

## Supplemental Materials to Finding Common Ground: Teaching the West from the Social Science, Humanities, and Sciences Viewpoints

By Jessie L. Embry, Paul Lambert, Jessica Glass, Wendy Brown, Sara Nuila, Verlan Lewis, Dave Dixon, and Virginia J. Maynes

American Studies 200: American West

10:00 a.m. to 10:50 a.m. MWF

2044 JKB

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### Purpose of Class and Minor

Most university classes and programs focus on a single discipline. Yet the world is not that neatly divided. Life situations often combine the sciences, humanities, arts, and social sciences. The Western Studies Minor--like the American Studies Major--provides an opportunity to see how disciplines interact. This class is designed to introduce students to several disciplines and how they study the western United States.

### Class Organization

The class is divided into three units, 1) Social Sciences, 2) Humanities, Art, Museums, and International Views of the West, and 3) Science and Environment. Guest professors from on and off campus will give an overview of their disciplines and the West or present a case study. At the end of each unit, I will lead a summary discussion. I have discovered that each class has its own personality, so I will vary these classes to help the most students see the class's "big picture."

### Reading Assignments

I require a reading assignment for nearly all class periods. They are usually on electronic reserve. See the course outline. If I did not list a reading assignment, don't assume there is not one. Some will be announced in class. To access electronic reserve, go to the library homepage, go to the reserve library, and click on electronic reserve. You can look at the course either by my name (Embry) or by the course number (American Studies 200). When you have the course up, click on documents. You will be required to enter a password. The password is the first three letters of my last name and the course number. In other words, the password is emb200.

For each reading assignment, you will be required to turn in one paragraph that explains the article's thesis. These can be handwritten on a lined 5" by 7" card or typewritten on a half sheet of 8 1/2" by 11" (standard sized paper) in Time New Roman 12 point type. Please do not turn in notes. A reading assignment needs to be well-written paragraph. Every time you write you will improve your skills. You are the primary audience for these assignments. Write what you feel is important in the article. This will be helpful for class and as you decide what questions to answer on the midterms and final. I am the secondary audience. I will read through them to see what you

learn from the readings. Assignments more than a paragraph will be marked down. The assignments are due during the class period we discuss the article. If you meet all the requirements, you will receive 100%. Late assignments will lose 10%. Assignments more than a paragraph will lose 20%. Notes will lose 30%. (In other words late notes will receive 60%.) All reading assignments for a unit are due at the same time as the midterm. All reading assignments for the science and environment unit half of class are due the last day of class.

### Class Participation

Taking part in class will make the experience more meaning for you. As a very shy college student, I was forced to talk when part of my grade depended on it. So part of your grade depends on it. To receive class participation points, you must first be in class and then make insight comments or ask worthwhile questions. Just chatting does not work. To encourage completing the reading assignment and to encourage class participation, I may ask one class member to read his paragraph at the beginning of class. This will not happen every time but you need to be prepared when it does. I realize that emergencies sometimes prevent class attendance. Please let me know about these concerns.

### Redd Center Lectures

You will be required to attend two Redd Center lectures. The first will be on Tuesday, February 7 at 7:00 p.m. in the library auditorium. Phillip Deloria, a professor of history and Native American Studies at the University of Michigan and the son of Vine Deloria, author of *Custer Died for Your Sins*, will discuss the cultural geography of Mount Rushmore.

The second lecture will be by Bill Miller, an accomplished Native American musician, at 11:00 a.m. on Thursday, March 30 in the library auditorium. This lecture will replace class on Tuesday, February 21 (a Monday instruction day after the Presidents' Day Holiday).

If you cannot attend the lectures, please tell me before hand and I can discuss another lecture that you can attend. You cannot make up a lecture if you do not talk to me before hand except for illness or situations you did not know of in advance. Please write a one-paragraph summary of the lecture. They will be added to the reading assignment grade and are due the last day of class.

### Midterms and Final

The two midterms and final will be take home exams. The goal is for you to interpret class information. You may use any sources (including fellow class members but you must write your own exam). Answers that only parrot back what was said in class will lose points. See course outline for when the tests will be handed out and when they will be due. There will be one question on the final that will cover the entire semester. The rest of the final will cover the last section of the class.

### Paper or Presentation

You will be required to give a ten minute presentation or write a 5-7 page paper. You may work as groups or independently. Group presentations can take extra time. Presentations and papers must use two disciplines (and you must explain what you think the disciplines are) and two

sources that you use extensively. If you are not sure that you are using two disciplines and two sources, please talk to me. Papers that do not have clearly have two disciplines and sources (based on my judgment) will lose points. You must let me know by Monday, March 27, if you are giving a presentation so I can set up a schedule. You must turn in a bibliography at the time of your presentation. (No late bibliographies will be accepted.) If you don't let me know by March 27, you will be writing a paper. The paper is due the last day of class.

### Blackboard

Blackboard is a tool to improve your learning experience. It is not a substitute for class attendance. Sometimes I will post PowerPoints and reading assignments on Blackboard. I will not put announcements on Blackboard. Usually I will make announcements in class. If I forget to tell the class something, I may send an email. Please be sure that BYU has your correct email address. I won't know that you did not receive it until 92 days later (long after the class is over). I do not post grades on Blackboard. If you would like to know how you are doing in the class or what reading assignments you are missing, please talk to me after class or at my office.

### Changes in Course Outline

This course outline is not set in stone. Things may happen during the semester where speakers cannot come on a certain day, for example. You will need to attend class to find out the changes. You are responsible for finding out the information.

### Extra Credit

Extra credit will be given for reading additional books/articles and writing reviews. See instructor for information.

### Grading

Class participation	10%
Reading assignments	20%
Examinations	50%
Presentation/Paper	20%
Total	100%

### University Policy

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

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.

Brigham Young University is 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 Services for Students with Disabilities Office (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.

### Class Schedule

Monday, January 9, 2006

Introduction, class goals, class assignments, class projects

Wednesday, January 11, 2006

West as Process, West as Place, West as Myth

Reading Assignment: Frederick Jackson Turner, "The Significance of the Frontier in American History," The Frontier in American History (New York: H. Holt and Co., 1920), 1-38 E179.5 T95 (electronic reserve; number of copies of book in library)

Friday, January 13, 2006

Ralph Brown (Sociology)

Reading Assignment: Lowry Nelson, "The Mormon Village: A Pattern and Technique of Land Settlement" University of Utah Press, SLC. 1952. 25-53; Evon A. Vogt and Thomas F. O'Dea, "A Comparative Study of the Role of Values in Social Action in Two Southwestern Communities." *American Sociological Review*; 645-655 (electronic reserve)

Monday, January 16, 2006

Holiday

Wednesday, January 18, 2006

Richard Jackson (Geography)

Reading Assignment: D. W. Meinig, "American Wests: Preface to a Geographical Interpretation" (electronic reserve)

Friday, January 20, 2006

Jessie L. Embry (History)

Reading Assignment: Gerald Nash, "Point of View: One Hundred Years of Western History,"

Journal of the West 32(January 1993):3-4--F 591 J65, and Patricia Nelson Limerick, The Legacy of Conquest: The Unbroken Past of the American West (New York: W. W. Norton Co., 1987), 17-32. (Electronic reserve; journal in periodicals)

Monday, January 23, 2006

Joel Janetski (Archaeology)

Reading Assignment: Grayson, Discovering a Great Basin (electronic reserve)

Wednesday, January 25, 2006.

To Be Announced

Reading Assignment: Forthcoming

Friday, January 27, 2006

Steve Olsen (Anthropology)

Reading Assignment: Steven L. Olsen, "Baptized, Consecrated, and Sealed: The Covenantal Foundations of Mormon Religious Identity," FARMS book to honor John L. Sorensen (electronic reserve)

Monday, January 30, 2006

Jessie Embry and Ron Shook (Geology, Mining, Sports History)

Reading Assignment: Jessie Embry and Ron Shook, "Bonneville Salt Flats" (electronic reserve)

Wednesday, February 1, 2006

Dan Jones (Politics)

Reading Assignment: Forthcoming

Friday, February 3, 2006

Social Science Summary

Handout Midterm

Monday, February 6, 2006

Dennis Cutchins (Movies)

Reading Assignments: Selections by Dennis Cutchins

Wednesday, February 8, 2006

Jay Buckley (Native Americans)

Reading Assignment: Richard White, "The Winning of the West: The Expansion of the Western Sioux in the Eighteenth and Nineteenth Centuries," Journal of American History 65(September 1978): 319-43; John R. Wunder, "'Merciless Indian Savages' and the Declaration of Independence: North Americans Translate the Ecunnaunzulgee Document," American Indian Law Review 25(Fall 2000):1-28.

This is more social science/history than humanities, but it is scheduled here because 1)I will be out of town 2) Jay Buckley may have Jane Hafen from the University of Nevada-Las Vegas and a Native American take part. She is on the Redd Center board and will be here for the center's

annual meeting. And don't cowboys and Indians go together?

Friday, February 10, 2006

Phil Snyder (Cowboys)

Reading Assignment–Forthcoming

Monday, February 13, 2005

Bert Wilson (Folklore)

Reading Assignment: Forthcoming

Wednesday, February 15, 2006

Jessie L. Embry (Literature)

Reading Assignment: Thomas J. Lyon, “The Literary West,” The Oxford History of The American West, Clyde A. Milner II, et al, editors (New York: Oxford University Press, 1994). F591 O95 1994.(electronic reserve)

For extra credit–skim or enjoy a novel on the West. I almost minored in English so I could read novels and say I was studying!

Midterm Due

Friday, February 17, 2006

Paul Anderson (Architecture)

Paul L. Anderson, “The Early Twentieth Century Temples,” Dialogue: A Journal of Mormon Thought 14(Spring 1981):9-19. (electronic reserve)

Monday, February 20, 2006

Holiday

Tuesday, February 21, 2006 (Monday Instruction)

No Class. Attend lecture on March 30, 2006.

Wednesday, February 22, 2006

Jenny Lund (Museum)

Reading Assignment: Jessie Embry and Mauri Liljenquist Nelson, “‘Such is Our Heritage:’ Daughters of Utah Pioneer Museums”(electronic reserve)

During the semester, visit a museum that includes an exhibit about the American West. We will discuss options in class. Write up a description of how that museum interpreted the West. Assignment due the last day of class and counts as a reading assignment. Follow the same guidelines as for reading assignments.

Friday, February 24, 2006

Steve Tanner (International Views)

Reading Assignment: Forthcoming

Monday, February 27, 2006

Val Brinkerhoff (Photography)  
Reading Assignment: Notes on electronic reserve

Wednesday, March 1, 2006  
Material Culture  
No Reading Assignment  
Handout Midterm

Friday, March 3, 2006  
Show and Tell  
No Reading Assignment

Monday, March 6, 2006  
Humanities, Art, Museum, International Views Summary  
No Reading Assignment  
Second Midterm Due

Wednesday, March 8, 2006  
Dawn Martindale (Geology and History)  
James P. Evans, Dawn C. Martindale, Richard D. Kendrick, Jr., "Geological Setting of the 1984 Bear Lake, Idaho, Earthquake: Rupture in the Hanging Wall of a Basin and Range Normal Fault Revealed by Historical and Geological Analyses," Bulletin of the Seismological Society of America 93:4 (August 2003):1621-32; "On the Scientific Value of 'Unscientific' Data," <http://pasadena.wr.usgs.gov/office/hough/opinion.html> (electronic reserve; web.)

Friday, March 10, 2006  
Val Anderson (Botany and Range Science)  
Reading Assignment: Jeffrey C. Mosley, E. Lamar Smith, Phil R. Ogden, "Seven Popular Myths about Livestock Grazing on Public Lands," University of Idaho: Idaho Forest, Wildlife, and Range Experiment Station and University of Arizona: Agricultural Experiment Station, March 1990 (Electronic Reserve)

Monday, March 13, 2006  
Ron Shook (Environmental Impact Statements)  
Reading Assignment: Internet Assignment.

Wednesday, March 15, 2006  
Bruce Roundy (Fires)  
Reading Assignment: James A. Young and B. Abbott Sparks, "Prologue: Five Days in August," Cattle in the Cold Desert (expanded edition), 1-15. (Electronic Reserve)

Friday, March 17, 2006  
Jessie Embry (Livestock)

Reading Assignment: Forthcoming.

Monday, March 20, 2006

Stan Tixier(Public Lands; Forest Service)

Reading Assignment: Stan Tixier, "The Speech," Green Underwear. (electronic reserve; instructor has copy)

If you would like to purchase a copy of this novel (which is very good on what the Forest Service does), please let me know. Mr. Tixier will bring copies to the lecture and will sell them at his cost, \$12. He has also published a new book, The Badge with a Tree.

Wednesday, March 22, 2006

Gibbs Smith (Environmental Groups)

Reading Assignment: Forthcoming

Friday, March 24, 2006

Matthew Shumway (The Changing West)

Reading Assignment: Forthcoming

Monday, March 27, 2006

21<sup>st</sup> Century West

Reading Assignment: William Travis, et al., Western Futures: A Look into the Patterns of Land Use and Future Development in the American West

Presentation and Paper Topics Due. If you do not tell me that you are giving a presentation this day, you will be writing a paper that will be due the last day of class.

Wednesday, March 29, 2006

21<sup>st</sup> Century West

Assignment: Come prepared to talk about how your home town and area has changed even if it is not in the West.

I will hand out the class presentation schedule. The number of times we will meet for class presentations will depend on who is giving presentations.

Friday, March 31, 2006

No Class; Prepare for Class Presentation and Paper

Monday, April 3, 2006

Class Presentations

Wednesday, April 5, 2006

Class Presentations

Friday, April 7, 2006

Class Presentations

Monday, April 10, 2006  
Class Presentations

Wednesday, April 12, 2006  
Class Presentations

Friday, April 14, 2006  
Class Presentations

Monday, April 17, 2006  
Class Summary  
Handout Final  
Determine when Final is Due

### American Studies 200 Lectures and Readings

West as Process, West as Place, West as Myth

Reading Assignment: Frederick Jackson Turner, "The Significance of the Frontier in American History," *The Frontier in American History* (New York: H. Holt and Co., 1920), 1-38

Jessie L. Embry (History)

Reading Assignment: Gerald Nash, "Point of View: One Hundred Years of Western History," *Journal of the West* 32(January 1993):3-4--F 591 J65, and Patricia Nelson Limerick, *The Legacy of Conquest: The Unbroken Past of the American West* (New York: W. W. Norton Co., 1987), 17-32. (Electronic reserve; journal in periodicals)

Jessie Embry and Ron Shook (Geology, Mining, Sports History)

Reading Assignment: Jessie Embry and Ron Shook, "Bonneville Salt Flats" (unpublished article)

Jay Buckley (Native Americans)

Reading Assignment: Richard White, "The Winning of the West: The Expansion of the Western Sioux in the Eighteenth and Nineteenth Centuries," *Journal of American History* 65(September 1978): 319-43; John R. Wunder, "'Merciless Indian Savages' and the Declaration of Independence: North Americans Translate the Ecunnaunzulgee Document," *American Indian Law Review* 25(Fall 2000):1-28.

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Revealed by Historical and Geological Analyses,” *Bulletin of the Seismological Society of America* 93:4 (August 2003):1621-32; “On the Scientific Value of ‘Unscientific’ Data,” <http://pasadena.wr.usgs.gov/office/hough/opinion.html> (electronic reserve; web.)

Val Anderson (Botany and Range Science)

Reading Assignment: Jeffrey C. Mosley, E. Lamar Smith, Phil R. Ogden, “Seven Popular Myths about Livestock Grazing on Public Lands,” University of Idaho: Idaho Forest, Wildlife, and Range Experiment Station and University of Arizona: Agricultural Experiment Station, March 1990

Bruce Roundy (Fires)

Reading Assignment: James A. Young and B. Abbott Sparks, “Prologue: Five Days in August,” *Cattle in the Cold Desert* (expanded edition), 1-15.

Stan Tixier(Public Lands; Forest Service)

Reading Assignment: Stan Tixier, “The Speech,” *Green Underwear: The Life and Timess of a U. S. Forest Ranger: A Novel* (Springville, UT: Bonneville Books, 2001

Monday, March 27, 2006

21<sup>st</sup> Century West

Reading Assignment: William Travis, etal., *Western Futures: A Look into the Patterns of Land Use and Future Development in the American West* (Boulder: Center for the American West, University of Colorado, 2005).