COURSE OUTLINE
HISTORY 364 - UTAH HISTORY

Fall 2011
10-10:50 MWF
253 MARB
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Brian Q. Cannon
Office: 2119 JFSB/366
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Hours: 2:00-2:50 MW
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Course Description
I first came to appreciate Utah history as a seventh grader who had recently moved with my family to Utah from New England. My Utah history class helped me to learn about and sink roots in my new home. Whether or not you are a native of Utah and whether or not you intend to remain here, this course can help you deepen your understanding of the state where you currently live. Utah history was both the first undergraduate history class that I took and the first course I taught as a professor at BYU. So I have a longstanding affinity for Utah history.

Poorly taught, state history can be parochial and insular. Approached wisely, it can be immensely relevant and as intellectually stimulating as any field of history. It depends upon our quality of mind and our willingness to ask ambitious questions. Events at the local and state level can illuminate big questions and complex patterns. In this course we will explore major themes and events in the history of Utah, paying particular attention to intersections between Utah’s history and themes and events in the history of the American West and the United States at large.

In the hands of some, Utah history has been little more than a triumphal history of the Mormon pioneers. Some believe the appropriate corrective for this tendency is a poly-vocal approach that reduces the Mormon voice to a whisper. That approach at its most extreme distorts the state’s history and robs it of some of its most profound relevance for the Mormon majority. Finding the optimal balance is difficult, and my approach in this class may be too Mormon for some and insufficiently Mormon for others.

As we examine Utah’s history, we will explore many developments of which Latter-day Saints are justifiably proud. We will also meet morally complex human beings whose decisions and actions sometimes failed to match their lofty ideals. The perspective of the eminent Baptist historian Robert T. Handy may be useful for us to remember: “The knowledge that comes through the application of historical method may be inconvenient and even painful, but to resist it or turn from it may give evidence of our lack of faith; for an unblinking facing of the reality that is disclosed by this method . . . may help us learn more about the ways of the Creator, the creation, and the creatures.” (Robert T. Handy, History and the Historical Understanding). As Handy suggests, the maturity that comes from studying history can deepen one’s religious understanding and faith, but that outcome requires patience, intellectual humility and prayerful searching.
Each program at BYU has developed a set of expected student learning outcomes. This course has the following expected learning outcomes:

1. Be able to explain and interpret major developments and historical terms in Utah history.
2. Be able to interpret primary documents regarding Utah’s history and use evidence from those documents to support historical assertions and interpretive generalizations.
3. Be able to skillfully and honestly evaluate historical arguments regarding Utah’s history in secondary sources.
4. Be able to integrate matters of faith within discussion of major developments in Utah history involving Mormonism.

Required Reading

Thomas G. Alexander, Utah: The Right Place
Jared Farmer, On Zion’s Mount Mormons, Indians and the American Landscape (you may skim pp. 284-322)
Brian Cannon and Jessie Embry, eds., Utah in the Twentieth Century (portions)
Article Readings Packet
The class schedule lists reading assignments.

Course Requirements:

EXAMS: Study questions will be available on Blackboard. One midterm, worth 150 points, will be administered, as well as a final exam worth 150 points. Each exam will consist of essay questions and short identification items. A Blue Book and dark-colored ink are required for each exam. My lectures will not simply be a reiteration of materials in the textbook. You will need to attend classes, take notes carefully and complete the assigned readings in order to perform well on the exams. I reserve the right to administer closed-book pop quizzes worth 10 points each on the days that the assigned articles from the readings packet are discussed in class. These quizzes deal with general themes in the articles rather than with esoteric facts.

QUIZZES on Tanner, Stegner and Farmer
Twenty-five-minute essay quizzes worth 25 points each will be administered on the days that these books are discussed in class. The quizzes will deal with general themes in the books and the authors' interpretations of events rather than with esoteric facts. You must take and pass all three quizzes in order to pass the class.
BLACKBOARD QUIZZES
Five-point timed quizzes are posted on Blackboard for most of the assigned readings in Cannon & Embry. You should read the assigned chapter and then take the quiz. You may use your book in taking the quiz. Quizzes must be taken prior to the class session where the reading is listed for discussion. The time limit for each quiz is 15 minutes.

PROSPECTUS AND TERM PAPER:
Write a 9-10 page interpretive research paper (typed, double-spaced, one-inch margins, 10 or 12 cpi [characters per inch]) which will be worth 150 points.

Option A:
You may write your paper on any topic pertaining to Utah history. If you do not have a topic in mind, consider browsing the textbook and the bibliography at the back of the text for ideas. You may also consult with your TA and with Dr. Cannon. Perhaps your paper might involve a narrative, or a chronological story (i.e. the development of a ski resort or the settlement of a community). Perhaps it will be a more thematic discussion (i.e. lifestyles of Utahns in a particular era). In any case, your paper should include a clear thesis statement in the introductory section in which you introduce the key interpretive message[s] or conclusion[s] of your research. These may pertain to matters such as causation, motive or broader significance/generalizations that can be arrived at from your research.

This paper assignment is designed primarily to facilitate your in-depth exploration and interpretation of an issue in Utah’s history beyond what the textbook and lectures can provide. It will give you experience in evaluating and synthesizing information from several sources and in reading those sources closely to see how different scholars impose a distinctive spin or interpretation upon their evidence.

Your paper should draw some of your information from the best secondary sources (scholarly books and articles) that are available on your topic. The fact that a book is checked out is not grounds for not consulting it. Either recall it by going to the circulation desk (graduate students and professors must return books that are recalled within a few days even if they are checked out for 4-6 months) or obtain a copy through interlibrary loan. You may also use electronic sources, provided that you supply full citations for your sources. Bear in mind that sources published by academic presses have generally been checked for accuracy and thoroughness; privately published work may or may not have been carefully source-checked. In identifying the sources for your paper, you should consult reference works including the bibliography in the textbook, the library catalog and an electronic index called America: History and Life that can be accessed from the library home page. If you desire a high grade (i.e. “A” level work), I strongly encourage you to extend your research beyond secondary sources by examining relevant primary historical documents. Your TA and Dr. Cannon can assist you in identifying relevant historical documents. In your paper you must cite your sources not only for direct quotations but for all other information you acquired through your research. Thus, as you are writing your paper, keep careful track of where you have obtained each piece of information. You may use either footnotes or a parenthetical reference format such as MLA. If you use footnotes you do not need to supply a bibliography. If you use parenthetical references, you will need to append a reference sheet with full bibliographic citations for each of the sources cited.

On Sept. 26 you should hand in a typed, one-paragraph synopsis of the project you plan to pursue, along with a list of the major sources you will be using.
The paper will be due in class on Dec. 7. Grades on late papers will be reduced by ten percent for each weekday (MTWThF) that they are not turned in, with a maximum penalty of 30 percent. No papers will be accepted after the final exam.

Option B:

Select a year in the twentieth century prior to your lifetime that interests you. Carefully read the textbook sections that discuss the decade surrounding your year. Then choose a month in that year. Using the HBLL’s microfilmed newspaper collection for the Salt Lake Tribune or the Deseret News or the on-line historical archive for the Deseret News http://archive.deseretnews.com/historic/ review at least 25 issues of the paper printed in one month. If you use the on-line collection, choose a month for which at least 25 issues are available. Concentrate mainly upon articles that deal with events in Utah. On the basis of your reading in the textbook and your newspaper research, write an interpretive paper in which you offer generalizations and supporting evidence regarding conditions in Utah in that year. I recognize that your source base is limited and that your conclusions will therefore be tentative rather than definitive. If you were writing an article for publication, you would need to extend your research base, but for our purposes in this class, that is unnecessary. My objectives are to allow you to immerse yourself in historical documents and to analyze and interpret those sources. Your paper will be most satisfying if you offer generalizations and use specific incidents, articles or editorials to support those generalizations rather than merely narrating specific incidents. For instance, if you encounter numerous articles about crimes, you might offer some generalizations about the nature of crime, the level of safety, the targets of crime, etc., and then use specific incidents to support your generalization. Wherever possible, your generalizations should draw upon evidence from several articles rather than from a single article. For instance, it would be unwise to offer a generalization about the arts and culture in Utah in 1921 based entirely upon a single newspaper article that describes a concert or play or church meeting.

On Sept. 26 you should hand in a typed, one-paragraph synopsis of the project you plan to pursue (month, year and newspaper).

The paper will be due in class on Dec. 7. You may use either footnotes or a parenthetical reference format such as MLA. Grades on late papers will be reduced by ten percent for each weekday (MTWThF) that they are not turned in, with a maximum penalty of 30 percent. No papers will be accepted after the final exam.
Grading Scale
A  94-100%
A-  90-93%
B+  87-89%
B   83-86%
B-  80-82%
C+  77-79%
C   73-76%
C-  70-72%
D+  67-69%
D   63-66%
D-  60-62%
E   59% or less

Grade Calculation
Midterm                         150 pts
Final Exam                     150 pts
Research Paper                 150 pts
Three Book Quizzes             75 pts (25 pts per quiz)
Blackboard Quizzes             5 pts per quiz
Pop Quizzes                    10 pts each

Attendance
Attendance is required in order to promote your mastery of Utah history. Rolls will be
sent around in class. Ensuring that they get marked is your responsibility. I will often excuse
absences when asked in advance, but you must clear them with me each time and get lecture
notes from a classmate or from the TA. Three class periods may be missed unexcused without
penalty but I will deduct 1 percent from your total course grade for each additional absence.
Grades will be determined by what the rolls say.

Laptops in Class: A Proposal for Discussion and Possible Adoption
I strongly discourage using laptop computers to take notes in this class. If you have to use a
laptop, you must use it ONLY for note-taking. That means that you turn off email notifications,
instant messaging, or anything similar and keep only one window open—your note-taking
document. Violations of this policy may result in loss of points. The reason for this policy is to
create a positive learning environment for all students. Research has shown that students who
multitask, or go back and forth between note-taking, Facebook, Youtube, email, solitaire, and
other windows have a significantly decreased ability to retain information conveyed in class or to
understand concepts beyond a surface level. More importantly, the negative effects of
multitasking--distraction and reduced retention--extend to students within viewing range of other
research-study-082409.html
Preventing Sexual Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students With Disabilities
Let me know if you have any special needs. I, along with Brigham Young University, am committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

BYU Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Class Schedule
Aug. 29 Introduction
Aug. 31 The Land and Its Impact on Society
Reading: Alexander, p. 10-23; Cannon & Embry, 11-22, 343-60
Sep. 2 Subsistence and System: A Cultural Ecology of Utah's Indians
Reading: Alexander, p. 24-45
Sep. 7 Native American Mythology and Cosmology
Reading: Alexander, p. 45-51
Sep. 9 The "Cross of Cultures": Utah, the Southwest and the Expansion of New Spain
Reading: Alexander, p. 52-57
Sep. 12 The Mountain Men and Women: Symbol and Substance
Reading: Alexander, p. 58-68
Sep. 14 The Trail Blazers: Overland Emigrants and Explorers in the pre-Mormon Era
Reading: Alexander, p. 68-77
Sep. 16 Catch-up Session
Sep. 19 Discussion of The Gathering of Zion, pp.1-13, 35-312/QUIZ
Sep. 21  “Blessed, Honored Pioneer”: The Mormon Pioneers in Memory  
Reading: Alexander, p. 96-108
Sep. 23  The Kingdom of God on Earth: Governmental Beginnings in Utah  
Reading: Alexander, p. 117-24
Sep. 26  The Mormon Reformation  
Reading: Alexander, p. 124-25
ONE PARAGRAPH PROSPECTUS DUE
Sep. 28  "Utah, Blush for Shame": The Massacre at Mountain Meadows  
Readings: Alexander, p. 130-34; Peterson; Brooks - Possible quiz
Sep. 30  The Utah War and the Military Presence in Nineteenth-Century Utah  
Reading: Alexander, p. 126-30, 134-42
Oct.  3  Catch-up Session
Oct.  5  "Great Basin Kingdom": The Quest for Economic Independence  
and the Impact of the Railroad
Oct.  7  The Growth of Mining and the Mormon Response/United Order  
Reading: Alexander, p. 147-73
Oct. 10  Treasures of the Earth: The Mining Frontier
Oct. 12  Discussion of A Mormon Mother and 2 articles on polygamy in readings  
packet by Julie Jeffrey and Paula Harline/ QUIZ on all three readings  
Readings: A Mormon Mother, Jeffrey, Harline (You may skip pp. 257-65  
and 275-311 of A Mormon Mother)
Oct. 14  NO CLASS
Oct. 17  Life Under the Principle  
Reading: Alexander, p. 188-92
Oct. 19  The Crusade to Reform Utah in Congress and the Courts/Statehood  
Readings: Alexander, 173-88, 192-205, article by  
Howard Lamar in readings packet/Possible quiz
Oct. 20  Required Lecture on Dominguez Escalante at either 11 a.m. in Ed. in Zion  
Auditorium or at 7 p.m. in 2295 Conference Center (HCEB)
Oct. 21  Perceptions of Utah in Turn-of-the-Century Popular Culture
Oct. 24  Finding Religious Meaning in Utah’s Nineteenth-Century  
History/Conceptualizing the Twentieth Century  
Reading: Thayer and Nibley in Readings Packet,  
Cannon and Embry, 1-9 / Possible quiz on readings
Oct. 26  Optional Review Session – Take midterm in testing center Oct. 26-31
Oct. 28  Utah in the Progressive Era: Politics and Moral Reform  
Reading: Alexander, p. 250-65, 284-307;  
Cannon & Embry, 263-84
Oct. 31  Squeezing Blood from a Turnip: Agricultural Expansion and Rural  
Life, 1890-1920  
Reading: Alexander, p. 218-27; Cannon & Embry, 45-64
Nov.  2  The “Americanization” of Utah & Integration  
Within the National Economy, 1890-1930  
Reading: Alexander, 206-17, 227-34; Cannon & Embry, 88-107
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading References</th>
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<tr>
<td>Nov. 4</td>
<td>The New Pioneers: Immigration from Southern and Eastern Europe</td>
<td>Alexander, p. 234-46</td>
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<td>Nov. 7</td>
<td>Hard Times: Surviving the Great Depression</td>
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<td>Nov. 9</td>
<td>Admiration and Contempt: Utahns and the New Deal</td>
<td>Cannon &amp; Embry, 167-85</td>
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<td>Nov. 10</td>
<td>Required Lecture by Mark Harvey, Education in Zion auditorium 11 a.m.</td>
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<td>Nov. 11</td>
<td>Making the &quot;Martial Metropolis&quot;: The Impact of World War II and</td>
<td>Alexander, p. 340-52, 357-61; Cannon &amp; Embry, 123-45</td>
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<td>Nov. 14</td>
<td>Desert Prison: Topaz and Japanese-American Internment</td>
<td>Alexander, p. 353-56</td>
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<td>Nov. 16</td>
<td>QUIZ and Discussion of Farmer, <em>On Zion’s Mount</em> (you may very quickly</td>
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<td>Nov. 21</td>
<td>Utah's Native Americans in the Twentieth Century</td>
<td>Alexander, p. 301-302, 381-84, 388-93, 435-37; Cannon &amp; Embry, 245-58</td>
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<td>Nov. 22</td>
<td>Urban Oases in a &quot;Cadillac Desert&quot;: Urban Growth and Environmentalism</td>
<td>Alexander, p. 384-88, 408-413, 424-27; Cannon &amp; Embry, 318-37</td>
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<td>Nov. 28</td>
<td>The Cold War in Utah, Nuclear Testing and the MX Missile System</td>
<td>Alexander, p. 362-67; Cannon &amp; Embry, 146-66</td>
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<td>Dec. 2</td>
<td>The LDS Church and Utah Politics, 1950-Present</td>
<td>Alexander, p. 373-81, 418-20; Cannon and Embry, 207-23</td>
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<td>Dec. 5</td>
<td>The Emergence of a Conservative One-Party State/1977 Utah Women’s</td>
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<td>Dec. 14</td>
<td>FINAL EXAM 11:00 a.m. – 2:00 p.m.</td>
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