Course Outline
History 364–Utah History
Fall 2010
MWF, 3:00-3:50 p.m.
B-106 JFSB

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Office hours, MW 8-10 a.m.; Th 11 a.m.-Noon or by appointment

Course Description
We will explore major themes and events in Utah’s history and relate them to wider historical trends in the United States and the West in general. While many of you are not from Utah and will not teach here, you will learn concepts that you can adapt to state and national history classes. Those topics are best explored in the twentieth century (which happens to be my specialty). Much of nineteenth century Utah history is Mormon history, but I will address topics not usually covered in traditional religion classes.

Readings
Text
Brian Q. Cannon and Jessie L. Embry, *Utah in the Twentieth Century*.

Other Readings
Historytogo.utah.gov.
John S. McCormick and John R. Sillito, *A World We Thought We Knew* (online; go to BYU Harold B. Lee Library card catalogue for access.)
Selected readings from the *Utah Historical Quarterly*, *The Peoples of Utah*; Patricia Lyn Scott and Linda Thatcher, *Women in Utah History: Paradigm or Paradox?*. Also Stanford L Layton, *Red Stockings and Out-of-Towners: Sports in Utah* and *Being Different: Stories of Utah Minorities*. The books are on reserve. The *Utah Historical Quarterly* is in Current Periodicals in the Library and some articles are on the Utah State Historical Society webpage.

Background Readings
I have required Thomas G. Alexander, *Utah: The Right Place* as a text in the past, but it is out of print and hard to get a copy of. However, if you are interested in Utah history, you may want to get a copy. Sometimes there are some in the discounted area of the bookstore. I recommend the book.

Book Review
Select a book—a secondary source—on some aspect of Utah history that you are interested or select a book—a secondary source—on some aspect of the history of the state that you are most
interested in. The book must be between 300-500 pages, be published by a university press or a historical society, and have an index and research notes. All books must be cleared by the instructor.

Course Requirements and Grading
Attendance
Attending class is important and part of your grade will be based on your attendance. Even more important than attending though is participating. So you will also be graded on your participation in the discussions. Just talking is not going to get points; thoughtful questions and comments will be considered. On the last day of class you will be asked to give yourself a class participation grade. It will be averaged with the grade I assign you.

I will pass a class roll each class period. It is your responsibility to make sure that you mark your attendance. Marking attendance will be on the honor code. I trust that you will only mark the days that you are in class. At the beginning of each class, I will ask for comments about the reading and/or what has happened in Utah. If you participate in this discussion, please mark the roll with a +. If you did not participate, please mark your name with a x. Occasionally I will have students lead a class discussion. You will receive bonus points for being the class leaders and points for adding to the discussion. Other times I will divide the class into groups. Here is where it is important that you keep track of your participation.

Reading Journal
You will be required to keep a reading journal. Please date the assignments and give bibliographical information on what you read. Then explain the thesis of the article(s) and whether you agree or disagree with the argument. You will be required to turn in your journal three times during the semester. I will announce in class that your journal is due the next class period. The journals will be available for pickup the day after class at my office. (Please don’t use that you did not have the journal as an excuse for not doing an assignment.) Please put your journal in a notebook or a folder so that I can keep it together. The journal may be typed or handwritten. It is important that you keep up on your journal so that you can participate in class. (See attendance requirements.) Journal entries may not be emailed.

Examinations
There will be a take home midterm and a final. Each test will consist of essay questions. The tests will be open book. The tests should take you between an hour and two hours. The examinations will cover material from lectures and readings. The lectures will usually not cover the material in the texts, so it will be important to attend class and take careful notes. The first day of class I will ask you to answer this question: What do I know about Utah history? I will have you write your responses and turn them in. I will never read them. I will return your responses at the end of the term. One of the questions on the final that you can answer is: How have my views of Utah history be changed or strengthened during this class? The reasoning behind this assignment is that as we learn we often do not see how our views gradually change. All examinations must be typewritten and you must turn in a paper copy. Emailed exams will not be accepted.
Book Review
Please write a book review of your book selection. A book review includes the thesis, a very short summary of what the book contains, and a critique (good or bad) of the material. It is not saying, “I like this book.” Rather it is saying, “This book presents convincing (or is not convincing) evidence on the subject” and then gives examples. This syllabus includes several book review examples. Reviews can be 250 words to 3-4 pages. Beware, the shorter reviews are often harder to write. Book reviews must be typewritten and you must turn in a paper copy. Emailed reviews will not be accepted.

Lesson Plan
Since many of you are teaching majors, we will talk about how you can use the information presented in this class on the middle or high school level. Even if you are not a teaching major, the information presented may come in handy when you are a teacher at church sometime in your future. To help reinforce these ideas, please prepare a lesson plan on some topic in Utah history. You may use the Hunter Model or some other lesson plan method that you have been taught. We will briefly discuss lesson plans in class.
Since everyone in class is not a teaching major, you may read a second book and write a second book review rather than completing a lesson plan.

Out of Class Activities
You will be required to participate in an out of class activity. Please submit a 1-2 page report for this assignment. You must do one activity. You can receive extra credit for one additional activity. The write up can be a write-to-learn assignment or journal entry. You will still be graded on your writing. Please tell where you went and what you learned about Utah history through this activity.
Select one of the following activities:
Visit the Education in Zion in the JFSB.
Visit the Museum of Peoples and Cultures that has an exhibit on the Fremont Indians in Utah Valley.
Visit the BYU Museum of Art (MOA) and especially look at paintings that deal with Utah history. I am a docent at this museum and can give a tour if students request one.
Visit the Earth Science Museum on campus. (I have never been to it.) You could also visit the Bean Museum but only if it has something on Utah.
Visit the Church History Museum in Salt Lake City and go through the Covenant Restored Exhibit. I am a docent at the museum and go every other Saturday. If there is interest, my fellow docents and I will give a tour. Signup sheets will be available in class.
Take a walking tour of the Provo Franklin Neighborhood with me. Dates for the tours will be arranged if there is interest.
Visit the Springville Art Museum and look for Utah art and especially visit the Topaz art exhibit. This exhibit closes the middle of October.
Select a museum or site with Utah history information and visit it. This could be the Utah Museum of Natural History at the University of Utah or the traveling exhibit at Zion’s Bank.
exhibit will be in Provo in November.
Attend a lecture on campus that has to do with Utah. I will bring information on possible lectures. I will also invite you to attend Redd Center lectures for this activity and extra, extra credit. For example, the Redd Center will have a lecture and concert by a cowboy poet/singer on September 23, 2010.

You may visit any DUP or community museum in the state. You may also visit any state or national park in the state. If you have any questions on whether the museum or park fulfills the assignment, talk to me beforehand. It is not easier to get forgiven than permission!

All out of class assignments will be due on December 1, 2010. They will not be accepted after that date. You can turn them in early. It is usually easy to do your write up close to when you do the activity. All write ups must be typewritten and submitted in paper. Emailed assignments will not be accepted.

Term Paper
You will be required to write an 8-10 page research paper on some topic in Utah history. You can approach this paper from many different ways. You can conduct an oral history or read an autobiography or diary and write a paper showing how the person is a typical or atypical example of a Utahn. You can write a traditional research paper with primary and secondary sources. You can read several books/articles on a topic and compare and contrast the information. If you have a topic that you would like to do that is not Utah history (the history of your state, family history, etc.), I will consider it if you talk to me beforehand. All topics must be approved. You will be required to submit a description of your paper and the sources that you will be using early in the semester. If you change your topic, it must be approved again. If your topic is not approved, you will lose 20% from your term paper score. All term papers must be type written in Times Roman 12 point type. Please turn in a paper copy. Emailed term papers will not be accepted.

Grade Breakdown

Class Participation 15%
Reading Journal 5%
Exams 40%
Book Review 10%
Lesson Plan/Book Review 10%
Historic Sites Write up 5%
Term Paper 15%

Course Outline
I will follow this course outline as much as possible. There may need to be some adjustments.

Monday, August 30, 2010
Class Introduction

Wednesday, September 1, 2010
History of Utah History
Reading Assignment: Introduction, *Utah in the Twentieth Century*

Friday, September 3, 2010
Teaching Utah or Another State’s History

Monday, September 6, 2010
Holiday

Wednesday, September 8, 2010
Geology
Reading Assignment: Three articles from the Land on historytogo.utah.gov or three articles from Utah Geological Survey (http://geology.utah.gov)

Friday, September 10, 2010
Native Americans

Monday, September 13, 2010
First Europeans

Wednesday, September 15, 2010
Mormons Pioneers in Utah
Reading Assignment Before Class: David B. Madsen and Brigham D. Madsen, “One Man's Meat Is Another Man's Poison: A Revisionist View of the Seagull "Miracle," *A World We Thought We Knew*

Friday, September 17, 2010
Polygamy
Reading Assignment: Jessie L. Embry, *Mormon Polygamous Families*

Monday, September 20, 2010
Utah War; Mormon Reformation
Reading Assignment: One article from the *Utah Historical Quarterly* 76:1(Winter 2008).
Available in current periodicals or on line at:

Wednesday, September 22, 2010
Mountain Meadows Massacre

Friday, September 24, 2010
Questions?
Reading Assignment: None.
Assignments Due: Book(s) selected for book review; research topic.

Monday, September 27, 2010
Utah Economics, 19th Century
Reading Assignment: Three articles from Mining and Railroads from http://historytogo.utah.gov or an article on the United Order. A chapter from Leonard J. Arrington, Feramorz Y. Fox, and Dean L. May, Building the City of God: Community and Cooperation Among the Mormons would work well.

Wednesday, September 29, 2010
Utah Depressions

Friday, October 1, 2010
Utah Economics, 20th Century
Reading Assignment: No Reading Assignment; Interested in the topic? See Thomas G. Alexander, Utah: The Right Place, chapters 14-15 (Utah as a Colony and Utah as a Commonwealth)

Monday, October 4, 2010
Utah Women
Reading Assignment: Miriam B. Murphy, “Women in the Utah Work Force From Statehood to World War II, A World We Thought We Knew or a chapter in Patricia Lyn Scott and Linda Thatcher, Women in Utah History: Paradigm or Paradox? Book on reserve.

Wednesday, October 6, 2010
Utah Politics, 19th Century
Reading Assignment: To Be Announced
Friday, October 8, 2010  
Utah Progressive Era: Americanization of Utah  
Reading Assignment: To Be Announced.

Monday, October 11, 2010  
Utah Politics, Socialists  
Guest Lecturer: John Sillito  
Reading Assignment: John S. McCormick and John R. Sillito, “Respectable Reformers: Utah Socialists in Power, 1900-1925,” *A World We Thought We Knew*

Wednesday, October 13, 2010  
Utah Politics, 20th Century  

Friday, October 15, 2010  
Utah Immigration—Mormons  
Reading Assignment: An Article on Utah Mormon Immigration from the *Utah Historical Quarterly* or *Peoples of Utah*

Monday, October 18, 2010  
Utah Immigration—non-Mormons  
Reading Assignment: An article on non-Mormon Utah Immigration from the *Utah Historical Quarterly, Peoples of Utah*, or Stanford Layton, *Being Different: Stories of Utah Minorities*.

Wednesday, October 20, 2010  
Review for Midterm

Friday, October 22, 2010  
No Class; Work on Take Home Midterm

Monday, October 25, 2010  
Utah and Wars  
Reading Assignments: Three articles from [http://historytogo.utah.gov](http://historytogo.utah.gov) on any war except World War II  
Assignment Due: Midterm

Wednesday, October 27, 2010  
Utah and World War II  
Reading Assignments: Antonette Chambers Noble, “Utah’s Rosies: Women in the Utah War Industries During World War II,” *A World We Thought We Knew*; Amanda Midgley Borneman,
“‘Proud to Send Those Parachutes Off:’” Central Utah’s Rosies during World War II,” *Utah in the Twentieth Century*, 123-145.

Friday, October 29, 2010
Topaz (KUED Video)
Reading Assignment: None

Monday, November 1, 2010
Twentieth Century Wars
Reading Assignments: Three articles from Utah Today from [http://historytogo.utah.gov](http://historytogo.utah.gov)

Wednesday, November 3, 2010
Utah and Education, 19th Century
Reading Assignment: To Be Announced

Friday, November 5, 2010
Utah and Education, 20th Century

Monday, November 8, 2010
Water
Reading Assignment: Kathryn L. Mackay, “The Strawberry Valley Reclamation Project and the Opening of the Uintah Indian Reservation,” *A World We Thought We Knew*; Adam Eastman, “From Cadillac to Chevy: Environmental Concern, Compromise, and the Central Utah Project Completion Act,” *Utah in the Twentieth Century*, 343-366.

Wednesday, November 10, 2010
Public Lands

Friday, November 12, 2010
Tourism (Guest Lecturer)
Reading Assignment: None

Monday, November 15, 2010
Tourism
Wednesday, November 17, 2010
Growth

Friday, November 19, 2010
Culture

Monday, November 22, 2010
Sports
Reading Assignment: An article from Stanford L. Layton, *Red Stockings and Out-of-Towners*. The articles are reprints from the *Utah Historical Quarterly* so you could look there.

Tuesday, November 23, 2010
Olympics

Wednesday, November 24, 2010
No Class University Wide

Friday, November 26, 2010
No Class Thanksgiving Holiday

Monday, November 29, 2010
Teaching State History
Assignment Due: Lesson Plan

Wednesday, December 1, 2010
Historic Sites
Assignment Due: Historic Site Writeup

Friday, December 3, 2010
No Class; work on Book Review and Research Paper

Monday, December 6, 2010
Book Review
Assignment Due: Book Review
Wednesday, December 8, 2010
Class Summary
Assignment Due: Paper; any other assignments

Final Due: Friday, December 17, 2010, 10:00 a.m.