



2800

DV)

UTAH'S DIVERSE HERITAGE

HISTORY
(SS, HU,

Multiple, conflicting perspectives are among the truths of history.”

Instructor

Office:

Office Hours:

Office Location:

Classroom

Required Text

Utah A People's History by
Dean May

Online readings

Format

The principal component of each class meeting will be a discussion of the assigned reading for the day.

Course Description

Welcome to the study of Utah History! This course is designed to offer students a greater understanding of Utah, its peoples, and its history. As we discuss specific details of Utah history you should keep broad themes in mind. What does it mean to be a Utahn? Who is a Utahn? Has that definition changed over time? In this class we will view Utah as a meeting and mixing ground of diverse peoples from a variety of religious, cultural, ethnic, and racial backgrounds. We will seek to understand what brought these peoples together, what drove them apart, and what methods of accommodation, compromise, and/or conquest animated their exchanges. What has living in Utah meant for each group and how has that meaning changed over time? Through various historical lenses, we will view how Native Americans, Mormons, “new pioneers” and other immigrant groups all

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experienced some form of Americanization at various periods in Utah history. In the story that emerges, we should never lose sight of the fundamental lessons of the human condition that I believe the Utah experience helps to illustrate: how change takes place in the past, how we interpret the past and find meaning for the present, and how we interact with people who are different.

Learning Outcomes

This course will help students learn how to think like historians. Students will be required to analyze the past from multiple perspectives and make connections to the present. Class lectures, discussions, and papers will emphasize the importance of critical reading and writing. At the end of the semester, students should have the ability to think critically about Utah history, analyze information, and effectively write an essay.

Course Requirements

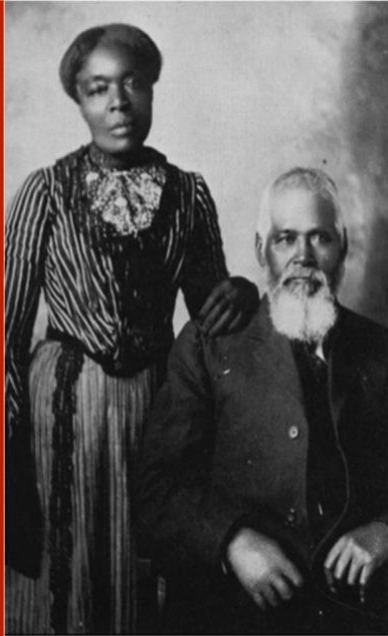
Students are expected to read the material assigned in the class schedule before coming to class. As you read, think critically about the material and form your own opinions about the main concepts in each selection. Your informed opinions, questions, and comments are valued, and participation will be graded. Class discussion will follow major themes from the readings but will not merely rehashing the readings. Students are required to critically analyze the readings and come prepared to class to participate in discussions. Students will take six random reading quizzes. These quizzes are designed to test our understanding of the assigned readings. Each quiz is worth ten points. Only your five highest scores will be used in the final grade. There will be no make up quizzes given, except for university excused absences. Students will also be required to complete one E-Portfolio assignment, a mid-term exam/paper, and a final exam/paper.



Grading System

A	94-10
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
E	59-00

There will be opportunities for extra credit



Grading

Grades are based on attendance, participation, eportfolio assignment, quizzes, mid-term, and final. Your grade will be calculated as follows:

- Attendance 20 % of your grade
- E-Portfolio 10 % of your grade
- Quizzes 20 % of your grade
- Mid-Term 20 % of your grade
- Final 30 % of your grade

Attendance / Participation: I take attendance at the beginning of every class session. Do not underestimate the importance of coming prepared to class and participating in the discussion. As part of your participation grade, students are required to submit reading notes each Thursday on canvas.

E-Portfolio Assignment: Because this course is a part of the General Education program, you will need to post what is called a signature assignment from this class onto your E-Portfolio. Students will post a revised version of their mid-term paper by the end of the class. This post should include a reflective portion that describes what you learned from writing your paper. Once you have submitted your URL to me, you will be given credit for this assignment.

Quizzes: I will administer six random quizzes on assigned readings and lectures. If you do the reading and come to class, you will excel at the quizzes. No make-up quizzes will be given. I will drop your lowest quiz score.



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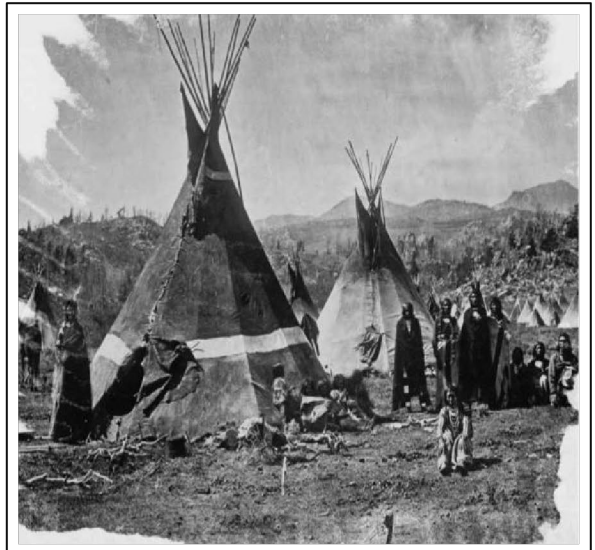
Mid-Term: For the in class portion of the exam, students will need to bring a blue book and will be answering four identifications on class readings and notes. For mid-term 3-4 page paper, students will select one of 5 questions and write an 3-4 page essay. Students will receive the mid-term questions a couple weeks prior to the exam and are expected to prepare a well-crafted essay in response to the questions. Students need to think critically about the material covered in the readings and in class and then formulated their own ideas based on evidence. Make sure to make an argument grounded in historical evidence. State your thesis clearly, organize your essay carefully, and draw examples and evidence from the readings and class notes. All sources needed to be cited properly wither with MLA documentation or Chicago style.

Final: For the in class portion of the exam students will need to bring a blue book and will be answering four identifications on class readings and notes. The final 4-5 page paper will be a comprehensive essay. Students will select one of four questions to write on. Questions will be distributed a couple weeks prior to the final exam. Students are expected to prepare a well-crafted comprehensive essay and should are expected to use material covered in readings and in class. Make sure to organize your essay effectively. All sources need to be properly cited either MLA or Chicago style documentation.



“Though there were no lines drawn on a map circumscribing a place called Utah, the land was here long before the people. It is the constant in Utah history, a backdrop across which the people over millennia have come and gone.”

-Dean Mav



IMPORTANT NOTE

SCHEDULE

This schedule is subject to change. I will confirm the readings a week in advance. I reserve the right to make changes to any part of this syllabus and will notify you of those changes in class. Feel free to contact me anytime via email. I will be available to meet with you if you have any questions, concerns, or need help with your papers.

TECHNOLOGY IN CLASSROOM

Cell phones and other electronic devices should be put away during class. Laptops are permitted for notetaking, not surfing the web. Preferably those using laptops should sit on back row.

PLAGIARISM

Plagiarism is taking credit for another person's words, works, and ideas or failing to acknowledge that person's words, works, and ideas. If you borrow from someone else you must give that person credit through proper citations. It is department policy that if you are caught plagiarizing the punishment is failure of that assignment. A second offense may result in course failure. Plagiarism will not be tolerated in this class.

ADA

Salt Lake Community College seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the SLCC Disability Resource Center at 801-957-4659. The DRC will work with you and the instructor to make arrangements for accommodations.

*****IMPORTANT NOTES*****

General Education ePortfolio Syllabus Statement

Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit: <http://www.slcc.edu/eportfolio/index.aspx>

Starting Fall 2016, all students new to SLCC will use DigiCation as their ePortfolio platform. Any students who have created ePortfolios prior to Fall 2016 on other platforms will be allowed to continue

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using those platforms. You only need to create one ePortfolio for all your General Education courses. For Digication tutorials to get started, please go to:

<https://slcc.digication.com/slccnewdigicationhelpsite/beginning-tutorials>

After creating your ePortfolio, please link your ePortfolio URL to your MySLCC account by following these directions: copy the URL in the web address bar for your *Welcome page* (e.g. “slcc.digication.com/john-smiths-eportfolio”) > log into my.slcc.edu > click on the *Academics & Records* tab > locate the *ePortfolio* section on the bottom right-side of the page > click *Submit ePortfolio* > on the left side of the page under *General Education ePortfolio* click *Submit* > paste the URL for your ePortfolio’s Welcome page into the blank box underneath *Enter ePortfolio URL* > click *Save*.

If you would like in-person help with your ePortfolio please visit an ePortfolio Lab on the Taylorsville-Redwood, Jordan, or South City Campus during business hours, and staff will help you. No appointment necessary. You can also make an online or phone appointment with a lab specialist. For lab hours, locations, and appointments please look at the following site:

<https://www.slcc.edu/eportfolio/remote.aspx>

Questions regarding the ePortfolio can be directed to:

<http://www.slcc.edu/eportfolio/eportfoliohelp/index.aspx>

Schedule

Week 1 : Utah the Place

Week 1 : The First Utahns

- (a) May, pp. 12-18
- (b) Nelson, “Dwellers in the Cedar Bark: The Indian Art of Utah”
- (c) Hopi, Ute, and Southern Paiute Creation Narratives

Week 2 : The Spanish Epoch

- (a) May, pp. 21-32
- (b) Cutler, “Prelude to a Pageant in the Wilderness”

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Week 2 : The Fur Trade, Mountain Men, Explorers, and Trail Blazers

- (a) May, pp. 32-38
- (b) Hafen, "Mountain Men Before the Mormons"
- (b) Alley, "Prelude to Dispossession"

Week 3 : A Peculiar People: The Mormon Migrations to Utah

- (a) May, 41-62
- (b) Riley, "A comparative View of Mormon and Gentile Women on the Westward Trail"

Week 3 : Colonizing the West

- (a) May, 65-73
- (b) Kupperman, "The Starving Time at Jamestown"

Week 4 : The Indian Frontier

- (a) May 101-110
- (b) Madsen and Madsen, "One Man's Meat is Another Man's Poison"
- (c) Christy, "Open Hand and Mailed Fist: Mormon-Indian Relations in Utah, 1847-52"

Week 4 : Governmental Beginnings

- (a) Crawley, "the Constitution of the State of Deseret"
- (b) Worthen, "Zachery Taylor is Dead and in Hell and I'm glad of it"

Week 5 : The Mormon Reformation, Prelude to War

- (a) Peterson, "The Mormon Reformation of 1856-1857"
- (b) Parshall, "Pursue, Retake, & Punish: The 1857 Santa Clara Ambush"

Week 5 : The Utah War

- (a) May 91-101
- (b) Poll and Mackinnon, "Causes of the Utah War Reconsidered"
- (c) Utah War Songs

Week 6 : The Bootstrap Economy: Utah, Patrick Connor, and the Mining Frontier

- (a) May, pp. 73-89; 113-122
- (b) Reeve, "Power, Place, and Prejudice"

Week 7 : The Railroad and the end of Isolation

Week 6 : The Utah War and Mountain Meadows Massacre

- (a) Turley, “The Mountain Meadows Massacre”
- (b) Briggs, “The Mountain Meadows Massacre”
- (c) Briggs, “Letters”
- (a) Tanner, A Mormon Mother

Week 7 : Plural Marriage Among the Mormons

- (a) Tanner, A Mormon Mother

Week 8 : Mid-Term

- (a) Tanner, A Mormon Mother

Week 8 : Mid-Term Exam

SPRING BREAK

Week 9 : New Immigrants & Progressive Era Economy

- (a) May, 135-153
- (b) Papanikolas, “Georgia Lathouris Mageras”

Week 9 : New Immigrants & Progressive Era Economy

- (a) Bapis, “In the Hands of Women”
- (b) Notarianni, “Utah’s Ellis Island”

Week 10 : Utah Immigrant Minorities

- (a) Liestman’s “Utah’s Chinatown”
- (b) Gonzalez and Padilla, “Monticello, The Hispanic Gateway to Utah”

Week 10 : Progressive Era Economy & Politics

- (b) Powell, “The Foreign Element and the 1903-04 Carbon County Coal Miners’ Strike”

Week 11 : From War to Depression

- (a) May, pp. 171-182
- (b) Cannon and Embry, “The WPA versus the Utah Church”
- (c) Tonya S. Reiter “Not in My Neighborhood: The 1939 Controversy over Segregated Housing”

Week 11 : Utah and WWII

- (a) May, pp. 182-185
- (b) Powell, “Utah and World War II”

Week 12 : From Colony to Commonwealth

(a) Cannon and Embry, “The Volatile Sagebrush Rebellion”

Week 13 : Civil Rights in Utah

(a) Peterson, “Blindside: Utah on the Eve of Brown V. Board of Education”

(b) Cannon and Embry, “Utah’s Denial of the Vote to Reservation Indians”

Week 13 : Religion and Politics in Twentieth-Century Utah

(a) Prince and Topping: “A Turbulent Coexistence”

(b) Cannon and Embry, “Utah’s Recent Growth”

Week 14 : Utah’s Cultural Divide

(a) Cannon and Embry, “Bernard DeVoto’s Utah”

Week 14 : Utah’s Cultural Divide

(a) Barber, “Culture Shock”

(b) Ballard, “Doctrine of Inclusion”

Week 15 : Utah History in Review

(a) No Readings—What to make of Utah History and Final Review

Week 15 : Final Exam