HIST 151: “The Wild, Wild West”:
Battles Over the American West and the Western Image
Messiah College

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January Term 2013
daily
8:45 a.m.-noon
Boyer 131

course description:
Much of America’s history hinges on the West. The nation’s geographical and economic
growth relied heavily on the use of western resources. Its picturesque landscapes have served
as pictures of America as a whole for many. Furthermore, many Americans’ notions of who
they are and what their country stands for have borrowed liberally from images of the
American West. In recent decades, frequent disputes have arisen concerning the nature of the
West. These disputes have often become heated precisely because many Americans
understand the West in the same manner as the writer Wallace Stegner who famously
described it as being “America, only more so.” Thus, attacks on the history of the West
imply attacks on America; likewise, praising the history of the West seems to signify praising
America. This course will examine the discussions that have taken place among historians
and Americans as a whole about the meaning of the American West and the uses of western
images. Six major themes we will explore during the course are the relationships--in both
western history and imagery--between:
whites & non-whites
humans & the environment
men & women
violence & justice
individualism & community
region & nation

course objectives:
1. historical knowledge: Students will have a better historical understanding of political,
social, cultural, economic, and religious practices and structures.
2. historical methods: Students will demonstrate an understanding of historical causation, an
ability to conduct basic historical analysis of primary and secondary sources, and an ability
to communicate that analysis in effective written and oral communication.
3. historical interpretation: Students will use texts and other cultural resources to make sense
of the past, understand ways in which the past influences the present, and consider how the
present influences our study of the past.
4. historical convictions: Students will become more thoughtful, curious, and empathetic due
to their evaluation of the historical complexity of human identities, cultures, and societies
from the perspective of Christian faith.
REQUIRED READINGS:
Milner, Clyde et. al., eds. *The Oxford History of the American West.*
Online readings listed below.

WESTERN MOVIES TO BE VIEWED IN CLASS:
*Stagecoach* (1939)
*My Darling Clementine* (1946)
*Hud* (1963)

REQUIREMENTS:
attend class and participate regularly
complete all readings listed below in course schedule
complete several in-class writing exercises
complete three short papers of 2 double-spaced pages each
write a paper of 5-7 double-spaced pages in response to a western novel or western movie
write several quizzes
write a final exam

STANDARD OF EVALUATION:
The final grade for the course will be derived as follows:
    class participation & group work 5%
    in-class writing 5%
    short papers 15%
    paper on western movie or novel 15%
    quizzes 20%
    tests 20%
    final exam 20%

CLASS PARTICIPATION:
It goes without saying that you must attend class regularly in order to participate. You are expected to attend every class meeting. Beyond this minimal participation in the class (which, by itself, will earn you only a minimal participation grade), you can gain participation points by regularly asking or answering questions, and by responding to readings, lectures, and movies when given the opportunity.

STUDENT DISCUSSION GROUPS:
Students will participate in one of six groups. Among other things, each group will be responsible for leading class discussion on a chapter in the Milner book and writing a quiz on it.

IN-CLASS WRITING:
Students will be given several opportunities to respond to readings, movies, or other course materials through brief written exercises done in class. These will be read and evaluated by the instructor.
SHORT PAPERS:
Each student will write 3 short papers of 2 double-spaced pages each on topics selected from
the list below.

List of possible topics for short paper #1 (Jan. 10-11):
Lewis and Clark expedition
Santa Fe Trail
Pony Express
Transcontinental railroad
Homestead Act (1862)

List of possible topics for short paper #2 (Jan. 15-17):
Sand Creek Massacre
Sitting Bull
Chinese Exclusion Act
Chisholm Trail
Reclamation/Newlands Act

List of possible topics for short paper #3 (Jan. 22-24):
Lawrence Massacre
Wild Bill Hickok
Billy the Kid
Johnson County Range War
Nat Love (“Deadwood Dick”)
Narcissa Whitman
William Jennings Bryan
John Muir

Short papers are due in class the day the topic of the research is addressed. They should
include both summary of the material used as well as analysis of it. Use the relevant primary
source(s) as your starting point, and also use relevant sections of at least two of the reference
books below, which are on reserve:


PAPER ON WESTERN MOVIE OR NOVEL:
Each student will write a paper of 5-7 double-spaced pages that discusses either a western
movie or novel selected from the lists below. In addition to a brief summary of the movie or
novel, papers should focus on the movie or novel’s treatment of one of the course’s six major
themes. Among other things, papers should discuss in what ways the approach of the novel or
movie corresponds to other course materials. Students must decide on a novel or movie to
write about by Wed., Jan. 16, must have begun to read or view it and be prepared to analyze
some particular aspect of it by Wed., Jan. 23, and must turn in the paper on Tues., Jan. 29 and
briefly discuss it at that time.

FINAL EXAM:
The final exam on the last day of class (Wed., Jan. 30) will consist of two essays, both of them
comprehensive in that they will address the entire span of the course. The essays you write on
the exam should be well-organized, persuasive, and draw on materials from different facets of
the course--lectures, readings, class discussions, and movies--for examples and evidence.
NOTE ON ACADEMIC INTEGRITY:
Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

**Plagiarism:** Submitting as one’s own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another’s work as your own, etc.

**Cheating:** Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer’s exam, having someone else take the exam for you, using any kind of electronic device, communicating via email, IM, or text messaging during an exam, etc.

**Fabrication:** Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

**Misrepresentation of Academic Records:** Tampering with any portion of a student’s record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means.

**Facilitating Academic Dishonesty:** Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one’s own work to be copied.

**Unfair Advantage:** Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc. The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

NOTE ON AMERICANS WITH DISABILITIES ACT:
Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382.
COURSE SCHEDULE

(NOTE: ALL DETAILS SUBJECT TO CHANGE)

Wed., Jan. 9 - Introduction; Turner & Western Historiography
reading [in class]:
Frederick Jackson Turner, “The Significance of the Frontier in American History” (1893), excerpt - handout
Patricia Limerick, The Legacy of Conquest: The Unbroken Past of the American West (1987), excerpt - handout
Donald Worster, “New West, True West: Interpreting the Region’s History” (1987), excerpt - handout

Thurs., Jan. 10 - Creation of the American West I
reading:
The National Land Ordinance of 1785, excerpts
http://historicaltextarchive.com/sections.php?action=read&artid=218
A Diagram of the National Land Ordinance of 1785
The Northwest Ordinance (1787)
http://www.in.gov/history/2479.htm
President Thomas Jefferson’s Instructions to Captain Meriwether Lewis (1803)
http://www.library.csi.cuny.edu/dept/history/lavender/jefflelt.html
Meriwether Lewis’s Initial Report to President Thomas Jefferson (1806)
http://ebooks.library.cornell.edu/cgi/t/text/pageviewer-idx?id=harp:cc=harp:rgn=full%20text:idno=harp0061-2:didno=harp0061-2;view=image;seq=0195;node=harp0061-2%3A3
The Treaty of Fort Laramie (1851)
http://www.canku-luta.org/PineRidge/laramie_treaty.html

Fri., Jan. 11 - Creation of the American West II;
group #1 gives quiz & leads discussion on OHAW, ch. 6
reading:
Louise Clappe letter (April 10, 1852) [on life in California during the gold rush]
http://www.familytales.org/dbDisplay.php?id=itr_lac866
Mark Twain, Roughing It (1872), chapter 8 [on the Pony Express]
Central Pacific Railroad Photographic History Museum online exhibit: “Dot, Dot, Dot... Done!”
http://www.cprr.org/Museum/Done1.html
The Homestead Act (1862)
Mon., Jan. 14 - Western Movie: *Stagecoach* (1939) & discussion
reading:
“Western Star Harry Carey Jr., 1921-2012” [9-min. audio interview by Terry Gross]
http://www.npr.org/2013/01/02/168462591/remembering-actor-harry-carey-1921-2012

Tues., Jan. 15 - Relationship between Whites & Non-Whites
reading:
http://law2.umkc.edu/faculty/projects/ftrials/dakota/Light&Shadows.html#duty
Two letters to newspapers re. Sand Creek Massacre
http://www.nanations.com/dishonor/sand-creek-massacre.htm
Wovoka’s message
http://www.pbs.org/weta/thewest/resources/archives/eight/gdmessg.htm
Account of Sitting Bull’s death by James McLaughlin (1891)
http://www.pbs.org/weta/thewest/resources/archives/eight/sbarrest.htm
Coverage of anti-Chinese riot in Los Angeles, *Los Angeles Daily News* (October 25, 1871)
Chinese Exclusion Act of 1882
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=27
http://www.jstor.org/stable/25105245

Wed., Jan. 16 - Relationship between Humans & the Environment;
Movie/novel choice due;
Test on course materials of Jan. 9-15
reading:
*Oxford History of the American West*, ch. 8: “An Agricultural Empire” [pp. 275-311]
Charles Moreau Harger, “Cattle Trails of the Prairies,” *Scribner’s* (June 1892)
http://www.legendsofamerica.com/we-cattletrails-harger.html
http://www.legendsofamerica.com/we-americancowboy.html
Reclamation / Newlands Act of 1902
http://www.ccrh.org/comm/umatilla/primary/newlands.htm

Thurs., Jan. 17 - Relationship between Men & Women;
group #2 gives quiz & leads discussion on *OHAW*, ch. 9
reading:
Carry A. Nation, *The Use and Need of the Life of Carry A. Nation* (1909), ch 8

Fri., Jan. 18 - Western Movie: *My Darling Clementine* (1946) & discussion
Mon., Jan. 21 - [no class meeting; Martin Luther King Day Recess]

Tues., Jan. 22 - Relationship between Violence & Justice;
group #3 gives quiz & leads discussion on OHAW, ch. 11
reading:
The Lawrence Massacre (1863) [on the Lawrence Massacre / Quantrill’s Raid]
http://www.pbs.org/weta/thewest/resources/archives/four/lawrence.htm
“Told of Wild Bill,” Daily Argus News (March 28, 1894) [on Wild Bill Hickok]
http://news.google.com/newspapers?nid=2309&dat=18940328&id=-
XAnAAAAIBAJ&sjid=MgQAAAAIBAJ&pg=3383,3075984
Emerson Hough, The Story of the Outlaw (1907), excerpt [on Billy the Kid]
http://www.legendsofamerica.com/we-desertoutlaws.html
E. Hough, The Story of the Cowboy (1898), pp. 309-318 only [on the Johnson County Range War]
http://ia700409.us.archive.org/18/items/storyofthecowboy027079mbp/storyofthecowboy027079
mbp.pdf
The Life and Adventures of Nat Love, Better Known in Cattle Country as “Deadwood Dick” by
Himself (1907), ch 22
http://www.natllove.com/deadwood_dick_ch22_001.htm
The Confessions and Autobiography of Harry Orchard (1907), ch 16

Wed., Jan. 23 - Relationship between Individualism & Community;
Initial analysis of western movie/novel due;
Test on course materials of Jan. 16-22
reading:
Letters and Journals of Narcissa Whitman
(Mar. 30, 1837; June 25, 1839; May 2, 1840; Oct. 1, 1841; Feb. 2, 1842)
http://www.pbs.org/weta/thewest/resources/archives/two/whitman2.htm
William Swain letter (July 4, 1849)
http://www.pbs.org/weta/thewest/resources/archives/three/swain1.htm
William Swain letter (January 6, 1850)
http://www.pbs.org/weta/thewest/resources/archives/three/swain2.htm
Jean Rio Baker diary entries (July-September 1851)
http://history.lds.org/overlandtravels/trailExcerpt?lang=eng&companyId=75&sourceId=4882

Thurs., Jan. 24 - Relationship between Region & Nation;
group #4 gives quiz & leads discussion on OHAW, ch. 14;
MLK chapel, 10:30-11:30 a.m. - Rev. Billy Kyles in Brubaker Auditorium
reading:
The Omaha Platform of the Populist Party (1892)
http://historymatters.gmu.edu/d/5361/
William Jennings Bryan’s “Cross of Gold” speech (1896)
http://historymatters.gmu.edu/d/5354/
http://www.sierraclub.org/john_muir_exhibit/writings/the_yosemite/chapter_16.aspx

Fri., Jan. 25 - Western Movie: Hud (1963) & discussion
Mon., Jan. 28 - The American West as Depicted in Art & Literature;
group #5 gives quiz & leads discussion on OHAW, ch. 19
reading:
Via Academic Search Complete database.
Via JStor database.
Peter Monaghan, “At 100, the Western Still Spurs Scholars,” *Chronicle of Higher Education* (December 13, 2002). Via Academic Search Complete database.

Tues., Jan. 29 - The Western Image Revisited;
group #6 gives quiz & leads discussion on OHAW, ch. 22;
Presentations on papers on western movie/novel
reading:
The life of Hon. William F. Cody, known as Buffalo Bill (1879), ch 28: “An Actor”
http://library.untraveledroad.com/Ch/Cody/Buffalo/Actor.htm

Wed., Jan. 30 - Final Exam
list of possible western movies (on reserve) for paper:

- 3:10 to Yuma (1957)
- All the Pretty Horses (2000)
- Bend of the River (1952)
- Bonnie and Clyde (1967)
- Broken Arrow (1950)
- Butch Cassidy and the Sundance Kid (1969)
- Dances with Wolves (1990)
- Duel in the Sun (1946)
- Far and Away (1992)
- The Far Country (1955)
- Fistful of Dollars (1964)
- Fort Apache (1948)
- The Good, the Bad and the Ugly (1966)
- High Noon (1952)
- Little Big Man (1970)
- The Magnificent Seven (1960)
- A Man Called Horse (1970)
- The Man Who Shot Liberty Valance (1962)
- Open Range (2003)
- Pale Rider (1985)
- Pat Garrett and Billy the Kid (1973)
- The Quick and the Dead (1995)
- Red River (1948)
- Ride the High Country (1962)
- Rio Bravo (1959)
- Rio Grande (1950)
- The Searchers (1956)
- Shane (1953)
- Shanghai Noon (2000)
- She Wore a Yellow Ribbon (1949)
- Smoke Signals (1998)
- They Died With Their Boots On (1941)
- True Grit (1969)
- True Grit (2010)
- Unforgiven (1992)
- The Wild Bunch (1969)

[others approved by instructor]
list of possible western novels for paper:

Mark Twain, *Roughing It* (1872)
Owen Wister, *The Virginian* (1902)
Jack London, *The Call of the Wild* (1903)
Zane Grey, *Riders of the Purple Sage* (1912)
Willa Cather, *O Pioneers!* (1913)
Willa Cather, *My Ántonia* (1918)
Willa Cather, *Death Comes for the Archbishop* (1927)
John Steinbeck, *Tortilla Flat* (1935)
John Steinbeck, *In Dubious Battle* (1939)
John Steinbeck, *The Grapes of Wrath* (1939)
Conrad Richter, *The Sea of Grass* (1937)
Walter Clark, *The Ox-Bow Incident* (1940)
Alfred Guthrie, *The Big Sky* (1947)
Louis L’Amour, *Hondo* (1953)
Ken Kesey, *One Flew Over the Cuckoo’s Nest* (1962)
Joan Didion, *Run River* (1963)
Joan Didion, *Play It As It Lays* (1971)
Glendon Swarthout, *The Shootist* (1975)
Norman Zollinger, *Riders to Cibola* (1978)
Cormac McCarthy, *All the Pretty Horses* (1992)
Elmer Kelton, *The Day the Cowboys Quit* (1994)
[others approved by instructor]