



The Frontier & American West

Prothro-Yeager College of Humanities and Social Sciences

HIST 4613 Fall 2019

Contact Information

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Course Description

The goal of this course is to provide an in-depth knowledge of the history of the American West from European contact with indigenous peoples through Anglo dominance during the 19th century. It will consider the Spanish, French, and English-American efforts to occupy the region, treat with Native peoples in the West, and develop the region's economic potential. Social and cultural history, environmental topics, and women and other minority studies are included. The course will consider the dominant role the U.S. government played in exploring and developing the American West. The course should also provide one with an understanding of the evolution of frontier theory in historical studies. The emphasized themes will be ones the instructor feels most essential in gaining an understanding of the American West, frontier theory, and regional mythology in an historical perspective. A primary element of the course is the growth of critical thinking among students concerning the examination of historical themes and paradigms.

Student Participation Clause

Students in this course are held personally responsible for their own education and encouraged to excel. Active student participation in learning [which is, at the very least, accomplished through the careful reading of all assignments, classroom engagement (attentive note taking and participation in end-of-lecture reviews and discussions), the maintenance of a weekly study schedule, the completion of all assignments in a timely manner, adequate and earnest preparation for exams, and, when necessary, individual post-exam consultation with the instructor] is essential to the successful accomplishment of all expected learning outcomes.

Textbook & Instructional Materials

Text: Hine, Robert V. and John Mack Faragher, *Frontiers: A Short History of the American West*. (Yale University Press, 2007) ISBN: 978-0-300-13620-3

Reader: Nugent, Walter and Martin Ridge. *The American West: The Reader*. ISBN: 978-0-253-21290-0

Monograph: Worster, Donald. *Under Western Skies: Nature and History in the American West*. (Oxford University Press, 1994) ISBN: 978-0-19-508671-3

Articles and Online Readings: Assigned in accordance with discussion topics and student’s research interests.

Academic Integrity, Misconduct Policy & Procedures

Refer to: [Student Handbook 2017-18](#)

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual’s to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Notice: Please understand the following – it applies to all assignments: quizzes, exams, and essays. If you in any instance “cut and paste” from any internet source without citing that source (that is plagiarism) or use unapproved internet sources you will fail the assignment in question and depending on the severity of the cheating or plagiarism the professor reserves the right to employ any or all university sanctioned disciplinary actions.

Grading

| Assignments | Percentage |
|------------------------------|------------|
| Exam #1 | 20% |
| Exam #2 | 20% |
| Reading/Discussion Portfolio | 20% |
| Writing Assignments | 20% |
| Research Project | 20% |

| Final Grade | Percentage |
|-------------|---------------|
| A | 90% plus |
| B | 80 – 89.9% |
| C | 70 – 79.9% |
| D | 60 – 69.9% |
| F | Less than 60% |

Extra Credit

Under no circumstances are “extra credit” assignments given to individual students. Such assignments are inherently unfair to your fellow students. Please do not request “extra credit.” However, bonus points are available on several assignments. Students are encouraged to take advantage of all bonus opportunities.

Make Up Work/Tests

Such exams are given only if the professor determines that the student has a legitimate reason for having missed the scheduled examination and only on prescribed dates set by the instructor. The qualifications concerning the make-up exams are as follows:

A student must have a documented reason for missing an exam in order to be eligible for a make-up exam or *classroom* quiz. To be eligible a student must present documentation of participation in an official, university-sanctioned event or documentation of an *emergency* medical event.

Any and all make-ups must be scheduled and completed on the arranged or scheduled make-up day. A make-up exam or classroom quiz may not be the same as the scheduled exam or quiz. The professor reserves the right to administer essay-only make-up exams. This policy is not negotiable and will be in force no matter the nature of your absence from an exam or quiz.

Missed assignments are excused only when a student is attending an official university-sanctioned event or a missed assignment is specifically exempted through university policy.

Online quizzes are not subject to the course make-up policy. Quizzes are open for a period of time sufficient for the student to complete the quiz before the due date.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

This course is structured so that it is to the student's advantage to attend all classes and participate in all discussions and lectures. From past experience, those students who choose not to participate on a regular basis have not been successful.

Relevant terminology, from which many factual questions are derived, and major themes from which interpretive and analytical questions are derived, are presented and discussed in online lectures and assigned readings. Information from your text and supplemental readings are relevant but are typically not sufficient to produce well-conceived analytical and interpretive responses.

Material relevant to the identification and critique of major historical themes and trends and the alternative explanations for such interpretations of social issues and human behavior is presented in lectures and analyzed in classroom discussions.

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Online Computer Requirements

It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered***

reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!.**

Instructor Class Policies

CONDUCT: All students are expected to act as responsible adults in the classroom, in online discussion forums, and in all course related communication. Any and all undue disruptions or distractions will be dealt with in an appropriate manner. Below you will find general guidelines covering certain actions and/or behaviors that are to be avoided. As a general rule any behavior that disrupts the administration of this class will not be tolerated.

Electronic Devices, Texting, and Phones: The use of tape recorders, iPods, mp3s, or any other recording device in class is prohibited without the instructor's permission. It is imperative that you turn off phones, any and all communication devices, and other electronic equipment before entering the classroom. The use of a telephone or texting device for any reason is prohibited in the classroom. It is considered a major distraction. On the first offense the student will be penalized 20 points on her or his semester point total. The second offense will result in the student being asked to leave the classroom. The professor reserves the right to expel and administratively withdraw a student from the class upon the third offense.

E-Mail: Please note that e-mail correspondence is the most effective, efficient, reliable, and convenient way in which to communicate with your professor outside of the classroom. The professor/student relationship is professional by nature and, accordingly, your e-mail correspondence should be constructed professionally.

Withdrawals (Course Drop): The professor is NOT responsible for student withdrawals. The student is responsible for meeting all academic deadlines – withdrawal deadlines included.

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Student Disability Office](#).

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.