

University of Utah  
History 4660 (Section 1)  
Utah History  
Spring Semester 2019  
T, Th 10:45 a.m. - 12:05 p.m. BU C 203

W. Paul Reeve

CTIHB 323

585-9231

Office hours, T, Th 1:30 p.m. - 2:30 p.m.

[paul.reeve@utah.edu](mailto:paul.reeve@utah.edu)

Jeff Turner

[Jeff.turner@utah.edu](mailto:Jeff.turner@utah.edu)

Available by appointment

**Course Description and Objectives:** Welcome to the study of Utah history! This course is designed to offer students a greater understanding of Utah, its peoples, and its history. As we discuss specific details of Utah history you should keep broad themes in mind. What does it mean to be an Utahn? Who is an Utahn? Has that definition changed over time? In this class we will view Utah as a meeting and mixing ground of diverse peoples from a variety of religious, cultural, ethnic, and racial backgrounds. We will seek to understand what brought these peoples together, what drove them apart, and what methods of accommodation, compromise, and/or conquest animated their exchanges. What has living in Utah meant for each group and how has that meaning changed over time? We will view the somewhat arbitrary geographic space we call Utah as an ongoing site for “Americanization”—a place where the nation worked out its definition of what it meant to be an American and frequently found various Utahns wanting. Native Americans, Mormons, “new pioneers” and other immigrant groups all experienced some form of Americanization at various periods in Utah history. We will seek to understand what that process meant for Utah, its peoples, and for the nation. In the story that emerges, we should never lose sight of fundamental lessons about the human condition that I believe the Utah experience helps to illustrate: how change takes place in the past, how we interpret the past and find meaning for the present, and how we interact with people who are different.

In accomplishing these objectives, I have focused the discussions, lectures, and class assignments around an idea articulated by Leopold von Ranke (1795-1886), who is sometimes called the “father of modern historical scholarship.” Von Ranke wrote: “Those historians are... mistaken who consider history simply an immense aggregate of particular facts, which it behooves one to commit to memory.” Rather than regurgitating dates and facts, the successful student in this course will be required to formulate and articulate—in class discussions, exams, and through various assignments—intelligent and informed arguments concerning the major developments and events that have led Utah to where it is today.

This class is a Community Engaged Learning course which means that we will partner with the Utah State Historical Society (USHS) this semester to address “societal needs not currently being met by governments, markets, or the independent sector.” In this case, the USHS faces budget constraints which do not currently allow it to keep its historical markers database up to date. We will use critical analysis to examine existing markers and think through historical and contemporary perspectives in public history, the absence and inclusion of voices, and the absence and inclusion of markers themselves.

**Learning Outcomes:** At the end of the semester, students should:

- know the survey narrative of Utah history;
- understand the key trends and debates surrounding the major themes in Utah history;
- understand the Americanization process for at least three groups in Utah history;
- be able to identify, contextualize, and explain the significance of key people, events, places, and themes in Utah history;
- be able to craft intelligent and evidence based arguments concerning the major developments and events that have led Utah to where it is today;

- be adept at participating in scholarly discussions on each day's assigned readings with well-informed perspectives grounded in the readings;
- be able to explain the reciprocal relationship of community engaged learning;
- be able to write an historical marker narrative for a public audience;
- be able to consider multiple perspectives in their marker narratives and the creating of public history
- be able to load and organize their marker narratives and pictures to the class Wordpress website: UtahHistoricalMarkers.org

**Required Texts:** Annie Clark Tanner, *A Mormon Mother*  
 Dean L. May, *Utah: A People's History*  
 Brian Q. Cannon and Jessie L. Embry, *Utah in the Twentieth Century*  
 Articles posted to CANVAS

### COURSE ASSIGNMENTS

**Attendance and Class Participation:** Regular attendance is recommended and can enhance your final grade. Each student is expected to read the material assigned in the class schedule before coming to class. As you read, think critically about the material and form your own opinions about the main concepts in each selection. Your informed opinions, questions, and comments are valued and participation will be graded.

**Discussions:** Class discussions will follow major themes from the textbooks, but will not merely rehash the texts. Exam questions will come from the texts, lectures, and discussions, therefore class participation and note taking are strongly recommended.

**Quizzes:** There will be six unannounced quizzes given throughout the semester. The quizzes are designed to test your understanding of the assigned readings. Each quiz is worth ten points; only your five highest scores will be used in the final grade. There will be no make up quizzes given, except for university excused absences.

**Exams:** There will be two exams, one midterm and a final. The exams will consist of identification and/or essay questions. The final will include a comprehensive essay question.

**Community Engaged Learning:** Students in this class will partner with the Utah State Historical Society in its ongoing effort to update and make digitally accessible a more current, accurate, and historically contextualized database of state historical markers. Budget constraints at USHS do not currently allow its limited staff to maintain, update, and enrich its existing historical markers database. Students in this class will thus fill an existing community need at the same time that students will employ historical skills in a reciprocal benefits scenario for students and our community partner. In fulfilling this assignment students will become public historians. Students will understand what it means to write for public audiences, to consider multiple perspectives, to think about whose stories get included and whose stories get left out, what perspectives are currently represented, and what perspectives are not and why.

The historical marker project will be submitted in four phases:

**Phase One: Choose a marker, Due Jan. 15**

Locate an historic marker that you are interested in researching. The list of markers is here: <http://utahhistoricalmarkers.org/list-of-markers/> Markers on the list that are hyperlinked have already been completed and are not available for selection. Sign up in class for the marker that you select. Include your e-mail address when you sign-up.

**Phase Two: Locate Sources, Due Feb. 5**

1. Visit the site and take a digital photograph of the marker.
2. Take additional digital photographs or find historical photographs relevant to the marker.
3. Document the GPS coordinates for the marker.

4. Provide a transcript of the marker.
5. Document who originally placed the marker.
6. Find at least two secondary sources that offer additional information about the people/building/events/described on the marker.
7. Find at least one primary source that offers additional information about the people/building/events/described on the marker.

**Phase Three: Rough Draft, Due Mar. 19**

1. Write the "Extended Research" section of the project: Research and write additional contextual information, correct mistakes, update information, offer additional perspectives, give a more complete description, provide additional primary and/or secondary sources (if any since phase one) regarding the person/place/event/building described on the marker.
2. Use the St. George Tabernacle entry available at UtahHistoricalMarkers.org as a model for what I expect. Format your marker entry after the St. George Tabernacle entry.
3. Include photographs (the photo(s) you took and any historic photographs you have permission to use).
4. Turn in a hard copy of your completed entry at the beginning of class on the day it is due.

**Phase Four: Final Draft, Due Apr. 9**

1. Respond to the feedback you received on your rough draft and make corrections. Proof read for clarity and prepare a polished final draft.
2. Turn in a hard copy of your final draft at the beginning of class on the day it is due.

**Phase Five: Upload your entry, Due May 1**

1. Respond to any suggestions and comments on your final draft. Make required corrections.
2. Upload your corrected marker entry and photos and any primary sources to the Wordpress site at UtahHistoricalMarkers.org.
3. Format your entry and integrate the photographs to be visually appealing.

You are expected to use the same critical thinking and research skills that you would use in a more traditional assignment. Each historical marker entry should demonstrate an ability to think independently. It should contain sound analysis that exhibits a command of interpretive and conceptual skills. Use well-chosen examples, persuasive reasoning, and solid evidence directly applicable to the marker under question. Structure your entry so that it moves easily from one point to the next with clear, smooth, and appropriate transitions, coherent organization, and fully developed paragraphs. Spelling, grammar, punctuation, and a clear organization of ideas are essential to obtaining an "A" on this assignment. Please remember that there is no good writing, only good rewriting. Take the time to proofread and rewrite your entry. Your historical marker entries will go into a database to be used by the Utah State Historical Society. The most accomplished entries will also be made publicly available through the course website created to house these entries and to engage a public audience. The professor reserves the right to make grammar and stylistic corrections as well as corrections of fact to final entries.

**Plagiarism:** When writing your entries, ANY and ALL direct quotes should be cited. You should also attribute paraphrases, and the use of themes or ideas articulated by another person. Do not plagiarize! Plagiarism is a serious offense which violates general standards of honesty (see <http://www.sa.utah.edu/code/html> for more information). You must give proper credit where credit is due. Internet sources must be properly cited. Borrowing or copying from a friend is not acceptable. Be original and demonstrate an ability to advance an argument in a lucid, and effective way. Any plagiarized assignment will receive an automatic "F" and will be subject to honor review.

**Late Assignments:** Assignments must be turned in at the beginning of class on the day they are due. Unless special arrangements are made ahead of time, all late assignments will receive an automatic ten percent deduction. Each subsequent

day that an assignment is late, it will receive an additional five percent deduction. Assignments more than one week late will receive a failing grade.

**Electronics in the classroom:** Cell phones and other electronic devices should be put away during class. Laptops are permitted for note taking, not surfing the web.

**Disclaimer:** The Professor reserves the right to change topics covered or the order in which they are covered at his discretion after notifying the class in advance.

**ADA:** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Listed below are important web links of which you should be aware:

Attendance: <http://www.acs.utah.edu/sched/handbook/attend.htm>

Accommodation: <http://www.admin.utah.edu/facdev/index.htm>

Academic Honesty <http://www.sa.utah.edu/code.html>

Grades: <http://www.acs.utah.edu/shed/handbook/grpolicy.htm>

ASUU Tutoring Center: <http://www.sa.utah.edu/tutoring/>

University Writing Center: <http://www.writingcenter.utah.edu/>

Points:	Class participation and attendance	25
	Quizzes	50 (10 points each)
	Midterm	50
	Historical Marker	150 (5 parts: 20/20/40/50/20)
	Total possible	275

Grade Scale:	A	95-100%	261-275
	A-	90-94	248-260
	B+	87-89	239-247
	B	83-86	228-238
	B-	80-82	220-227
	C+	77-79	212-219
	C	73-76	201-211
	C-	70-72	193-200
	D+	67-69	184-192
	D	63-66	173-183
	D-	60-62	165-172
	E	below 60%	000-164

#### CLASS SCHEDULE

Jan 8: **Introduction; Utah the Place**

May, pp. 1-12

Jan 10: **The First Utahns**

May, pp. 12-18

Farmer, "This Was the Place," CANVAS

Nelson, "Dwellers in the Cedar Bark: The Indian Art of Utah," CANVAS

Hopi, Ute, and Southern Paiute Creation Narratives, CANVAS

- Jan 15: **The Spanish Epoch**  
 May, Chapter 2  
 Cutter, "Prelude to a Pageant in the Wilderness," CANVAS  
 HISTORICAL MARKER PHASE ONE DUE  
 OPTIONAL READING  
 Tyler, "The Spaniard and the Ute," *UHQ* 22 (Oct 1954):343-361, CANVAS
- Jan 17: **The Fur Trade, the Mountain Men, Explorers, and Trail Blazers**  
 Hafen, "Mountain Men Before the Mormons," CANVAS  
 Alley, "Prelude to Dispossession," CANVAS  
 OPTIONAL READING  
 Van Hoak, "The Other Buffalo," CANVAS
- Jan 22: **A Peculiar People: The Mormon Migrations to Utah**  
 May, Chapter 3  
 Riley, "A Comparative View of Mormon and Gentile Women on the Westward Trail," CANVAS  
 OPTIONAL READING  
 Aird, "Bound for Zion: The Ten- and Thirteen-Pound Emigrating Companies, 1853-54," *UHQ* 70(Autumn 2002): 300-325, CANVAS.
- Jan 24: **Colonizing the West**  
 May, pp. 65-73  
 Kupperman, "The Starving Time at Jamestown," CANVAS  
 Madsen and Madsen, "One Man's Meat is Another Man's Poison" CANVAS  
 OPTIONAL READING  
 Reeve, "Cattle, Cotton, and Conflict," CANVAS
- Jan 29: **The Indian Frontier**  
 May, pp. 101-110  
 Christy, "Open Hand and Mailed Fist: Mormon-Indian Relations in Utah, 1847-52," CANVAS  
 "An Act for the Relief of Indian Slaves and Prisoners," CANVAS  
 "An Act in Relation to Service," CANVAS  
 OPTIONAL READING  
 Christy, "The Walker War: Defense and Conciliation as Strategy," CANVAS
- Jan 31: **Governmental Beginnings**  
 Crawley, "The Constitution of the State of Deseret," CANVAS  
 Ronald W. Walker, "The Affairs of the 'Runaways': Utah's First Encounter with the Federal Officers," *JMH* 39 (Fall 2013): 1-43, CANVAS  
 OPTIONAL READING  
 Worthen, "Zachary Taylor is Dead and in Hell and I'm glad of It," CANVAS
- Feb 5: **The Mormon Reformation, Prelude to War**  
 Peterson, "The Mormon Reformation of 1856-1857," CANVAS  
 Parshall, "Pursue, Retake & Punish": The 1857 Santa Clara Ambush," CANVAS  
 OPTIONAL READING  
 Aird, "You Nasty Apostates, Clear Out": Reasons for Disaffection in the Late 1850s," CANVAS  
 Manifesto of the Presidency and Apostles, December 1889, CANVAS  
 HISTORICAL MARKER PHASE TWO DUE
- Feb 7: **The Utah War**

May, pp. 93-101

Poll and MacKinnon, "Causes of the Utah War Reconsidered," CANVAS

Utah War Songs, CANVAS

OPTIONAL READING

Walker, "Buchanan, Popular Sovereignty, and the Mormons: The Election of 1856," UHQ 81(Spring 2013): 108-132, CANVAS

**Feb 12: The Utah War and the Mountain Meadows Massacre**

Turley, "The Mountain Meadows Massacre," CANVAS

Reeve, "Red, White, and Mormon: White Indians," CANVAS

OPTIONAL READING

Briggs, "The Mountain Meadows Massacre," CANVAS

Briggs, "Letters," CANVAS

**Feb 14: A Bootstrap Economy; Utah, Patrick Conner, and the Mining Frontier**

May, pp, 73-89; 113-122

Reeve, "Power, Place, and Prejudice," CANVAS

OPTIONAL READING

Madsen, "General Patrick Edward Connor: Father of Utah Mining," CANVAS

**Feb 19: The Railroad and the End of Isolation**

Tanner, *A Mormon Mother*

**Feb 21: Plural Marriage Among the Mormons**

Hardy, "That Same Old Question of Polygamy," CANVAS

Tanner, *A Mormon Mother*

OPTIONAL READING

Radke-Moss, "Polygamy and Women's Rights: Nineteenth-Century Mormon Female Activism," CANVAS

**Feb 26: The anti-Polygamy Crusade**

Tanner, *A Mormon Mother*

OPTIONAL READING

Stromberg, "Prisoners for 'The Principle': The Incarceration of Mormon Plural Wives, 1882-1890," CANVAS

**Feb 28: The Americanization of Utah**

May, pp 122-130

Tanner, *A Mormon Mother*

**Mar 5: Discussion: Tanner, *A Mormon Mother***

**Mar 7: Midterm Exam**

**Mar 10-16: SPRING BREAK**

**Mar 19: Utah's Immigrant Minorities**

Liestman's "Utah's Chinatowns," CANVAS

Gonzalez and Padilla, "Monticello, The Hispanic Gateway to Utah" CANVAS

OPTIONAL READING

Kester, "Race, Religion, and Citizenship in Mormon Country: Native Hawaiians in SLC, 1869-1889"

**HISTORICAL MARKERS PHASE THREE DUE**

**Mar 21: New Immigrants & Progressive Era Economy**

May, chapter 7

Papanikolas, "Georgia Lathouris Mageras," CANVAS

OPTIONAL READING

Papanikolas, "Utah's Ethnic Legacy," CANVAS

Mar 26: **New Immigrants & Progressive Era Economy**

Bapis, "In the Hands of Women" CANVAS

Notarianni, "Utah's Ellis Island," CANVAS

OPTIONAL READING

Papanikolas, "Immigrants, Minorities, and the Great War," *UHQ* 58 (Fall 1990), CANVAS

Mar 28: **Progressive Era Economy & Politics**

May, Chapter 8

Powell, "The Foreign Element and the 1903-04 Carbon County Coal Miners' Strike," CANVAS

OPTIONAL READING

Kylie Nielson Turley, "Kanab's All Woman Town Council, 1912-1914," CANVAS

Apr 2: **From War to Depression**

May, pp, 171-182

Cannon and Embry, (7) "The WPA versus the Utah Church"

Jorge Iber, "'El Diablo Nos Esta Llevando': Utah Hispanics and the Great Depression," *Utah Historical Quarterly* 66 (Spring 1998), 159-77.

OPTIONAL READING

Papanikolas, "Bootlegging in Zion," CANVAS

Powell, "Our Cradles Were in Germany: Utah's German American Community and WWI," *UHQ* 58 (Fall 1990), CANVAS

Apr 4: **Utah and WWII**

May, pp. 182-185

Powell, "Utah and World War II," CANVAS

Cannon and Embry, (5) "Proud to Send Those Parachutes Off"

Apr 9: **Topaz; Utah's Post War Economy**

May, chapter 10

Taylor, "Interned at Topaz: Age, Gender, and Family in the Relocation Experience," CANVAS

**HISTORICAL MARKERS PHASE FOUR DUE**

Apr 11: **From Colony to Commonwealth; Cold War Utah**

Cannon and Embry, (6) "Educating the Mormon Hierarchy"

Cannon and Embry, (15) "The Volatile Sagebrush Rebellion"

Explore the Downwinders of Utah Archive: <http://lib.utah.edu/services/geospatial/downwinders/>

OPTIONAL READING

Cannon and Embry, (14) "From Cadillac to Chevy: Environmental Concern, Compromise, and the CUP"

Explore the Nevada Test Site digital oral history project: <http://digital.library.unlv.edu/ntsohp/>

Apr 16: **Civil Rights in Utah**

Peterson, "Blindside: Utah on the Eve of Brown v. Board of Education," CANVAS

Cannon and Embry, (10) "Utah's Denial of the Vote to Reservation Indians, 1956-57"

OPTIONAL READING

Reeve, "From Not White Enough to Too White," CANVAS

Apr 18: **Religion and Politics in Twentieth-century Utah**

Prince and Topping, "A Turbulent Coexistence" CANVAS

Cannon and Embry, (16) "Utah's Recent Growth"

OPTIONAL READING

Cannon and Embry, (9) "Public Opinion, Culture, and Religion in Utah"

Apr 23: **Utah's Cultural Divide?**

Cannon and Embry, (4) "Bernard DeVoto's Utah"

Barber, "Culture Shock," CANVAS

Ballard, "Doctrine of Inclusion," CANVAS

May 1: **Final Project: HISTORICAL MARKERS PHASE FIVE DUE BY 5 PM**