

# Environmental History of the American West

History 4390 / 6910

Summer 2007, University of Utah

M-F 9am - 9pm, July 9 - July 21

Place: OSH 201 on July 9

OSH 208 on July 16;

otherwise in the field

Prof. Marcus Hall

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This history course focuses on areas of Utah and Wyoming for exploring larger questions about the role of nature in the history of the western United States. As one of the "new" histories, environmental history borrows insights from many disciplines to examine how nature both modifies and is modified by human societies. The West is marked by mountains and aridity, by extensive public lands punctuated by urban centers, by an extractive economy alongside a growing tourism sector. We will consider such topics as parks and gardens, indigenous peoples, farming and grazing, religion, wilderness, water, gender, invasive species, government, environmentalism, and restoring/renaturing. Our primary document for this course will be the land itself. Our primary activity will be extensive field trips for seeing what historians might learn by viewing the land and by hearing from the people who live on it.

## REQUIRED READINGS

- \* Wallace Stegner, Beyond the Hundredth Meridian: John Wesley Powell and the Second Opening of the West (Houghton Mifflin & Penguin: 1954, 1992). \$16.00 ISBN: 0140159940
- \* Jim Stiles, Brave New West: Morphing Moab at the Speed of Greed (University of Arizona Press, 2007). \$19.95 ISBN: 0816524742
- \* John McCormick & John Sillito, eds., A World We Thought We Knew: Readings in Utah History (University of Utah Press, 1995). ISBN: 0874804841 *This book is currently out-of-print, but is available at many libraries and can be purchased as a used book through, e.g., amazon.com.*

→All readings are to be purchased well in advance of the first class meeting at your favorite bookstore or other online source.

## COURSE REQUIREMENTS:

### Readings:

- Students are to read the Stegner and Stiles books in their entirety before the first class meeting.
- The McCormick/Sillito book is useful collection of essays that we will be referring to throughout the course, and students can bring it on the field trip to occupy idle moments. At some point before or during the field trip, students need to read roughly *half* the book, to include (at a minimum) the following seven essays: *Dwellers in the Cedar Bark* (9-17); *Mormon-Indian Relations in Utah* (34-51); *A Revisionist View of the Seagull 'Miracle'* (52-67); *The Carbon County Coal Miners' Strike* (130-153); *Strawberry Valley Reclamation Project* (249-266); *Challenges in Utah's Marginal Agricultural Areas* (304-318); *Phases of the Environmental History of Utah* (422-440).

### Papers

**1) Field Trip Paper (25%):** *Typed, double-spaced, 4-5 pages (8-10 pages for graduate students).*

What is the role of field observations in understanding environmental history? How do such observations limit our understanding, and how do they enrich it? To what extent does southern Utah (and southwestern Wyoming) reflect the West's larger environmental history, and how is this sampling of places unique only to those places? Did you notice any inconsistencies between the understandings we gleaned from the readings, and those we learned from the people and places that

we encountered on the field trips? Grades will depend on depth of analysis, quality of writing, and creativity. **DUE August 3, Friday.**

**2) Research paper (50%):** *Typed, double-spaced, 8-10 pages (14-16 pages for graduate students).*

In lieu of a final exam for the class, each student will undertake a research paper upon their return from the field. Focusing on a question about a particular place, issue or person, students will combine their knowledge gained in the field trips with information gleaned from the archives, web, journals, interviews or other historical sources. Possible research questions will be identified and discussed during the field trip so that every student will be ready to pursue their research project after returning from the field. Grades will depend on depth of analysis, quality of writing, and creativity. **DUE August 3, Friday.**

**3) Class Participation (25%):** Active engagement with the readings, speakers, and colleagues throughout the course.

→ **Email both papers as MS-Word attachments to [hall@history.utah.edu](mailto:hall@history.utah.edu) by August 3.**

### **Web Resources for Environmental History:**

Introduction to Environmental History [www.cnr.berkeley.edu/departments/espm/env-hist/eh-internet.html](http://www.cnr.berkeley.edu/departments/espm/env-hist/eh-internet.html)

American Society for Environmental History [www.aseh.net/](http://www.aseh.net/)

Forest History Society [www.lib.duke.edu/forest/](http://www.lib.duke.edu/forest/)

European Society for Environmental History <http://eseh.ruc.dk/>

Environmental History (the journal) <http://www.historycooperative.org/ehindex.html>

Environment and History (another journal) [www.ericademon.co.uk/EH.html](http://www.ericademon.co.uk/EH.html)

### **University Information:**

University Writing Center (Marriott Library): <http://hum.utah.edu/display.php?pageId=101>

Tutoring Center (Student Services Bldg): <http://www.sa.utah.edu/tutoring/index.html>

Student Handbook: [www.acs.utah.edu/sched/handbook/toc.htm](http://www.acs.utah.edu/sched/handbook/toc.htm)

Course registration information: [www.sa.utah.edu/regist/pages/registration.htm](http://www.sa.utah.edu/regist/pages/registration.htm)

University Student Code, including **plagiarism** policies: <http://www.admin.utah.edu/ppmanual/8/8-10.html>

*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, <http://www.sa.utah.edu/ds/>, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. See: [www.hr.utah.edu/oeo/ada/guide/faculty/](http://www.hr.utah.edu/oeo/ada/guide/faculty/)*

## **SCHEDULE**

### **Week 1 (July 9-14)**

**July 9, M:** In class lecture, 9am - 5pm: OSH 201. Dinner at Prof. Dan McCool's house.

**July 10-14:** Field trip to southern Utah.

**T:** Ephraim and sleep at Wasatch Plateau

**W:** San Rafael Swell and sleep at Colorado River

**Th:** Moab and sleep at Colorado River

**F:** Arches and sleep at Entrada Ranch

**Sa:** Price and return to Salt Lake City by evening.

**July 15, Su:** Layover day in Salt Lake City

### **Week 2 (July 16-21)**

**July 16, M:** In class lecture, 9am - 5pm: OSH 208.

**July 17-21, T-Sa:** Field trip to southwestern Wyoming, returning to SLC on Saturday.