Instructor: John Ritter
Cell: 503-779-5221
Email: use class email
Feb. 13th. Classes Begin
May 25th. Class Ends
4 credits
Revised 2/10/15

Course Description:
Survey of the history of the Trans-Mississippi US West from the pre-contact period through the present. Emphasis on shape of cultural contact and exchange, role of the federal government and capitalist development, and cultural expressions of the western experience. Special attention to race, class, and gender as modes of historical analysis. Offered spring of odd-numbered years. 4 credits (VP or US)

Course Reading:
2-Geoffrey C. Ward. “The West” (Back Bay Books,0-316-92485-7-pb.)

CATALOG REQUIREMENTS:

Learning Objectives: Vital Past
Students who complete a course that satisfies the Vital Past requirement of the Linfield Curriculum should:

Learn how to analyze and contextualize primary sources in regards to the material presented in this course.

Students will be able to meet this objective in this course by:

Reading the text on the subject of the American west and discussing various topics such as: immigration and colonization of the area by Euro-Americans and the forced colonization and subjugation of the Native Americans.

Researching information from other sources, such as are available on the internet and in print materials. This will assist the student to compare and contrast information regarding the history, culture, people, and places that have and do make up the country of America.

Learn how to analyze and critique scholarly arguments about the past and learn how history is written from many viewpoints.
Students will be able to meet this objective in this course by:

Writing and explaining various viewpoints from several scholars. Learning how to make an analytical or interpretive argument about the past and participating in dynamic discussion with the instructor and other students.

Writing about problems, historical events, and issues that face America today and learning how history influences the present times. Students will discuss and write about these using both fact and opinion via research into primary and secondary print materials and recognize that differences separate people past and present, though all people share a common humanity.

Students will compare America’s history with other countries’ experiences, both within North America and its neighbors.

Through a combination of lecture and study, students will learn to contextualize information found in texts, the Internet, and other sources. Students will carefully consider sources for information pertaining to historical events and their voracity through the guidance of the instructor.

CATALOG REQUIREMENTS:

Learning Objectives: US

Students who complete a course that satisfies the US requirement of the Linfield Curriculum should:

Develop a better understanding of a cross-section of issues related to age, disability, ethnicity, gender, language, politics, race, religion, sexual orientation, and/or social class, in regards to the people of Western America.

Students will be able to meet this objective in this course by:

Studying how United States development began, where its roots are, and the mechanisms by which democracy developed and the US was colonized.

Learning how native cultures in the west were suppressed, colonized, and controlled by Europeans and Americans.

Students should gain a familiarity with the countries that explored Western American and develop a better understanding of the complex economic and social issues that allowed western development to be an integral part of the United States development. They will accomplish this by critiquing contemporary sources and comparing and contrasting the various authors’ viewpoints and prejudices.
Discussing the effects of “guns, germs, and steel” on the subjugation of Native Americans and the development of the American west.

Students will examine the complex role of women in the development of the west and the problems and prejudices they faced and develop the skills of analysis of historical problems, informed judgments, and persuasive presentation of arguments in the Chats and Discussions.

Course Objectives:

To know the geography of the United States West.

To have an understanding of the role of all peoples who contributed to the settlement and development of the west.

To be able to comprehend and discuss the agricultural and industrial development of the area and to realize the tremendous effects of western colonization on the Native Americans.

To learn about the western tribal groups, how they lived and interacted with the environment and the euro-colonizers from the Hudson’s Bay Company and the Spanish and American pioneers.

To know the fundamentals of cross-cultural societies and how they affected the development, the settlement, and the vitality of the west.

To realize the importance and allure of the western areas and the myth and mystique of Manifest Destiny.

To know the players, the fools, and the heroes/heroines of western history—how they all contributed and made the west a vital part of America.

To develop skills of analysis of historical problems, informed judgments, and persuasive presentation of arguments in your written and verbal presentations (which will be assigned at a later date).

Course Requirements and Grading Policies:

Participation:

In this American History Course, you will need to take an active part in all class activities. These are outlined in the syllabus and will be evidenced in your written work and on your activity on the Web page. You will be required to join in the Discussions, and make two concrete submissions each week. These requirements will be explained in the Discussion Section later. During the first week, I will interject my comments to your replies and comments. If I find the discussion comments to be below the level of a
Linfield History class, I will let you know immediately. Class participation is evidenced by the amount of time you are active on the Web site, written work, as well as interacting with other students on the Discussion section and the Chat Room and with your instructor, me. You will be doing a great deal of reading. Keep to a good reading schedule and I strongly recommend that you keep notes for discussions, chats, journals and written assignments. Don’t get behind, keep up with the reading schedule, and participate. You will have to purchase a headset/mic, to participate in the live Chats, and also download the CHAT, BBIM software. Do this BEFORE class begins. You may want to forward your class emails to your home email address. This will help you get information efficiently and quickly.

**Discussion Reaction Papers:**

These are tools to allow you to reflect on the material informally in Discussions as well as in the Chat Room and keep you engaged in the class. All the material covered before the due date of the paper is open for use in the DRP’s. Your opinion is appreciated and always desired. I want you to do a series of short reaction papers, 3 pages in length, throughout the term. The class week is from Monday to Sunday, all assignments are due on Sunday. The number of these reaction papers will not be under four or greater than eight. These papers will serve many purposes:

- It will give you a place to engage the course materials and state your opinion
- It will help you reflect on the material you read before the discussions and chats
- It will give you regular practice in writing
- It will give you a written record of your thoughts and ideas, which will help you in preparing for the formal essay
- These reaction papers will be worth a total of twenty percent of your final grade.

**Chats:**

You must participate in at least one Chat per week to pass this course, there are no exceptions. We are going to use the BBIM system for our chats. You will need a headset with a microphone. Remember to keep the discussions pertaining to class material, and not the weather, or your activities for the weekend. The chats are for you to talk to me in “real time” about the material in the chapters for that week, or any difficulties you are having with the course. Chats will be three times per week; Tuesday evenings 7-8pm Saturday morning at 9-10am, and Sunday evenings at 7-8pm. Do not enter the Chat by yourself, but wait for me to invite you into the class chat at 5-10 minutes to the hour. You are required to attend 1 chat per week. You can also have to load a photo into the Chat section. For each session, I will send out an invitation to you to join the session to those who are online. Clicks accept in the prompt and you will join the session. You will need to download the software by visiting Tools>Blackboard IM. Then once you install
the software, you will see a main window with a listing of all the students registered in
the class. Students who have BBIM installed and are online will show up with a green
dot, offline students will have a grey dot. For each session, I will send out an invitation to
the students who appear online. You will find this notification pop up on your desktop.
Once you accept the invitation you will join the class. To join the conversation, you need
to press the CALL button (the one that looks like a phone) this will activate the voice
chat part of BBIM. This does not activate your microphone! In order to be heard you will
need to press the talk button that appears in the Audio and Video screen toggling this
button will turn your mic off/on. When you are not talking please turn off your mic or
you will cause load feedback. You will see two little blue arcs when your mic is active.

Exams: Mid Term and Final, brief answer essay questions. OCE does not have a Spring
Break.

Discussions:

You must make two substantiate submissions each week on different days. This is an on-
go ing ‘blog’, where you respond to a question that I will pose or other student’s
comments each week in this section. Do not jump ahead in the discussions; keep to the
calendar week at hand. In the discussions, you can respond to other student’s statements,
ask questions concerning the class or record your own feelings concerning the initial
questions posed. If you have a more personal question to pose to me, use the “Journal”
tool to communicate with me, and you will get a personal response. Remember, a good
response does not mean answering, “Yes I agree” to another student’s statement, or a
quick one liner. You must go further and state why you agree or disagree. Think about
your responses. I read them all and may or may not comment on them. The software
keeps a detailed log of the number of times you comment per week. When you make a
comment, include the page number as a reference to help other students. Also remember
always to hit reply, or the create button to make a different statement.

Rules of Discussion:

The classroom should be a safe haven within which individuals can discuss the widest
possible range of topics without fearing retribution, ridicule or attack. In order for this to
happen, we must assume that we are all persons of intelligence and good will who may
ultimately disagree, sometimes to a profound degree with one another, but whose
characters are not impugned or intelligence disparaged because of disagreement. The
classroom is not a forum for proselytizing, nor is it a soapbox for diatribes by either
students or faculty. For the academic endeavor to succeed, we must treat each other with
civility, courtesy and respect. Please, no profanity at any times. All perspectives and
questions are welcome, as long as they are impelled by a genuine desire for knowledge,
and can be articulated and supported by sound reasoning.

Email me, or text me at 503-779-5221 If you have any immediate questions. But kindly
remember that an emergency on your end due to poor planning does not constitute an
emergency on my end. Remember to keep to the schedule and use the calendar. If we are
discussing part 2, do not jump ahead and make comments about part 3. Take notes on what you read for class purposes. These will help you with your assignments and computer work. When making a comment in the Discussion or Chat room, please reference a page number. This is vital. You may also state your opinion in anything you write. Go ahead, be bold. Remember to take notes on what you read, and if you’re new to BBIM, the software program, spend some time getting familiar with it. You will have to download the BBIM software to participate in the live Chats. Also, you will make a weekly entry into the Journal section to ask me questions and or let me know how you are doing in the course.

Student Reports: The Students will be assigned a topic to report on in the Chat sessions the week of March 16-22. I will assign a topic from the texts for students to look at in greater depth. These will be explained in the first and second Chat session. The report will be written (2-3 pages) as well as given orally in class (5 minutes).

Attendance:

There will not be a formal attendance policy, but remember this is an online class and your daily activity will be monitored by the software and will be required either on the Web pages themselves, or in the writing assignments, as well as regular reading and studying of the texts. Take notes on what you read for discussions and papers. The web site software keeps an accurate detailed record of your time on the Web site on what programs you logged into and what activity you have had. I use this to do a detailed report at the end of the class to determine if I will award you any bonus points.

Reading, Lecture, Assignments Schedule:

We will be studying the two texts in addition to articles, papers and documents from various authors. The selected readings will give you a good chronological record of how the west developed, with excellent sources and papers to enjoy. The information will give us a detailed explanation of the history of the west. Feel free to use the Internet for research and assignments, and outside sources.

Course Policies: Cheating and Plagiarism: As in every Linfield class, this will not be tolerated. Any instance of this could and will result in dire consequences. The student could receive an “F” grade for the assignments and possibly the term.

Missing or Late work: Incomplete or late work due to documented medical, family, or personal emergency will be treated on a case-by-case basis. In general, excused late work must be completed in one calendar week after the assignment was due. Habitual requests to make up missed work due to absences is not acceptable, and late work turned in without prior consultation of the teacher will be marked down considerably. An incomplete may be awarded only at the end of the semester and at the professor’s discretion and only when at least sixty percent of the coursework has been satisfactorily completed. (If you find a mistake in the syllabus please inform me asap)
Academic Honesty: This is imperative, as I adhere to the college policy on academic honesty, as published in the Linfield College Course Catalog.

Disability Statement: Students with documented disabilities who may need accommodation, who have any emergency medical information an instructor should know, or who require special arrangements in the event of evacuation, should meet with the instructor as early as possible as, no later than the first week of classes.

Disability Statement
Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations please contact Learning Support Services Coordinator (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is located in Melrose Hall, Room 020 (503-883-2562). We also encourage students to communicate with faculty about their accommodations.

The class week will go from Monday to Sunday. Also, remember to send me a brief bio on yourself with picture if you choose via the class email. In the BBIM system you can also upload a photo for the class. So, we can see what you look like, make them clear, as the space for photos is small.

Reading Schedule:
The American West, by Hine and Faragher
Week One: Feb.13-19
Preface
Introduction: Dreams and Homelands, pgs. 1-11
Chapter One: A New World Begins, pgs. 12-38

Week Two: Feb.20-26
Chapter Two: Contest of Cultures, pgs. 39-70
Chapter Three: The Struggle of Empires, pgs. 71-99
Chapter Four: The Land and Its Markets, pgs.100-132
First Discussion Reaction Paper Due

Week Three: Feb.27-March 5
Chapter Five: The Fur Trade, pgs. 133-158
Chapter Six: From Texas to Oregon, pgs.159-198
Chapter Seven: War and Destiny, pgs. 199-233
Second Discussion Reaction Paper Due

Week Four: March 6-12
Chapter Eight: Mining Frontiers, pgs. 234-273
Chapter Nine: The Power of the Road, pgs. 274-300
Chapter Ten: Open Range, pgs, 301-329
Week Five: March 13-19
Chapter 11: The Safety Valve, pgs.330-361
Chapter 12: A Search for Community, pgs.362-400
Chapter 13: The Urban Frontier, pgs. 401-433

Week Six: March 20-26
Student Report Week (To be discussed later in class.)

Week Seven: March 27-April 2
Chapter 14: Plunder and Preservation, pgs.434-471
Chapter 15: Myth of the West: pgs. 472-511
Chapter 16: The Frontier and West in Our Time, pgs.512-562.
Third discussion Reaction Paper Due
Mid-Term

Week Eight: April 3-9
The West by Ward
Preface
Chapter One: The Northern Mystery, pgs.1-46

Week Nine: April 10-16
Chapter Two: The most Avid Nation, pgs. 47-115

Week Ten: April 17-23
Chapter Three: Seeing the Elephant pgs. 116-160

Week Eleven: April 24-30
Chapter Four: A Hell Of A Storm, pgs.161-206

Week Twelve: May 1-7
Chapter Five: The Grandest Enterprise Under God, pgs. 207-273

Week Thirteen: May 8-14
Chapter Six: Rivers Run Backward, pgs.274-318

Week Fourteen: May 15-25
Chapter Seven: The Great Die-Up, pgs.319-357
Fourth Discussion Reaction Paper Due
Final
Wrap-up

Grade Scale and Assessments:
The Mid-term and Final exams will be short answer and identification form. They will be posted on the website, and will be open-book exams. (The easiest way to contact me is to text me at 503-779-5221, always identify yourself, and sign each text.)

Course grades will be determined by the following:
- Written Assignments 40%--40pts
- Instructor’s Evaluation 10%--10pts
- Work on Website 50%--50pts

A=90-100%, 92-100pts. Completion of all assignments and web computer technology involvement in an exemplary style.
B=80-90% 80-91pts. Completion of all assignments and web ct involvement in a superior style.
C=below80% 70-79 pts. Completion of all assignments and web ct involvement in an average manner.

Active participation is evidenced by meeting all assignments, maintaining weekly contact with the instructor and helping each other in a collegial manner, as is the Linfield model.