

Instructor:

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Office hours: Tuesdays and Thursdays, 3:00-5:00 (LH274)
Other office meetings are available by appointment via email.

Texts:

Thomas Alexander, *Utah, the Right Place (Revised and Updated Edition)* (Gibbs Smith, 2003) ISBN-13: 978-1586852627

Ronald W. Walker, Richard E. Turley, and Glen M. Leonard, *Massacre at Mountain Meadows: An American Tragedy* (Oxford University Press, 2011) ISBN-13: 978-0199747566

Class Description and Objectives:

A study of Utah history from its Native American beginnings through the 20th Century--emphasizing political, economic and social developments.

Participation in the class and class discussions are expected.

Grading Policies:

Grades will be determined on the following basis:

Quizzes	50%
Timeline Assignment	15%
Oral Book Report Presentation	15%
Term Paper	10%
Class participation	10%

Grades: A: 90 - 100% B: 80 - 89% C: 70 - 79% D: 60 - 69% E: 0 - 59%
(Grades at the high or low ends of these ranges will earn plus and minus grades.)

Quizzes: There will a quiz every day at the beginning of class. Each quiz will be based on the readings that you were given for that day, what we discussed the previous week, or will be given on the content of the previous class's presentations.

Students with Disabilities:

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Service Center. SSD can also arrange to provide materials (including this syllabus) in alternative formats if necessary.

Cheating Policy: Cheating and deceit are not accepted at Weber State University. *Cheating on an quiz or assignment, or turning in someone else's work as your own, will result in an E for the class.* You may work together on your assignments and papers, but you must turn in your own work. If you quote from a book, article, or web site, you must properly quote and cite your work. **Avoid even the appearance of cheating or plagiarism.**

Cell Phones, Texting, and Laptops:

Put your cell phones on vibrate. Try to avoid leaving class to take a call, but an occasional emergency is understandable. There will be NO texting in this class. Laptops or other personal digital tools may be used to take notes or look up material relevant to class discussions. No other uses of laptops will be tolerated.

Recording Classes: Video or audio recording of any portion of lectures is only permitted in this class upon my authorization. If you would like to request authorization to record, please contact me. Unauthorized recording is a violation of the Student Code of Conduct, for which a student may be subjected to disciplinary action under PPM 6-22, Student Code. Students who seek to record for purposes of accommodating a disability should contact the Disability Services Office at (801) 626-6413 or dsc@weber.edu. See more info at <https://www.weber.edu/disabilityservices>.

Campus Closure: In the event of an extended campus closure, please look at your Weber State email for instructions on how we will continue the class via email and the online course system.

Covid-19 Considerations: The pandemic is still affecting our activities. Absent new developments, please do not come to class if you are feeling ill. The instructor will always make accommodations for illness or the consequences of illness in your living situation. Remember that WSU students are expected to be vaccinated unless they have an appropriate exemption. See also, "Student Expectations for Spring 2022," at <https://www.weber.edu/academicaffairs/student-expectations.html>.

Learning Outcomes: These are the learning outcomes for this course:

1. Identify the key events which express/define change over time in a broad range of places and regions.
2. Identify how change occurs over time.
3. Explain historical continuity and change.
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events.

Timeline Exercise:

Objective: Review of key events of the history of Utah; gain an increased understanding of historical perspective.

Make a chronological timeline of what you see as the 30 most important events in the history of Utah. Use our textbooks or an encyclopedia or the Internet to find your information. For each entry, include the date and a 2-3 sentence justification for your choice. Timeline MUST be typed; you may email it to me.

An example of an important event:

1856-7 - Mormon Reformation. A period of intense spiritual renewal among the Mormon community in Utah, led by fire-breathing sermons from leaders such as Jedediah M. Grant. Mormons often got rebaptized as a symbol of their renewed commitment. The Reformation was cut short by the Utah War crisis but also helped create an environment of fervent intolerance that led to the Mountain Meadows Massacre.

Grading will be based on three criteria:

- 1) Chronologically identify 30 significant events in the history of Utah. Include two or three sentences with each event describing the nature of the event and why it was important.
- 2) Neatness and presentation.
- 3) Grammatical or mechanical errors.

Term Paper:

A 5-7 page paper on any topic in Utah history is required. You must have sources and cite them. The first draft can be turned in early. I will return a critique of this draft within the following week. The final draft is due on November *25.

Oral Book Report:

Each student must select an additional book on the history of Utah. The chosen book must be approved by the instructor. On an assigned date, the student will give a ten minute in-class presentation on their book. No written report is required. No oral book report will go beyond fifteen minutes. Describe the content of the book and explain how it fits within the history of Utah. The purpose of this exercise is to introduce the class to the variety of literature available on the history of Utah.

Oral Book Report Suggestions:

These are suggestions on how to prepare your book report.

- Look up some scholarly reviews of the book, as well as reading it, since the reviews can help you place the book in a larger context. Reviews on Amazon or similar sites are usually not the best reviews for these type of books.
- Ask yourself these questions and answer them during the presentation:
 - Who is the author and why are they qualified to write this book?
 - What is the book about and when was it published?
 - Why was this book written?
 - Summarize the story being told or the arguments being made in the book.
 - What is the main point the author is trying to make?
 - What perspective is the author trying to represent in writing this text?
- When reviewing a novel, don't concentrate on talking about characters or plot, concentrate on its relevance to the history of Utah.

Scoring rubric:

Read book: Gave a clear description of text in its entirety. (40 points)

Synthesis: Understood bigger picture of text, connected small tidbits together and within larger themes. (20 points)

Presentation: Your manner was clear, organized, and prepared. Could answer questions. (35 points)

Personal insight: Made personal connections to book, could see implications of text. (5 points)

Schedule:

Monday	Activities
January 11	Introduction to class
January 18	Readings: Alexander, Preface, Chapters 1-3
January 25	Readings: Alexander, Chapter 4
February 1	Readings: Alexander, Chapters 5-6
February 8	Readings: Walker, Turley, and Leonard, Preface, Prologue, and Chapters 1-5
February 15	Readings: Walker, Turley, and Leonard, Chapters 6-10
February 22	Readings: Walker, Turley, and Leonard, Chapters 11-14, and Epilogue
March 1	Readings: Alexander, Chapters 7-8
March 8	Spring Break
March 15	Readings: Alexander, Chapters 9-10 Presentations: Students 1-2
March 22	Readings: Alexander, Chapters 11-12 Presentations: Students 3-4 Timeline Due
March 29	Readings: Alexander, Chapters 13-14 Presentations: Students 5-6
April 5	Readings: Alexander, Chapters 15-16 Presentations: Students 7-8
April 12	No readings. Presentations: Students 9-10 Term Paper Due
April 19	Spare day Presentations: Students 11-13
April 26	No class; no final exam