



## Request for Graduate Course Addition - Page 2

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College: COLA

Department/Division: HST

Alpha Designator/Number: 517

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Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

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1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Dr. Michael Woods

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached syllabus

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7. COURSE OUTLINE (May be submitted as a separate document)

See attached syllabus

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See attached syllabus and bibliography

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Lecture

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### 10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

See attached syllabus: includes written exams, essays, and book reviews

### 11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Graduate students will read two additional books and write 1000-word book reviews of each one.

### 12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached syllabus

## Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:  
Course Number and Title:  
Catalog Description:  
Prerequisites:  
First Term Offered:  
Credit Hours:

Department: History  
Course Number and Title: HST 517 U.S. West to 1900  
Catalog Description: A study of the social, cultural, political, and economic history of the US West to 1900, along with West's place in our public memory.  
Prerequisites: N/A  
First Term Offered: Spring 2018  
Credit Hours: 3

**MARSHALL UNIVERSITY  
DEPARTMENT OF HISTORY**

**Special Topics: US West to 1900 (3 credits) (Lecture)**

**History 580  
Spring 2017  
MWF 11:00-11:50  
Harris Hall 136**

Instructor: Dr. Michael Woods  
Office: Harris Hall 115  
Phone: 304-696-3347  
E-mail: woodsm@marshall.edu  
Office Hours: MW 1:00-3:00, and by appointment

**Course Description:**

A study of the social, cultural, political, and economic history of the US West to 1900, along with West's place in our public memory. Few regions are as engrained in our collective consciousness as the trans-Mississippi West, but it is often remembered through mythology rather than history. In this course, we will peel back the layers of myth and misunderstanding – while also exploring the significance of western mythology – in order to understand the diverse peoples who have called the West home. Beginning with a careful study of the region's native inhabitants, we will explore their interactions with each other and with outsiders, from early Spanish colonizers to French fur traders, Anglo-American emigrants, and others. We will analyze why and how the West became incorporated into the United States; how that history of conquest and consolidation shaped US history more generally; and how the West became integrated into a powerful capitalist economy by the end of the nineteenth century.

There are many reasons to study the West and its place in the broader history of the United States. We will regularly revisit three key themes. First is that place is important. The West's history has been shaped by its environment, including natural resources, climate, and geology, and we will explore how the region's varied inhabitants have interacted with the world around them. The second theme is the complexity of race in western history. The West's multiracial population challenges us to think beyond a black/white binary while remaining attentive to how race and racism have shaped western political, social, and economic history. Third, we will address the role of individualism in western history and mythology. Often remembered as a bastion of rugged individualism, the West was transformed at least as much by the federal government and by corporations as by isolated individuals. What does this tell us about western history and mythology? By surveying these themes, we will better understand the West as a distinctive and fascinating region as well as the United States as a whole.

**Course Student Learning Outcomes:**

1. Students will define and interpret the main events, issues, and themes in the history of the US West up to 1900. Lectures, readings, and discussions will explore this material. A variety of writing assignments, discussions, and exams will assess student achievement.

2. Students will examine and interpret a variety of primary and secondary sources and assess their value in understanding the past and change over time. A variety of writing assignments, discussions, and exams will assess student achievement.
3. Students will employ methods of analysis and critical thinking used by historians. Assigned readings, class discussion, and papers will give students the opportunity to employ historical analysis. A variety of writing assignments and discussions will assess student achievement.
4. Students will research and write a significant paper in order to practice historical research, to employ the writing style used by historians, and to explore the research and writing process.
5. Students will develop and convey, verbally and in writing, sound historical arguments, making judicious use of primary and secondary sources. A variety of writing assignments, discussions, and exams will assess student achievement.

**Required Text:**

There is no text to purchase. All assigned readings are available on Blackboard

**Grades:**

The following grade scale will be used:

A = 90 – 100 points

B = 80 – 89 points

C = 70 – 79 points

D = 60 – 69 points

F = 0 – 59 points

**Components of the Final Course Grade:**

Exam #1	10%
Exam #2	10%
Paper #1	8%
Paper #2	10%
Paper #3	12%
Book Review #1	7.5%
Book Review #2	7.5%
Film Analysis Essay:	15%
Map Quiz:	5%
Attendance/Contribution:	15%

*Exams:*

In order to evaluate your basic understanding of the course material, we will have two exams during the semester. The format will be simple: I will give you nine terms (important people, events, concepts, etc.) and you will write short identification paragraphs about seven of them. You will need to identify the term and explain its significance – who, what, when, where, and why it matters in western history. These exams are designed to test your general knowledge of history and your ability to place specific terms into their broader historical context. Each one is worth 10% of your course grade.

*Papers:*

You will be required to write three relatively short (approximately 5 typed, double-spaced pages, 12 point font, 1 inch margins) papers in which you make use of course materials (including lecture and discussion notes and the course readings) to answer a broad question about western history. I will provide the questions at least two weeks in the advance of each paper's due date and you will have a choice between two prompts to write about for each one. These papers are designed to allow you to reflect on some of the key themes and issues that we will cover, to synthesize a range of primary and secondary sources, and to demonstrate your active engagement with the material. In order to reward improvement from one paper to the next, the second and third papers are weighted more heavily than the first. Together, the three papers are worth 30% of your course grade.

*Film Analysis Essay:*

Your final project for this course is to critically analyze a film set in the pre-1900 West. I will provide a list of films to choose from, as well as more specific instructions and guidance about this assignment. The goal is to take what you have learned in the class, with supplemental research as needed to give you some expertise on the specific time and place depicted in your chosen film, and use it to write a critical evaluation of how Hollywood has shaped our understanding of Western history. Does the film accurately portray the people and events that it addresses? Whose perspective does it privilege? Whose viewpoint does it neglect? What is the film trying to tell us about the history and significance of the West? This paper should be 8-10 pages in length and demonstrate sustained, detailed, and thoughtful engagement with the film and any supporting sources that you need to use to make a convincing argument. It is worth 15% of your final grade.

*Book Reviews:*

There are two extra assignments for graduate students: two 1000-word book reviews written about two additional readings of your choice. The first book review, which will focus on a pre-1800 period of Western history, is due Wednesday, February 8. The second review, of a book on a post-1800 episode of Western history, is due Friday, April 7. Additional instructions will be provided separately. Overall, a good review must: 1) accurately summarize the arguments and contributions of the book; 2) evaluate the book in light of the author's claims and evidence, the importance of the argument, and its persuasiveness; 3) indicate how the book fits within the larger framework of the field of study. Both reviews are worth 7.5% of your course grade.

*Map Quiz:*

A basic grasp of western geography is necessary to understand western history. Early in the semester, you will complete a quiz in which you identify key western cities, rivers, mountains, and other natural and manmade features on a blank map. I will provide a map that you can use to prepare. The map quiz is worth 5% of your course grade.

*Attendance and Contribution:*

Attendance will be taken each class. Excused absences are defined in the Marshall University Undergraduate Catalog. Students requesting that an absence be deemed excused must present evidence that the Student Affairs Office or some other appropriate University office has

determined that the student had an acceptable reason for missing class. Attendance will count for 5% of your final grade, with the points assigned according to the following scale:

0 unexcused absences = 10 points  
1 to 2 unexcused absences = 9 points  
3 to 4 unexcused absences = 8 points  
5 to 6 unexcused absences = 7 points  
7 to 8 unexcused absences = 6 points  
9 to 10 unexcused absences = 5 points  
11 to 12 unexcused absences = 4 points  
13 to 14 unexcused absences = 3 points  
15 to 16 unexcused absences = 2 points  
17 to 18 unexcused absences = 1 point  
More than 18 unexcused absences = 0

It is also essential that you actively contribute to the class discussions. You must come to every class having read the assigned material and prepared to engage in a thoughtful discussion. Your contribution over the course of the semester will account for 10% of your final grade, with the points assigned according to the following criteria:

10 points = Student is a leader of class discussion who participates in nearly every discussion making thoughtful and intelligent comments which evidence an outstanding grasp and understanding of the assigned material.

9 points = Student is a leader of class discussion who participates in nearly every discussion making thoughtful and intelligent comments which evidence a firm grasp and understanding of the assigned material.

8 points = Student frequently participates in class discussion making thoughtful and intelligent comments which evidence a generally solid grasp and understanding of the assigned material.

7 points = Student participates occasionally making thoughtful and intelligent comments which evidence a generally solid grasp and understanding of the assigned material or student participates regularly but does not always demonstrate familiarity with the assigned material.

6 points = Student participates rarely making thoughtful and intelligent comments which evidence a generally solid grasp and understanding of the assigned material or student participates occasionally but does not generally demonstrate familiarity with the assigned material.

Less than 6 points = Student does not participate in discussions or participates in a manner which indicates a failure to read or seriously consider the assigned material.

### **Course Expectations:**

*Academic Integrity:* I expect every student to maintain complete academic honesty on every exam and assignment, in accordance with University policy and the Marshall University Creed. You must document any idea you derive from another person or source, including websites, in your paper assignments in the form of a citation, whether a footnote, endnote, or parenthetical. To take ideas from other people or sources without attribution constitutes plagiarism, regardless of your intentions. As required by the University, I will submit any suspected instance of plagiarism to the appropriate academic authority. My policy will be to give a zero to assignments or exams containing demonstrated instances of plagiarism; cheating may also result in a grade of F for the course. Formal citations are not required for in-class examinations.

*Comportment:* I will always treat you with respect and I ask that you show the same respect to everyone in the classroom. I will not tolerate behavior disruptive to learning, whether it distracts me or your fellow students. Please turn off all cell phones, close outside readings or assignments, and refrain from browsing the internet, texting, or engaging in conversation during class.

**Students with Disabilities:**

Marshall University is committed to making all programs, services, and activities fully accessible to students with disabilities. I encourage you to take advantage of the services provided by the Office of Disability Services. Students with disabilities needing academic accommodations should: (1) Register with and provide documentation to the Office of Disability Services (Prichard Hall Room 117), and (2) Discuss with the instructor the type of academic or physical accommodations you need. Please do this as soon as possible.

**University-Wide Policies:**

By enrolling in this course, you agree to the University Policies listed below. You can access the policies by going to [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802): Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment. Please do not hesitate to ask me any questions you may have about any of these university policies or about any course policies, procedures, and content.

**Course Schedule:**

- Monday, January 9: Course introductions; what is the west
  
- Wednesday, January 11: Discussion: Turner’s “Frontier Thesis”  
Read: Turner, “The Significance of the Frontier in American History” (1893)
  
- Friday, January 13: Discussion: Evaluating Turner  
Read: Cronon, “Revisiting the Vanishing Frontier” (1987); Lamar, “From Bondage to Contract: Ethnic Labor in the American West” (1985)
  
- Monday, January 16: NO CLASS – MLK DAY
  
- Wednesday, January 18: Lecture 1: Native Wests
  
- Friday, January 20: Discussion: Making Sense of Native American History  
Read: Smoak, “The Native West before 1700” (2010)  
**Map Quiz**

- Monday, January 23: Discussion: Empires on Horseback  
Read: White, “Winning of the West” (1978); Hämäläinen, “Rise and Fall of Plains Indian Horse Cultures” (2003)
- Wednesday, January 25: Lecture 2: The West as the North: The Spanish Frontier
- Friday, January 27: Discussion: Life and Death in Nuevo Mexico  
Read: Ellis, “Reactions to Catholic Christianity Among the Pueblo Indians” (2007)
- Monday, January 30: Lecture 3: Making a U.S. West
- Wednesday, February 1: Discussion: Lewis and Clark  
Read: Jefferson’s Instructions to Meriwether Lewis (1803); Selections from Journals of Lewis & Clark: “Gathering Information” and “Here I First Tasted the Water of the Great Columbia River”; West, “Lewis and Park” (2012)
- Friday, February 3: Discussion: A Permanent Frontier?  
Read: Hirsch, “Thomas Jefferson, Founding Father of Indian Removal” (2009); West, “The Indian Removal Act”; Jackson, “Extract from Andrew Jackson’s Seventh Annual Message to Congress” (1835)
- Monday, February 6: Lecture 4: The World of the Fur Trade
- Wednesday, February 8: Networks of Trade and Kinship  
Read: Hyde, “Disadvantages of Hindsight: A Re-Reading of the Early American West” (2005); Hyde, “The Blue Flower and the Account Book” (2016); West, “The West before Lewis and Clark” (2012)  
**Book Review #1 Due**
- Friday, February 10: Discussion: Mountain Men  
Read: Coleman, *Here Lies Hugh Glass: A Mountain Man, a Bear, and the Rise of the American Nation* (2012), intro. & chapter 6
- Monday, February 13: Lecture 5: Overland Migration  
**First Short Paper Due**
- Wednesday, February 15: Discussion: Life on the Trail  
Read: Pringle, “Across the Plains in 1844: Chapter 1: On the Plains in 1844”; Faragher, “Men’s and Women’s Work on the Overland Trail” (1979); West, “Child’s Play” (2012)

- Friday, February 17: Discussion: Remembering Overland Migration  
Read: West, “American Pathways” (2012); Play: “The Oregon Trail”
- Monday, February 20: Lecture 6: Manifest Destiny
- Wednesday, February 22: Discussion: Americans and the Lone Star Republic  
Read: O’Sullivan, “Annexation” (1845); Letters to John P. Hale (1845); Calhoun, Pakenham Letter (1844)
- Friday, February 24: Discussion: A Wicked War or a Glorious Triumph?  
Read: Polk, Special Message to Congress (1846); Clay, Speech on Mexican-American War (1847); Essays on Mexican War
- Monday, February 27: Lecture 7: Mexico Will Poison Us: The West and Disunion
- Wednesday, March 1: Discussion: Bleeding Kansas  
Read: Documents from Woods, *Bleeding Kansas* (2016)
- Friday, March 3: **Exam 1**
- Monday, March 6: Lecture 8: Conquering the West
- Wednesday, March 8: Discussion: Anatomy of a Massacre  
Read: “Documents on the Sand Creek Massacre” (all)
- Friday, March 10: Discussion: Kill the Indian to Save the Man?  
Read: Zitkala-Sa, “School Days of an Indian Girl” (1921); Pratt, *Official Report of the Nineteenth Annual Conference of Charities and Correction* (1892)
- Monday, March 13: Lecture 9: Incorporating the West: Mining  
**Second Short Paper Due**
- Wednesday, March 15: Discussion: Life and Labor in the Golden State  
Read: Johnson, *Roaring Camp* (2000), chapter 2
- Friday, March 17: Discussion: Industrial Mining  
Read: Wyman, “Industrial Revolution in the West” (1974)
- Monday, March 20: NO CLASS – SPRING BREAK
- Wednesday, March 22: NO CLASS – SPRING BREAK
- Friday, March 24: NO CLASS – SPRING BREAK

- Monday, March 27: Lecture 10: Incorporating the West: Ranching
- Wednesday, March 29: Discussion: Life on the Cattle Drives  
Read: Adams, *Log of a Cowboy*, chapters 3-6; “Songs of the Plains: A Selection of Cowboy Folk Songs”
- Friday, March 31: Discussion: The Cowboy as Wage Worker  
Read: Lopez, “Cowboy Strikes and Unions” (1977)
- Monday, April 3: Lecture 11: Incorporating the West: Agriculture
- Wednesday, April 5: Discussion: Rain Follows the Plow?  
Read: Wilber, *Great Valleys and Prairies of Nebraska and the Northwest* (1881), chapter 4; Sweeney, “Wishful Thinking” (2011)
- Friday, April 7; Discussion: Water and Power in the Arid West  
Read: Worster, *Rivers of Empire* (1985), pp. 3-15, 61-96  
**Book Review #2 Due**
- Monday, April 10: Lecture 12: Closing the Frontier?
- Wednesday, April 12: Discussion: What Happened at Wounded Knee?  
Read: McDermott, “Wounded Knee: Centennial Voices” (1990)
- Friday, April 14: Discussion: The Meanings of Western Populism  
Read: Littlefield, “Wizard of Oz: Parable on Populism” (1964)
- Monday, April 17: Lecture 13: Remembering the West: Creating a Legend  
**Third Short Paper Due**
- Wednesday, April 19: Discussion: Clashing Narratives at Wild West Shows  
Read: McNenly, “Foe, Friend, or Critic” (2014)
- Friday, April 21: Discussion: History and Mythology in Dime Novels  
Read: Take guided tour of dime novel collection and browse covers [online]; Jones “Clenched Teeth and Curses” (1973)
- Monday, April 24: Lecture 14: Remembering the West: The Western
- Wednesday, April 26: Discussion: Hollywood and the West  
Read: Walsh, “John Ford’s Mythic West” (2016); Engel, “Django Unchained” (2015)
- Friday, April 28: Discussion: Your papers  
**Film Analysis Paper Due**

**Tuesday, May 2:  
(10:15am-12:15pm)**

**Exam 2**

## Michael Woods – Bibliography – HST 449 – U.S. West to 1900

Blackhawk, Ned. *Violence over the Land: Indians and Empires in the Early American West*. Cambridge: Harvard University Press, 2006.

Brooks, James F. *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands*. Chapel Hill: University of North Carolina Press, 2002.

Calloway, Colin G. *One Vast Winter Count: The Native American West before Lewis and Clark*. Lincoln: University of Nebraska Press, 2003.

Cronon, William, George Miles, and Jay Gitlin. *Under an Open Sky: Rethinking America's Western Past*. New York: W.W. Norton, 1992.

Faragher, John Mack. *Women and Men on the Overland Trail*. New Haven: Yale University Press, 1979.

Fite, Gilbert C. *The Farmers' Frontier, 1865-1900*. Norman: University of Oklahoma Press, 1986.

Hoxie, Frederick E. *A Final Promise: The Campaign to Assimilate the Indians, 1880-1920*. Lincoln: University of Nebraska Press, 1984.

Hyde, Anne F. *Empires, Nations and Families: A History of the North American West, 1800-1860*. Lincoln: University of Nebraska Press, 2011.

Johnson, Susan Lee. *Roaring Camp: The Social World of the California Gold Rush*. New York: W.W. Norton, 2000.

Kelman, Ari. *A Misplaced Massacre: Struggling over the Memory of Sand Creek*. Cambridge: Harvard University Press, 2013.

Limerick, Patricia Nelson. *The Legacy of Conquest: The Unbroken Past of the American West*. New York: W.W. Norton, 1987.

Milner, II, Clyde A, Carol A. O'Connor, and Martha A. Sandweiss, eds. *The Oxford History of the American West*. New York: Oxford University Press, 1994.

Nugent, Walter, *Into the West: The Story of Its People*. New York: Knopf, 1999.

Richardson, Heather Cox. *Wounded Knee: Party Politics and the Road to an American Massacre*. New York: Basic Books, 2010.

Robbins, William G. *Colony and Empire: The Capitalist Transformation of the American West*. Lawrence: University Press of Kansas, 1994.

Ronda, James P. *Lewis and Clark among the Indians*. Lincoln: University of Nebraska Press, 1984.

Unruh, John David. *The Plains Across: The Overland Emigrants and the Trans-Mississippi West, 1840-60*. Urbana: University of Illinois Press, 1979.

Utley, Robert M. *Frontiersmen in Blue: The United States Army and the Indian, 1848-1865*. New York: Macmillan, 1967.

----- . *The Indian Frontier of the American West, 1846-1890*. Albuquerque: University of New Mexico Press, 1984.

Warren, Louis. *Buffalo Bill's America: William Cody and the Wild West Show*. New York: Knopf, 2005.

Weber, David J. *The Mexican Frontier, 1821-1846: The American Southwest under Mexico*. Albuquerque: University of New Mexico Press, 1982.

----- . *The Spanish Frontier in North America*. New Haven: Yale University Press, 1992.

West, Elliott. *The Contested Plains: Indians, Goldseekers, and the Rush to Colorado*. Lawrence: University Press of Kansas, 1998.

Wishart, David. *The Fur Trade of the American West, 1807-1840: A Geographic Synthesis*. Lincoln: University of Nebraska Press, 1979.

Worster, Donald. *Rivers of Empire: Water, Aridity, and the Growth of the American West*. New York: Pantheon Books, 1985.

----- . *Under Western Skies: Nature and History in the American West*. New York: Oxford University Press, 1992.

Wyman, Mark. *Hard Rock Epic: Western Miners and the Industrial Revolution, 1860-1910*. Berkeley: University of California Press, 1979.