission, as well as the US Department of Education have standards in the definition of what counts as a credit hour (see [GV Catalog for a full definition](#)) so that students

Course Schedule & Assignments

Week 1: 8/27-29

Introduction to the course and one another

What is "the West?"

Th: Richard White, "The Imagined West," from *"It's Your Misfortune and None of My Own": A New History of the American West*. *

Week 2: 9/3-5

Turner's "Frontier Thesis"

T: Frederick Jackson Turner, "The Significance of the Frontier in American History." *

Précis due

Th: Hine and Faragher (H&F), Introduction; Deverell and Hyde (D&H), Doc. 28.

Week 3: 9/10-12

Looking West

T: H&F, Ch. 5.

Th: D&H, Docs. 33-36.

Items marked with an asterisk (*) are available on our Blackboard course page.



Course Schedule & Assignments

Week 4: 9/17-19**White Expansion and Indian Peoples**

T: Greenberg, pp. 1-22; D&H, Docs. 37-41.

Th: Greenberg, Ch. 3.

Think Piece 1 due 9/19

Week 5: 9/24-26**The Quest for Land**

T: Stoll, Ch. 1.

Th: Stoll, pp. 67-96.

Week 6: 10/1-3**Migrants**

T: Stoll, pp. 96-120; D&H, Docs. 42-45.

Th: Stoll, 120-169.

Week 7: 10/8-10**Texas and Oregon**

T: H&F, Ch. 6.

Th: Greenberg, Ch. 4.

Week 8: 10/15-17**“Manifest Destiny” and a War for Empire**

T: Greenberg, 23-37; H&F, Ch. 7.

Th: Greenberg, Ch. 5; D&H, Docs. 46-49.

Week 9: 10/22-24**Continental America**

T: Stoll, Ch. 3.

Th: D&H, Docs. 50-53.

Think Piece 2 due 10/24

Week 10: 10/29-31**Race and the West**

T: Quintard Taylor, “Slavery in the American West, 1835-1865,” in *In Search of the Racial Frontier: African Americans in the American West, 1528-1990*. *

Th: Taylor, “Freedom in the Antebellum West, 1835-1865,” in *Ibid.* *

Course Schedule & Assignments

Week 11: 11/5-7**The West: Sectional or National?**

T: Greenberg, Ch. 7; D&H, Docs. 54-57.

Th: H&F, Ch. 8; John Lester, "Hydraulic Mining" (1873).*

Week 12: 11/12-14**Exploiting the West**

T: H&F, Ch. 9

Th: H&F, 10.; Joseph McCoy, *Historic Sketches of the Cattle Trade**; Cowboy Interviews*

Week 13: 11/19-21**Struggles with and for the Land**

T: H&F, Ch. 11; D&H, Docs. 62-64; Chinese Immigrant Documents*

Th: H&F, Ch. 12; Indian Wars Documents*

Week 14: 11/26-28**No Class—Thanksgiving Holiday**

However—Think Piece 3 due 11/26 on Blackboard.

Week 15: 12/3-5**The Violent West**

Helen Hunt Jackson, excerpt from *A Century of Dishonor**

Report of the Commissioner of Indian Affairs, 1887*

Accounts of Wounded Knee*

Ida Wells, excerpt from *The Red Record*.

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• We will not have a "traditional" final examination in this class.
• Rather, you will have a final essay and a reflection paper to complete; these will be due via Blackboard by the period which our class would have been scheduled for an exam, which is
• **Wednesday, December 11 at 12:50 PM.**

NO LATE SUBMISSIONS WILL BE ACCEPTED!

