

Name

Charles Redd Center for Western Studies and Department of History
2016 Faculty Development Plan

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I. Self-Assessment

IA. Citizenship

- Citizenship comprises the primary duties of my professional CFS faculty contract. Portions of this overlap with Scholarship, especially in the form of digital initiatives, which will be discussed below. As the Assistant Director of the Redd Center, maintaining current Center programs and initiatives and developing new ones dominate my time and energies. Now a full year into this position I have overseen most of these activities at least once, and in some cases, twice. In the case of overseeing and executing our regular lectures/events I am pleased with the progress I have been able to make in bringing in impressive scholars, publicizing the events, and making them available off-campus through live streaming them online. I have now represented the Center twice in judging Utah State History Day competition. I am also serving on the History Department Student Scholarship and Award committee and on the University Constitution Day Committee. Overlapping with Scholarship is the digital initiatives I am expected to develop as a way to increase the stature of the Redd Center and BYU and provide useful resources to the public. I have begun work on a large-scale digital history project entitled *Intermountain Histories*. This will be a premier regional history project and will involve collaborating with scholars and student at institutions across the Intermountain West. I will serve as editor of the project and am confident this will grow into a tremendous contribution (by the Redd Center and BYU) to the region as a form of public history.

IB. Scholarship

- Research and publishing were the hallmark of my graduate career, as I tried to publish aggressively while I worked on my graduate degrees. In the 6 years since I completed my Ph.D., my employment as a visiting assistant professor with a high teaching load and a documentary editor with full-time research duties unrelated to my own manuscript significantly slowed my research and publishing schedule. Two landmark publications will come from my work as documentary editor for the Joseph Smith Papers. I also co-published a historical dictionary with Jay Buckley. Despite these accomplishments, I am anxious to return to completing my own monograph manuscript. In the past few months (as I got my bearings with the demanding schedule of activities at the Redd Center) I have succeeded in spending time with my manuscript. Recently, I fully reorganized how the chapters flow and feel confident that I will finally be able to complete revisions and send them to my editor soon. Once that manuscript is out of my hands, I have a 2nd monograph project incubating and two shorter article-length projects or conference presentations to work on.
- This said, my contract puts Redd Center-focused research and publishing as my primary concern. On this front, I have spent my first year at the Redd Center getting up to speed with various projects and am now prepared to launch two new research initiatives. The first is a new seminar and anthology, modeled after the various seminars and edited volumes the Center has produced in the past. P. Jane Hafen and I have selected an impressive roster of scholars to write essays for a workshop in June 2016 on American Indians and Mormons. She and I will then co-edit an anthology from them. Second, I will serve as editor for the aforementioned (see Citizenship) *Intermountain Histories* digital project.

IC. Teaching

- I have taught courses in U.S., U.S. West, Native American, and Borderlands history since 2008 at a wide variety of institutions. My first two semesters at BYU have been a great experience to revisit and evaluate my teaching experiences, philosophies, and habits. The students here are incredibly bright and I am quickly realizing that I can challenge them in ways I could not at previous institutions. Thus, my primary goal in improving my pedagogy is to update my own methods in ways that will more significantly engage students in critical thinking, historical thinking, or other forms of “high-level” thinking, while also using the special opportunity we have at BYU to make intellectual pursuit also spiritual enriching.

II. Profession Goals and Activities

II A: Citizenship

II A.1: Citizenship Responsibilities for the Redd Center

- For the remainder of 2016, my citizenship duties for the Redd Center will include the following: Planning and overseeing the 2016 Fall Lecture Series, starting to prepare for the 2017 awards season, representing the Redd Center at the Western History Association Conference and Ethnohistory Conference by presenting scholarship and networking to increase awareness of the Redd Center's resources and programs, and launching our *Intermountain Histories* digital history collaborative project. In addition, I will also oversee the hiring, training, and managing of at least one student worker (research assistant) to help with various tasks at the Redd Center. With the exception of the digital project, the previous items were a part of my duties last year as well and I am confident that I will be able to fulfill them this year as well.
- The *Intermountain Histories* project will take a significant amount of time during the summer of 2016 to plan and prepare for the multiple collaborators to start participating in the fall of 2016. By mid-July I will prepare a large information and guidelines packet that will be distributed to those who I have recruited to collaborate. So far, this includes professors (and their students) from Brigham Young University, Colorado State University, Northern Arizona University, University of Nevada at Reno, University of Nevada-Las Vegas, University of Utah, University of Wyoming, Utah State University, Weber State University, and Westminster College. The project is complex and managing it as a region-wide collaborative effort will require significant preparation from me as the project manager and editor before the launch. This will take a large part of my summer hours. After providing the guidelines by mid-July, I will continue throughout the Fall 2016 semester to consult with the collaborators in creating and editing the first round of content for the project. By the end of 2016 I will have a large amount of data and content to then edit and publish on the website in early-2017.

II A.2: Citizenship Responsibilities for the History Dept. and BYU

- I am currently serving on two committees outside of the Redd Center – the University Constitution Day Committee and the History Department Student Awards and Scholarship Committee. The History Department Committee work will be minimal for the remainder of 2016. For the Constitution Day Committee, I will defer to the committee chair, Matt Mason, on what duties I will need to complete for the fall events.

II A. 3: Citizenship Development Project

- The preparation for, launch of, and initial editing of the *Intermountain Histories* digital history project will serve as my Citizenship Development Project (see description above). Below are the deadlines and tasks I will use to help meet these goals.
 - May 16-July 1, 2016: Prepare and distribute large information and guidelines packet to all collaborators in preparation for Fall semester. To accomplish this I will continue to consult with Larry Cebula from Eastern Washington University and the various documents he has already sent me to illustrate things that have and have not worked on his own project. The guidelines packet will contain all necessary information, direction, release forms, etc. for the collaborators to be able to integrate our project into their own courses in the fall of 2016 with minimal effort. I will present a clear (though complex) process to help them and us streamline the collaboration to serve two purposes: 1. provide an opportunity for their students to research and participate in public history, and 2. provide the Redd Center with content for the *Intermountain Histories* project.
 - July 1-August 26, 2016: Work with Cleveland State University CurateScape team to finalize the project contract, design a logo, and launch the backend of the website so collaborators can immediately start uploading drafts of content for me to edit.

- August 26-December 31, 2016: Provide guidance throughout the Fall semester as collaborators work with students to create content. Guide them through the uploading process.
- November 1-December 31, 2016: Begin recruiting for the Winter 2017 semester cycle. I will resign collaborators from the Fall 2016 group, add those who have indicated interest already in the Winter 2017 cycle, and find new collaborators that will expand the geographic reach of the project.
- December 1-31, 2016: Gather feedback from collaborators about ways to streamline the process, improve the guidelines documents, etc. in order to make the Winter 2017 cycle run more efficiently

II A.4: Relationship Between My Goals and University Needs

- My primary role at BYU is to run the Charles Redd Center for Western Studies. The Center's goals/needs are to increase academic and public understanding of the Intermountain West. The goals I have outlined will continue all of the existing programs and traditions the Center has undertaken in the past to meet these needs. The new *Intermountain Histories* project will become a landmark contribution by the Redd Center to regional public history. As it grows, it will attract considerable attention and engagement by scholars and the public – all raising awareness to and stature of the Redd Center and BYU. IT will also provide opportunities for BYU students via employment as in later phases we will hire advanced students to help manage the project and create content. These could stand as significant lines on their CVs and resumes as they go forth from BYU to employment or graduate studies.

II A.5: Resources Needed to Accomplish Professional Goals

- Thankfully, the primary resources needed to attain these goals are already present via Redd Center's financial and staff resources. The project fits within our current budget and our office specialist will provide ample support as needed. As we move the *Intermountain Histories* project through its first stage there may be occasion to ask for consulting help. Larry Cebula from Eastern Washington University runs a similar project, *Spokane Historical*, has provided advice already and has expressed a willingness to visit BYU in the future to provide further aid. Bringing him to campus is well within the regular operations of the Redd Center and will also fit within our budget.

II B: Scholarship

II B.1: Redd Center and Personal Research Agendas

- For the Redd Center I will continue work on the publishing of an edited anthology dealing with American Indians and Mormons. I have already worked for much of 2016 organizing a group of 12-15 scholars from around the country (plus one from Italy) to write chapter-length papers. We will all gather on June 6-7 here at BYU to hold a seminar. I will help run the seminar and workshops as we discuss the papers, provide feedback, ask questions, and discuss issues as a group. I will also read and critique all of the papers myself before the seminar. After the seminar concludes, the individual scholars will have until late-2016 to revise and polish their papers before resubmitting them to me and Jane Hafen for final editing. There may be some occasional guidance to provide during this time, but the majority of editing will take place during 2017.
- In the late summer I will finish writing my papers/presentations for 3 conference panels at the Western History Association conference (October) and Ethnohistory Conference (November). The 2 WHA panels will require only minimal further work. The Ethnohistory panel will require 2-3 days of work, but I cannot complete that until my fellow panelists send me their papers (which I am commenting on and integrating into my own presentation). That will take place starting in mid-October.
- The larger scholarship goal for the remainder of 2016 is the completion of my book manuscript *Native but Foreign*. I have already blocked out weekly times on my summer schedule to complete the final revisions. My deadline is to have the completed

manuscript to my editor at Texas A&M Press by mid-October, when I will meet with him and the series editor while at the WHA conference in St. Paul, MN. This will constitute my Scholarship Development Project (see below for details).

II B. 2: Scholarship Development Project

- Finishing revisions on my *Native but Foreign* manuscript and submitting them to my editor will serve as my Scholarship Development Project. Below are the deadlines I will use to meet this goal.
 - May 15-June 17, 2016: Having already finished the reorganizing of the chapters, during this month I will complete a full read-through to ensure that the MSS flows well from topic to topic, editing, revising, and chopping as necessary. The original manuscript was 500 pages and I am hoping to reduce it down to 350-400 pages. Significant condensing and chopping will be completed during this phase of revisions.
 - June 17 – July 29, 2016: During these weeks I will review the new materials that my research assistant and I collected last semester and integrate them into the MSS as I make a full 2nd pass through the entire text. As the new content adds to the length, further chopping and condensing will be required during this phase.
 - July 29 – September 2, 2016: Complete a full 3rd read-through to polish prose, transitions, source check, and fix any formatting anomalies.
 - September 2-30, 2016: This month will be reserved for final touches and preliminary work on images and maps (to be sent later to the editor)
 - September 30, 2016: Send the MSS to editor at Texas A&M Press.

II B.3: Relationship Between My Goals and University Needs

- The edited anthology on American Indians and Mormons will be just the latest in a series of similar volumes that have been published by the Redd Center. It is being edited by myself and a fellow Redd Center board member (Jane Hafen, UNLV), was developed by the Redd Center, and directly answers its mission.
- The publishing of my own book, *Native but Foreign*, does not stem from specific Redd Center programs (as much of my future research will), but publishing the book and the attendant publicity and speaking will, by extension, raise awareness of the Redd Center.

II B.4: Resources Needed to Accomplish Professional Goals

- Time is the primary resource for completing the 2016 phases of these goals and projects. Once my book MSS moves forward, I will likely use the FHSS Faculty Editing Service to help with the index and other items. I have already spoken with Dean Ben Ogles about this as a future resource need.

II C. Teaching

II C.1: Current and Upcoming Teaching Duties

- The teaching requirement according to my professional faculty expectation document are a maximum course load of 6 credits per year, and are not the primary focus of my position. For the Fall 2016 semester I will teach the Redd Center's annual American Studies 392R course. This is a 1 credit course, consisting of a weekly public lecture (coinciding with the Redd Center's Fall Lecture Series) or an in-class discussion with a BYU professor. Prepping for this course is already underway with a solid lineup of the participating visiting lecturers and BYU professors established. During summer 2016 I will finish finalizing the schedule, collecting readings for students to complete, and finalizing it on the syllabus. This will not require significant development. At the end of 2016 I will spend a little time prepping for the Winter 2017 HIST 221 course I will teach. This is a course I have taught almost every semester since 2008 and is a well-developed course. I would like to take a little time, however, to strategize some new ways that I can integrate some new materials inspired by the Spring Seminar discussions about making courses spiritually uplifting as well as intellectually enlarging.

II C.2: Course Development Project

- The course that I need to spend the most time developing and that I will use as my Course Development Project is a reboot of the now-defunct AM ST 200 course. Jessie Embry used to offer this course as an introduction to the Western Studies minor. It has not been offered for a few years and the minor is not active. I have already had discussions with the current American Studies Program Director about how we can create a new course that will 1. Provide a service to their program that will attract enrollment and enrich the major, and 2. Reestablish the Redd Center's tradition of teaching. Aside from student employment and the 1 credit course we direct in the Fall, this will be the Redd Center's hallmark contribution to undergraduate education. After discussions with the American Studies program director and the Redd Center Director, we have decided to retool this course and make it a *capstone* for the Western American Studies minor, rather than an introduction.
- In order to offer this as a new course it needs to be approved by the Humanities College curriculum committee and University Curriculum Committee. Though I will not teach this course until Winter 2018, I want to have my proposal to the committee by their 2017-18 cycle deadline of September 1. Below are the deadlines I will follow to meet this goal.
 - May 15-July 1, 2016: Draft full syllabus, complete with course outcomes, weekly topics, potential readings, etc.
 - July 1-July 29, 2016: Work with Redd Center Director and (new) American Studies Program director, and Humanities College curriculum committee to refine syllabus, draft proposal, and obtain letters of support from them and the Humanities College Dean.
 - September 1, 2016: Submit proposal to UCC.
 - Fall 2016: Respond to any feedback received from the UCC or other parties.

II C.3: Relationship Between My Goals and University Needs

- As explained above, the development of this new Western American Studies course will both provide a service to the American Studies program and major (which is in need of more courses taught under the AM ST listing – not as cross-listing courses from other departments) and provide the Redd Center with an opportunity to contribute to undergraduate education at BYU.

II C.4: Resources Needed to Accomplish Professional Goals

- I will work with the Center for Teaching and Learning to develop the new course and have set a time to meet with Taylor Halverson to begin consulting with them. The \$300 grant for the project will help me purchase a number of books for possible course adoption. This is significant because the course will be interdisciplinary and range far beyond my current field of history. Purchasing books from associated fields will help me build the syllabus and make the course interdisciplinary in a meaningful way

III. Course Development Project Grant Proposal

III A: Course Overview

III A.1: Course Background

- This will be a 300-level course offered for in the American Studies program. In the past, the Redd Center offered an introductory 200-level course in Western American Studies as a gateway to the Western American Studies Minor. We are going to shift strategy and instead offer this as a course to be taken after students in the minor have already sampled a few courses in the minor. It will not be a formal capstone, but is designed to serve students already advancing through the minor. The American Studies program struggles with having too few courses offered under their own AM ST listing and are enthusiastic about us bringing this offering back to their catalog. Moreover, there are currently no students pursuing the Western American Studies minor. We hope to use this course as a promotion to get students enrolled in the minor, as many on campus have likely already taken a number of the other courses from various departments which cross-list for the minor. This course will stand as the Redd Center's primary contribution to undergraduate education at BYU and provide much more in-depth study, interaction, and learning outcomes than our annual Fall semester 1 credit Western American Studies lecture series course.

III A.2: Learning Outcomes

- Students who finish this course should have a firm understanding of Western American regionalism. They should feel confidently grounded in the region, what its peoples, environments, institutions, and histories *mean* for those who have and still do live in the West. Approached from various interdisciplinary backgrounds, this foundation in regional understanding should be broad enough to empower students to apply their learning to a wide variety of pursuits in their subsequent public, private, or academic lives.

III A.3: Course Activities

- This course will be offered as a once-a-week 3 hour seminar, modeled after the graduate school seminar model in the humanities and social sciences. For each class session students will complete extensive readings and writing assignments beforehand. Class sessions will then focus on discussion (much of it student-led) about the readings. Time will be taken for in-class writing activities, sharing out-of-class assignments students have prepared, and some lecture material by myself (primarily at the onset of each class to provide framing and context for discussion). These activities will provide constant opportunities for student involvement and feedback from myself. By focusing on interactive discussion and involvement, the confident understanding of regionalism stated as the primary learning outcome will be developed and reinforced throughout.

III A.4: Assessments of Student Learning

- Assessment will be based on the following
 - Classroom participation: As a seminar, participation in discussions will factor heavily into assessment. Feedback and grades will be provided to students at multiple points during the semester so they can gauge their performance. Many of the classroom discussion will be student-led. They will be required to bring discussion questions with them to class and will be evaluated on their preparedness to lead discussion.
 - Writing assignments: Students will write responses and reviews of the various books and articles we read. Students will also write responses to a number of Redd Center-sponsored public lectures during the Winter Semester.
 - Creative assignments: There will be a number of assignments – site observations, creative writing, photography, poetry, etc. – that will ask students to broaden their critical thinking of Western regionalism outside of

the books and articles we read. This will also likely include the creation of a public history project/report/research to be included in the Redd Center's *Intermountain Histories* digital project.

III A.5: Student Achievement of Learning Outcomes

- As this project proposal is for a course that will not be taught until Winter 2018, there will not be opportunity to provide assessment of learning outcomes by the February 2017 deadline. I have already discussed this with the Center for Teaching and Learning (Taylor Halverson) and Faculty Center (Jenith Larsen). When the course is offered, I will use some pre- and post-semester polling and surveys with students to have them self-assess their growth as writers, researchers, and understanding of the West.

III A.6: Steps Planned or Taken to Improve Teaching and Student Learning

- When the time comes, I will use mid-semester and post-semester student evaluations and feedback to augment and improve the course for future semesters

III B: Proposed Plan for Using Grant Funds

- This course is designed to be interdisciplinary – History, Anthropology, English, Photography, Film and Media Studies, Environmental Science, etc. – but my academic training has primarily been in history, in order to prepare for the course assignments, I will use these funds to purchase books and materials from the disciplines with which I am less familiar. This will greatly help me in finalizing a book and article list for readings as well as develop assignments for the course. The \$300 will go a long way in helping me broaden my library to reflect the interdisciplinary approach needed for this course.

III C: Draft Syllabus

- See following pages.

Western American Studies Seminar
AM ST 3XX, sec. 001
Winter 2018, Brigham Young University
Time TBD
Location TBD

Prof. Name 954 SWKT

801.422.9181
Name@byu.edu
Office Hours: TBD

Course Description:

This course will provide a broad overview of regional studies and interdisciplinary understandings of the North American West. All course activities will focus upon the region, its history, peoples, environments, and identities. It is designed as an advanced (and required) course for the Western American Studies Minor and will serve students best if they have already taken a number of the courses in the Western American Studies Minor. Students in this course will meet once per week for a three hour seminar. Class time will feature minimal lecture from the professor and instead focus on discussion, both professor- and student-led. The class will also use classroom time to read new materials, view films, and possibly visit historical sites off-campus. Students will be required to complete various readings and attendant writing assignments before class. There will also be in-class writing assignments.

Course Outcomes:

- Gain knowledge of the diverse peoples, institutions, environments of the North American West. This knowledge will serve the purpose of grounding students in a broad understanding of Western regionalism and identity.
- Increase students' ability to read from multiple disciplines, analyze them together, and craft original analytical, interpretive, and creative works of their own based on those readings.
- Learn from example and practice in classroom activities, papers, and exams to evaluate primary and secondary sources skillfully and honestly.
- Learn to integrate data into coherent arguments expressed through a clear, well-written style in exams, papers, class discussions, and other classroom learning activities.

Required Texts:

- See statements in section III B of the attached Faculty Development Plan and Course Development Project Grant Proposal for the purchasing of books.
- Below are possible texts to be selected from. These will not *all* be required, but rather represent a selection of books that I am considering for course adoption.
 - Abbey, Edward. *Desert Solitaire: A Season in the Wilderness Desert Solitaire*. New York: Ballantine Books, 1990.
 - Etulain, Richard W. *Does the Frontier Experience Make America Exceptional?* First Edition. Bedford/St. Martin's, 1999.
 - Gessner, David. *All The Wild That Remains: Edward Abbey, Wallace Stegner, and the American West*. 1 edition. New York: W. W. Norton & Company, 2015.
 - Handley, William R., and Nathaniel Lewis. *True West: Authenticity and the American West*. University of Nebraska Press, 2004.
 - Johnson, Michael L. *New Westers: The West in Contemporary American Culture*. First. University Press of Kansas, 1996.
 - Kelman, Ari. *A Misplaced Massacre: Struggling over the Memory of Sand Creek*. Harvard University Press, 2013.
 - Limerick, Patricia Nelson. *The Legacy of Conquest: The Unbroken Past of the American West*. W. W. Norton & Company, 1987.

- Madley, Benjamin. *An American Genocide: The United States and the California Indian Catastrophe, 1846-1873*. New Haven: Yale University Press, 2016.
- McGirr, Lisa. *Suburban Warriors: The Origins of the New American Right*. Princeton University Press, 2001.
- Stiles, Jim. *Brave New West: Morphing Moab at the Speed of Greed*. Tucson: University of Arizona Press, 2007.
- Wrobel, David M., and Michael C. Steiner. *Many Wests: Place, Culture, & Regional Identity*. Illustrated edition. University Press of Kansas, 1997.
- Need to find books/articles to add in:
 - Literature, poetry, photography, film and media studies, environmental science, politics and sociology

Grading and Assignments:

Classroom Participation	25%
Discussion Leading	10%
Book Reviews	15%
Creative Writing Assignments	15%
In-Class Writing	10%
<i>Intermountain Histories</i> Project	25%

Late assignments will be marked down one half-letter grade per *calendar* day that they are overdue. No assignments will be accepted more than one week late without permission from the instructor. Unless arrangements are made to the contrary, assignments will not be accepted in email format or as attachments, only hard copy handed in at class is acceptable. This course is a lecture format course. Students will be expected to attend lecture in preparation for mid-term and final essay exams.

Classroom Participation

This portion of your grade will be determined by your attendance and performance in classroom discussions. Much of this course is designed to focus on the experience of sitting together and discussing readings and experiences. Thus, attendance is integral. *Absence*: If you do miss class, be sure to get notes from your fellow classmates so you can learn the material presented in lecture. You are responsible for knowing lecture material, so be sure to make friends with which you can share notes if needed. If you have athletic or academic related absences, please provide proper documentation *one week prior* to your absence. If you are absent due to illness, please send an email as soon as possible, and provide a doctor's note upon return. Other absences will not be excused.

Discussion Leading

Students will be required to sign-up for specific days and topics for which they will lead discussion in class. Students will be assessed on the materials and questions they bring to class in order to lead a thoughtful discussion.

Book Reviews

Students will write formal book reviews for some of our required texts. These should be 500-750 words in length.

Each review should include the following: Summary of the Book: Explain the thesis, themes and organization of the book with specific examples. Analysis of Content: Is the purpose of the book stated? Implied? Is the purpose achieved? IS the book effectively organized? Chronologically, thematically, or topically? Is the book well-written?

Poorly written? What is the audience level, in your opinion? Is there bias? Objectivity? Balance? Overview: What are the book's strengths? Weaknesses? Why? Use specific examples.

In addition, consider including the following information in your review, *if relevant to your critical analysis of the book*. Only include these kinds of information if you are going to directly analyze how it relates to the book's thesis, strengths, weaknesses, etc... Do not add this information simply to meet your word/page requirement.

Historiography/Literature Review: Does this book reflect trends in current research? Does it directly argue against other approaches/conclusions? Does it move its respective field in new directions? Book Mechanics: Are most sources primary? Secondary? Are the sources exhaustive? Superficial? IS the book noted properly? Is the book noted extensively? Sporadically? Does the book include maps? Charts? Photos? Tables? An index? Appendices? Does the title reflect the content of the book? Does the title contain substantive and chronological information? Methodologically, is the book utilizing ethno-historical, quantitative, postcolonial, gender or other theoretical approaches? Author Background: What other works has the written? What is/was the author's position? Profession? Education? Is the author, in your opinion, qualified to write the book? Upon what basis?

Remember, a critical book review is not a book report. The professor has read the book, and you do not need to do excessive summarizing. You need to demonstrate in your review that you understand, and can evaluate the author's argument and conclusions.

Creative Writing Assignments

In addition to book reviews, students will occasionally be required to complete creative writing assignments. These are less formal and will focus on students' experiences with Western literature, poetry, photography, film, wilderness/landscape/environmental experience, etc. Guidelines on length and form will be provided with each assignment.

In-Class Writing

Occasionally students will take time in class to write reactions to classroom discussion, films and other media viewed in class, etc. Guidelines for each will be provided in class.

Intermountain Histories Project

Over the course of the semester, students will work on a public history project to be submitted for entry in the *Intermountain Histories* digital project, hosted by the Charles Redd Center for Western Studies. This will entail researching a physical place or site, and some aspect of its historical significance, events that occurred there, etc. Research can include primary archival sources, secondary sources, interviews conducted, audio/visual materials, etc. Periodic due dates will be provided throughout the semester for different stages of the project, with the final project due during Finals week. Extensive guidelines will be provided at the onset of the semester.

Extra Credit

At the instructor's discretion, extra credit opportunities may be available. Quite often there are visiting professors, lectures, events, etc. that may be attended for extra credit. If offered, they will include a 1 page report on the assigned activity. Extra credit may provide a slight bump to your final grade of a couple 1/10ths of a percent. They do not guarantee a letter grade bump, but many students are often right on the edge (like an 89.8%) and extra credit would provide a bump up to the next letter grade. Hence, if you end with an 85%, extra would raise your overall percentage, but not enough to change your letter grade.

Classroom Etiquette

Students will be expected to maintain proper etiquette during our class sessions. Do not read newspapers, text-message, chat with neighbors, surf the internet or do anything else that may distract fellow students from paying attention. It just not polite!

Grading Scale

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	0-59

Plagiarism or Academic Dishonesty

Academic dishonesty of any variety will not be tolerated and can result in immediate 0% on the given assignment or 0% *in the class*. Just don't do it. Even a poorly done assignment will receive more points than a 0%, so don't risk it. If you are unsure if something is plagiarism or not, inquire of your instructor. Copying from books, articles, the internet or anywhere else, be it direct copy/paste or paraphrasing, without properly attributing your source, is plagiarism. Written assignments will be submitted to TurnItIn on Learning Suite to help protect against plagiarism as well. If in doubt, cite the source. For our exams, keep your eyes on your own papers.

Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of “Sexual Misconduct” prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

Students With Disabilities

Let us know if you have any special needs. We, along with Brigham Young University, are committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Laptops in Class

If you have to use a laptop, you must use it **ONLY** for note-taking. That means that you turn off email notifications, instant messaging, or anything similar and keep only one window open—your note-taking document. Violations of this policy may result in loss of points. The reason for this policy is to create a positive learning environment for *all students*. Research has shown that students who multitask, or go back

and forth between note-taking, Facebook, YouTube, email, solitaire, and other windows have a significantly decreased ability to retain information conveyed in class or to understand concepts beyond a surface level. More importantly, the negative effects of multitasking—distraction and reduced retention—extend to students within viewing range of other students' laptop computer screens.

Tentative Course Schedule

Important due dates and exams in bold

Reading assignments in italics

Note: all assignments and dates may be subject to change and modification during the semester

Week 1	Course Introduction
Week 2	Western History, Trauma, Historical Memory, Legacies <ul style="list-style-type: none"> ○ <i>Wrobel and Steiner, "Preface"</i> ○ <i>Possible Readings</i> <ul style="list-style-type: none"> ▪ <i>Limerick, Etulain, Kelman, Madley, Part 1. from Wrobel And Steiner, "</i>
Week 3	Western History, Trauma, Historical Memory, Legacies <ul style="list-style-type: none"> ○ <i>Possible Readings</i> <ul style="list-style-type: none"> ▪ <i>Limerick, Etulain, Kelman, Madley</i>
Week 4	Environment, Landscape, Development <ul style="list-style-type: none"> ○ <i>Part 1 from Wrobel And Steiner, "Environment and Economy."</i> ○ <i>Possible Readings</i> <ul style="list-style-type: none"> ▪ <i>Stile, Gessener, Abbey</i>
Week 5	Environment, Landscape, Development <ul style="list-style-type: none"> ○ <i>Part 1 from Wrobel And Steiner, "Environment and Economy."</i> ○ <i>Possible Readings</i> <ul style="list-style-type: none"> ▪ <i>Stile, Gessener, Abbey</i>
Week 6	Literature and Poetry <ul style="list-style-type: none"> ○ <i>Part 1 from Handley and Lewis, "Rhetorics of Authenticity"</i> ○ <i>Chapters 3-4 from Johnson, "Rewriters of the Purple Sage, Parts 1 and 2"</i>
Week 7	Literature and Poetry <ul style="list-style-type: none"> ○ <i>Part 2 from Handley and Lewis, "Authenticity and Native American Cultures."</i>
Week 8	Western Film and Media <ul style="list-style-type: none"> ○ <i>Part 3 from Handley and Lewis, "Picturing Histories"</i>
Week 9	Western Film and Media <ul style="list-style-type: none"> ○ <i>Chapter 5 from Johnson, "Unforgiven and Other Revisions."</i>
Week 10	Western Politics <ul style="list-style-type: none"> ○ <i>Part 2 from Wrobel and Steiner, "Race and Ethnicity."</i> ○ <i>Possible Readings</i> <ul style="list-style-type: none"> ▪ <i>McGerr</i>
Week 11	Cultural Resources and Public Historical Memory <ul style="list-style-type: none"> ○ <i>Field Trip to historic site, archaeological dig, or museum</i>

- Week 12** **Cultural Resources and Public Historical Memory**

- *Field Trip to historic site, archaeological dig, or museum*
- Week 13** **Individual Student Consultations**

- *Individual scheduled meetings with Prof. Rensink to discuss Intermountain Histories Project*
- Week 14** **Western Environmental Science**

- *Part 4 from Wrobel and Steiner, "Extended Wests."*
- Week 15** **Conclusions**

- *Chapters 7-8 from Johnson, "The New West: A Sense of Place," and "The Future of the New West."*

Your name:

Brenden Rensink

FDS Spring Checklist

Due mid-June 2016 to the Faculty Center (fds@byu.edu)

√ when done	Complete during the Spring Seminar (May 2-May 6)
✓	1. Full attendance at the Spring Seminar week one (May 2 -May 6).
✓	2. Complete the Spring Seminar daily readings for discussion.
✓	3. Write a Faculty Development Plan (Tab 10).
✓	4. Create a Scholarship Strategies Project proposal (Tab 10).
✓	5. Create a Citizenship Project proposal (Tab 10).

√ when done	Complete by mid-June 2016
✓	6. Establish a schedule for meeting regularly with your mentor March 2016 - February 2017.
✓	7. Discuss your Faculty Development Plan and FDS projects with your mentor. Make adjustments where appropriate. Submit your Faculty Development Plan to your department chair.
✓	8. Discuss your Faculty Development Plan (and FDS projects, as desired) with your chair. Consider involving your mentor in part of this discussion.
✓	9. After discussing your Faculty Development Plan with your chair, make appropriate revisions. Submit the revised copy to your chair. If needed, meet with your chair to discuss and sign this document.
✓	<p>10. By mid-June 2016, send <i>electronic copies</i> of the following to the Faculty Center (fds@byu.edu):</p> <p><i>Keep a copy of these documents for your records.</i></p> <ol style="list-style-type: none"> 1. This checklist – with all items checked to indicate you completed them. 2. A copy of your faculty development plan 3. Course syllabus 4. Course Development Project grant proposal (optional) 5. Scholarship Strategies Project proposal 6. Citizenship Project proposal
	Check here to give your permission for these materials to be reviewed by interested new faculty at the Faculty Center (in order to get ideas for their own proposals, etc.). Your name will be removed from documents.