**Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Contact Information**

**Course**

: HIST 5350 section 01 – The American West

**Campus**

: WBUonline

**Term/Session**

**:** Fall 1, 2022

**Instructor**

**:** Dr. Kevin Sweeney

**Office Phone Number**

**:** 806.291.1180

**WBU Email Address**

**:** sweeneyk@wbu.edu

**Office Hours, Building, and Location**

**:** MWTF 8:30-10:00 AM CST, MF 10:00-11:00 AM CST

**Class Meeting Time and Location**

**:** N/A

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:** Robert Hine and John Mack Faragher, The American West: A New Interpretive History

**Optional Materials**

**:**

**Course Information**

**Catalog Description**

**:** Examines the social, cultural, political, gender, and racial history of the American West; may be repeated for credit when the topic changes.

**There is no prerequisite for this course.**

**Course Outcome Competencies**

**:** Upon completion of this course, students will be able to:

         Demonstrate an understanding of the major interpretations of the study of the US West

         Describe the strengths and weaknesses of each major interpretation

         Identify major authors and their works in the study of the US West

         Define the major conflict between defining the US West as a place or a process

         Demonstrate the ability to write graduate-level essays, reports and research papers

**Attendance Requirements**

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**University Policies**

**Statement on Plagiarism and Academic Dishonesty**

**:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement**

**:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, trifilot@wbu.edu or call (806) 291-3745.

**Student Grade Appeals**

**:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

[WBU Catalog](http://catalog.wbu.edu/)

**Course Requirements and Grading Criteria**

**Students will prepare four book reviews, will compose four essays, will respond to ten text Text book prompts, and will take a final essay exam.**

 Book Reviews: Refer to the Book Review guidelines attached to this syllabus. Each book review should be between 1 and 2 pages in length, and will be worth 100 points each for a total of 400 points. Refer to the Schedule of Topics and Assignments in this syllabus for the due dates.

 Essays: Three essays responding to questions posted in the Essay folder, each worth 100 points. Refer to the Schedule of Topics and Assignments in this syllabus for the due dates. Essay guidelines are posted on Blackboard

 Responses: five Responses to questions covering information in the text book, each worth 40 points are to be posted on the Discussion Board. Refer to the Schedule of Topics and Assignments in this syllabus for the due dates. Each Wednesday of the week post responses to the instructor’s prompt (20 pts), create your own question in a thread (10 pts), and post a response to another person’s thread by Sunday 11:59 PM (10 pts).

**Method of determining course grade:**

four Book Reviews 400 pts

Three Essays 300 pts

Ten Responses 200 pts

Final Essay Test 100 pts

Total points 1000 pts

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Tentative Schedule**

Date Topic Text Readings Assignments Resp

8/7-14 Wk 1 Where is the US West? Chs 1-2 Where the West Essay I 1

8/15-21 Wk 2 The Frontier Thesis Chs 3-4 Turner Review I 2

8/22-28 Wk 3 Region of Aridity Chs 5-6 Webb Essay II 3

8/29-9/4 Wk 4 Region of Violence Chs 7-8 Limerick I Review II

9/5-11 Wk 5 Zone of Cultural Exchange Chs 9-10 Limerick II Review III 4

9/12-18 Wk 6 Region of Boom and Bust Chs 11-12 Sweeney I Essay III 5

9/19-25 Wk 7 Region of Colonial Dependency Chs 13-14 Sweeney II Review IV

9/26-10/2 Wk 8 Conclusion Chs 15-16 Final

**Additional Information**

**IMPORTANT DATES**: Last day to drop: March 14

 Last day to drop with "**W**": April 28

 Last day to drop with "**WP**" or "**WF**": May 5

US West Reading List. Choose one book from each the following Book Review groups. If you have another book in mind that covers one of these topics, ask the professor.

**Book Review 1**

Classics

Ray Allen Billington, Western Expansion: A History of the American Frontier.

 The American Frontier Thesis: Attack and Defense.

 Herbert Eugene Bolton, The History of the Americas.

 Patricia Limerick, Legacy of Conquest.

Earl Pomeroy, Towards a Reorientation of Western History: Continuity and Environment.

 Walter Prescott Webb, The Great Plains.

William Goetzmann, The West of the Imagination.

 Henry Nash Smith, Virgin Land.

Native Americans

 Alvin M. Josephy: America in 1492.

 Richard White, The Roots of Dependency.

 Francis Paul Prucha, The Great Father.

 Dee Brown, Bury My Heart at Wounded Knee.

 Robert Utely, The Indian Frontier of the American West.

 Francis Jennings,The Invasion of America.

 Margaret Connell Szasz, Between Indian and White Worlds.

 Jack Weatherford, Indian Givers.

 Native Roots.

 L. G. Moses, Wild West Shows and the Images of American Indians.

 Charles Mann, 1491: New Revelations of the Americas Before Columbus.

Nathaniel Philbrick, The Last Stand.

Thomas Powers, Killing Crazy Horse.

Stan Hoig, White Man’s Paper Trail.

Neihardt and Black Elk, Black Elk Speaks.

Frontier

 Ray Allen Billington, The American Frontier Thesis.

 Charles A. Beard, The Frontier in American History.

 Peter Pagnamenta, Prairie Fever: British Aristocrats in the American West, 1830-1890.

 Richard White and Patricia Limerick, The Frontier in American Culture.

**Book Review 2**

Southwest

Barr, Juliana, Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands. Howard Lamar, The Far Southwest.

 John Francis Bannon, The Spanish Borderlands Frontier.

 David Weber, The Spanish Frontier in North America.

 Leonard Arrington, Great Basin Kingdom.

 Juanita Brooks, The Mountain Meadows Massacre.

 Herbert Eugene Bolton, The Spanish Borderlands.

Agriculture/Ranching

 Fred A. Shannon, The Farmer’s Last Frontier.

 Maurice Frink, When Grass was King.

 Gilbert C. Fite, The Farmer’s Frontier.

 Charlene Chandler, On Independence Creek.

 Michael Pettit, Riding for the Brand.

Young and Sparks, Cattle in the Cold Desert.

Violence

 Jo Ella Powell Exley, Frontier Blood.

W. Eugene Hollon, Frontier Violence.

Patricia Limerick, Legacy of Conquest.

Richard Maxwell Brown, No Duty to Retreat.

David Pickering and Judy Falls, Brush Men and Vigilantes.

Richard Slotkin, Gunfighter Nation.

 Regeneration Through Violence.

 James Smallwood, et. al. Murder and Mayhem.

**Book Review 3**

La Frontera

Elliott West, The Contested Plains: Indians, Goldseekers, and the Rush to Colorado.

Richard White, The Roots of Dependency: Subsistence, Environment, and Social Change among the Choctaw, Pawnee and Navajos.

 The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815.

Military History

 William Goetzmann, Army Exploration in the American West.

 Jerome Greene, Indian War Veterans: Memories of Army Life and Campaigns in the West, 1864-1898.

 Stan Hoig, Fort Reno and the Indian Territory Frontier.

 Paul Hutton, Phil Sheridan and His Army.

 Soldier’s West: Biographies from the Military Frontier.

 Richard Kohn, Eagle and Sword: The Beginning of the Military Establishment in America.

 John Moring, Men with Sand: Great Explorers of the North American West.

 W. S. Nye, Carbine and Lance.

 Sherry Smith, The View from Officers’ Row: Army Perceptions of Western Indians.

 Eugene Tidball, Soldier-Artist of the Great Reconnaissance.

 Robert Wooster, Nelson A. Miles and the Twilight of the Frontier Army.

 The Military and the United States Indian Policy, 1865-1903.

 Robert Utley, Frontier Regulars: The United States Army and the Indians1866-1891.

 Frontiersmen in Blue: the US Army and the Indian 1848-1865.

Gender and Ethnicities

Susan Armitage and Elizabeth Jameson, eds. The Women’s West.

 Chan et. al., Peoples of Color in the American West.

 Elizabeth Jameson, Writing the Range.

Julie Roy Jeffrey, Frontier Women: The Trans-Mississippi West, 1840-1880.

Annette Kolodny, The Land Before Her.

 Glenda Riley, The Female Frontier: A Comparative View of Women on the Prairie and Plains.

 Sylvia Van Kirk, Many Tender Ties.

**Book Review 4**

Boom and Bust

 H. G. Bissinger, Friday Night Lights.

Bryan Burrough, The Big Rich.

Environmental

 William Ashworth, Ogallala Blue.

 Rod Beemer, The Deadliest Woman in the West.

William Cronon, Changes in the Land

 Nature’s Metropolis

Alfred Crosby, The Columbian Exchange

Tom Egan, The Worst Hard Time.

Donald Green, Land of the Underground Rain.

Hal Rothman, Devil’s Bargain.

Andrew Isenberg, Destruction of the Bison.

Marc Reisner, Cadillac Desert

Oeter Pagnamenta, Prairie Fever.

Walter Prescott Webb, The Great Plains.

 Donald Worster, Rivers of Empire.

 Dust Bowl.

 A River Running West: The Life of John Wesley Powell.

The Modern West

 Michale Malone and Richard Etulain, The American West.

 Ruben Martinez, Desert America: Boom and Bust in the “New Old West.”

 Gerald Nash, The American West Transformed.

 Jane Jarboe Russel, The Train to Crystal City.

Peter Wiley and Robert Gottlieb, Empire of the Sun.