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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

HIST554: The American West

Credit Hours: 3

Length of Course: 8 Weeks

Prerequisite: Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

Please see the Syllabus Tool in your classroom for your instructor contact information. Thank you!

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Course Description (Catalog)

This course will explore the history of the trans-Mississippi West from the 16th century to the present. Included will be the numerous historical issues associated with the region, including cultural contact and conflict, economic development, visions and meanings of the West, human interaction with nature and the environment, relationship between western states and the federal government, tourism, the growth of the sunbelt cities, and the shifting nature of race, class, gender, and power in the region.

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Course Scope

The American West explores the history of the trans-Mississippi West historiographically and topically. It will cover the period from the meeting of cultures in the 16th century through the contemporary American West. It will examine the meaning of the American West and the idea of the frontier in American culture and thought. In doing so, the course will focus on the diversity of the West and how that impacted the development of the West. It will cover the changing meaning of the West as the United States expanded to the Pacific; issues of expansion; War between Mexico and the U.S.; the Civil War in the West; conflicts with Native Americans; Manifest Destiny; westward trails; the Gold Rush; immigration; the role of the federal government in the West; the Dust Bowl; the growth of the Urban and Suburban West; and the West during World War II and the Cold War.

This course will introduce the student to historical thinking on a variety of levels and will examine the methods and mechanics of historical research, writing and critical analysis. The course focuses on building the requisite skills for conducting historical research including locating, utilizing, and evaluating sources, and is designed to make the student a more objective and interpretative historian.

By design, this course requires thoughtful reading and analysis. The class forums and written assignments are designed to allow you to demonstrate a thorough comprehension of the concepts introduced in the readings and supplemental material. Since this is upper-level coursework, do not merely regurgitate information from the reading assignments. You are expected to analyze, critique, and challenge the authors, materials, each other, and the instructor. The expectation is that your work is original. Academic integrity is essential. Scrupulously acknowledge the source of direct quotes, paraphrased passages, and others' ideas.

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Course Objectives

After successfully completing this course, you will be able to

CO-1. Examine the major themes and issues in the History of the American West and the historical forces that have shaped them.

CO-2. Distinguish the racial and cultural diversity of the West and how this has shaped the West and the nation.

CO-3. Analyze the validity of both primary and secondary source material.

CO-4. Deconstruct the variety of historical interpretation.

CO-5. Analyze the image of the "Old West" in popular culture versus historical reality.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available

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to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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Course Resources

Required Course Textbooks

Robert V. Hine and John Mack Faragher, *The American West: A New Interpretive History* (New Haven, Connecticut: Yale University Press, 2000).

William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York, New York: W.W. Norton & Co., 1992).

Erika Lee and Judy Yung, *Angel Island: Immigrant Gateway to America* (New York: Oxford Univ. Press, 2010).

Required Articles:

ONLINE: Turner, Frederick Jackson. "The Significance of the Frontier in American History" 1893.
<http://www.learner.org/workshops/primarysources/corporations/docs/turner.html>

Available at APUS library through EBSCO & JSTOR

Andrews, Thomas G. "["Made by Toile'? Tourism, Labor, and the Construction of the Colorado Landscape, 1858-1917."](#) *The Journal of American History* 92, no. 3 (December 1, 2005): 837–863.

Behan, Barbara Carol. "["Forgotten Heritage: African Americans in the Montana Territory, 1864-1889."](#) *The Journal of African American History* 91, no. 1 (January 1, 2006): 23–40.

Cosgrove, Denis E., and Veronica della Dora. "["Mapping Global War: Los Angeles, the Pacific, and Charles Owens's Pictorial Cartography."](#) *Annals of the Association of American Geographers* 95, no. 2 (June 1, 2005): 373–390.

Delay, Brian. "["Independent Indians and the U.S.-Mexican War."](#) *American Historical Review* 112, no. 1 (February 2007): 35–68.

Hinderaker, Eric, and Rebecca Horn. "["Territorial Crossings: Histories and Historiographies of the Early Americas."](#) *The William and Mary Quarterly* 67, no. 3 (July 1, 2010): 395–432.

Hundley, Jr., Norris. "["Water and the West in Historical Imagination: Part Two—A Decade Later."](#) *Historian* 66, no. 3 (Fall 2004): 455–490.

Perdue, Theda. "["The Legacy of Indian Removal."](#) *Journal of Southern History* 78, no. 1 (February 2012): 3–36.

Rosier, Paul C. "["They Are Ancestral Homelands': Race, Place, and Politics in Cold War Native America, 1945-1961."](#) *The Journal of American History* 92, no. 4 (March 1, 2006): 1300–1326.

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Walker, Richard A. "[California's Golden Road to Riches: Natural Resources and Regional Capitalism, 1848-1940.](#)" *Annals of the Association of American Geographers* 91, no. 1 (March 1, 2001): 167–199.

Weiss, Thomas. "[Tourism in America before World War II.](#)" *The Journal of Economic History* 64, no. 2 (June 1, 2004): 289–327.

Wellock, Thomas R. "[Stick It in L.A.! Community Control and Nuclear Power in California's Central Valley.](#)" *The Journal of American History* 84, no. 3 (December 1, 1997): 942–978.

Video

Donald L. Miller with Virginia Scharff, Douglas Brinkley, Stephen Ambrose and Pauline Maier "[Westward Expansion/The Empire of Liberty](#)" from [Westward Expansion 1803 - 1861](#).

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

[Ancient Migration](#)

[Animated Atlas US](#)

[Buffalo Bill Center on the West](#)

[California As I Saw It](#)

[California in the Civil War](#)

[California in the Cold War](#)

[Central Pacific Railroad Photographic History Museum](#)

[Chinese and California: 1850 - 1925](#)

[Civil War Battle Summaries by State](#)

[Discovering Lewis and Clark](#)

[Early Advertising of the West, 1867-1918](#)

[Establishing a Cold War Continental Testing Site in Nevada](#)

[Frontier House](#)

[Gallery of the Frontier](#)

[George Richard Hamrick Overland Trail Journal 1863 Missouri to California](#)

[Hollywood as History](#)

[Historiography](#)

[History of the American West \(American Memory Library of Congress\)](#)

[Homestead Act](#)

[Hoover Dam](#)

[Immigration Timeline](#)

[Indian Removal Act](#)

[In the Footsteps of Lewis and Clark](#)

[Japanese Internment: PBS Conscience and the Constitution](#)

[Las Vegas](#)

[Lectures on the West](#)

[Lewis and Clark](#)

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[Lewis and Clark Journals](#)

[Louisiana: European Explorations and the Louisiana Purchase](#)

[McBeth Sisters - Missionary Teachers to Nez Perce](#)

[Mountain Men and the Fur Trade](#)

[Mt. Meadows Massacre](#)

[Native American Documents Project](#)

[NativeWeb](#)

[Oregon Trail](#)

[Oregon Trail Game](#)

[Overland Trail Page](#)

[PBS American West Map](#)

[PBS - THE WEST - Documents on the Sand Creek Massacre \(1864-1865\)](#)

[Planting Fields of ICBMs](#)

[Prairie Settlement: Nebraska Photographs and Family Letters](#)

[Strike it Rich!](#)

[Sunbelt Cities](#)

[The American Experience Surviving the Dust Bowl](#)

[The Avalon Project: Louisiana Purchase; 1803 and Associated Documents](#)

[The Avalon Project: Treaties Between the United States and Native Americans](#)

[The Counterculture](#)

[The Donner Party](#)

[The Dust Bowl](#)

[The Evolution of the Conservation Movement 1850-1920](#)

[The First American West: The Ohio River Valley 1750-1820](#)

[The Gold Rush](#)

[The Gold Rush in San Francisco](#)

[The Great Depression, the New Deal, and World War II in the American West](#)

[The Maps of Exploration](#)

[The Mormons](#)

[The Northern Great Plains, 1880-1920](#)

[The U.S.-Mexican War](#)

[The West](#)

[Trails to Utah and the Pacific \(American Memory Library of Congress\)](#)

[United States History Map: Indians](#)

[Utah Crossroads: Oregon, California Trails Home Page](#)

[Voices from the Dust Bowl the Charles L. Todd and Robert Sonkin Migrant Worker Collection 1940-1941](#)

[Western History: Photography Collection](#)

[Westward by Sea: A Maritime Perspective on American Expansion, 1820–1890](#)

[Westward Expansion 1803 - 1861](#)

[Westward Trail](#)

[Westward trails Oregon and Santa Fe](#) (For a full transcript of the narrative, click on “Display the Narrative” found at the top left of the final screen.)

Additional Resources

Optional Resources (Recommended)

- *Information Literacy* tutorial in the Tutorial Center of the Online Library.

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- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003. Accessible through [The Online Library](#).
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press. *Purchase Optional*.
- [Turabian Citation Guide Online](#)
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007.

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.
Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

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Evaluation Procedures

Forums:

All Forums are graded on a 100-point system. The components of the forums are the initial question(s) that your instructor posts, your initial post or response to a question, two postings responding to your classmates' initial posts, and your answer to the instructor's follow-up question. In total, you will submit a minimum of four posts in total.

Forums will be graded based on the following criteria:

- ❖ **Thoroughness / Length of Original Post (50 points):** Your initial post should be AT LEAST 300 words. These posts should be **your own ideas**. Support your points using the reading assignments, video assignments, and any outside research you feel is appropriate. Cite relevant examples from the week's reading, and use the opportunity to critique the authors' work (you can comment on issues like author assumption, agenda, research, methodology, etc.)
- ❖ **Thoroughness of Peer Responses (30 points):** You are required to respond to at least two other students. Each response should be AT LEAST 150 words. Your responses should add to the conversation. Simply saying, "I agree" or "I disagree" is not good enough. Explain whether you agree and **why**. Bring up another related point, or ask a question. If you choose to ask a question, though, be sure to give your own answer as well.
- ❖ **Thoroughness of Follow-Up Question (20 points):**
During the week of the forum, I will ask you a question that you are required to respond to. This follow-up should be AT LEAST 150 words.

The initial post is due no later than Friday, 11:55 PM Eastern Time; Follow-up and Responses are due no later than Sunday, 11:55 PM Eastern Time.

Written Assignments:

Research Paper Topic Proposal (10% of Total Grade):

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In 2-3 pages, this proposal should include your topic, the topic's relationship to the course material and assigned readings, a preliminary thesis statement and bibliography. It must also include the primary source material that you will be using. It does not need to be the specific primary sources. It may be a list of the archives (or digital archives) where that material is housed. The topic must focus on the American West, but may be from any time period covered in the course. For more information see the Research Paper Guidelines. NOTE: You may use digital archives for your primary sources; however internet sources (web sites) should be rarely used. Exceptions are scholarly websites and documents available through the APUS Online Library (*Wikipedia* is not considered a valid academic source). Proposals are graded on a 100-point system. This Assignment will fulfill the following Course Objectives depending on your choice in topic: CO-1, CO-2, CO-3, CO-4, CO-5.

2 Reflective Essays (20% of Total Grade):

These essays will be 1,200 – 1,500 words, each. Each essay will be on an assigned topic that asks you to reflect on the topics, assigned materials, and other sources, and provide your scholarly reflections via Assignments. Your papers should demonstrate knowledge of the key issues, identify the varying perspectives of the authors, and argue your well-reasoned interpretation of the topic. Reflective Essays are graded on a 100-point system.

Reflective Essay 1 (10% of Total Grade): Discuss the significance of Frederick Jackson Turner's frontier thesis on the study of the American West. Your papers must conform to the Chicago Manual of Style for citations and layout. This Assignment will fulfill the following Course Objectives: CO-1, CO-2, CO-4.

Reflective Essay 2 (10% of Total Grade): Pick one or more examples of the "Old West" in popular media, such as a television show, game, or film. Analyze the image of the "Old West" depicted in the example(s) versus the historical reality. Your papers must conform to the Chicago Manual of Style for citations and layout. This Assignment will fulfill the following Course Objectives: CO-4, CO-5.

Research Paper (40% of Total Grade):

Your final major assignment will be a 4000-5000 word research paper. The topic must focus on the American West, but may be from any time period covered in the course. The paper must include primary and secondary source material. Your papers must conform to the Chicago Manual of Style for citations and layout. This includes a title page, footnotes, and a bibliography. These "special" pages do not count towards the 4000-5000 word requirement. Your bibliography should include the use of at least 10 relevant secondary sources, especially recent articles about the topic in scholarly journals. It must also contain pertinent primary sources material. This Assignment will fulfill the following Course Objectives depending on your choice in topic: CO-1, CO-2, CO-3, CO-4, CO-5.

For more on Analyzing Primary Sources, I recommend the Document Analysis Worksheets found at <http://www.archives.gov/education/lessons/worksheets/>

NOTE: You may use digital archives for your primary sources; however Internet sources (web sites) should be rarely used. Exceptions are scholarly websites and documents available through the APUS Online Library (*Wikipedia* is not considered a valid academic source).

In the **Course Resources** section of the Syllabus, I provided resources that will help you to meet the Chicago style requirement. This assignment will be graded using the History and Military History Written Assignment Rubric. As an APUS student, you have access to numerous resources at the Online Library's Tutorial & Student Studies Center that will not only help with Chicago style, but will also help polish grammar skills, organize your papers and help you to avoid plagiarism. I encourage you to examine these resources, especially before beginning your research

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paper, but also as often as you feel is necessary during the actual writing process. Research Papers are graded on a 100-point system.

Graded Instruments	Percentage
Week 1-8: Weekly Forum/ Total 8 Forums	30%
Week 2: Research Topic Proposal	10%
Week 4: Reflection Essay 1	10%
Week 6: Reflection Essay 2	10%
Week 8: Research Paper	40%
Total	100%

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Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

Week	Topic	Learning Objectives	Readings	Assignment & Forums
1		<p>LO-1: Form a learning community.</p> <p>LO-2: Examine the major themes and issues in the History of the American West and the historical forces that have</p>	<p>Text Readings: Hine and Faragher, Introduction, Chapters 1-3.</p> <p>In Course Materials: The Maps of Exploration: “Novus Orbis: Images of the New World” Historiography Ancient Migration</p>	Forum 1

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	Collision of Cultures	<p>shaped them.</p> <p>LO-3: Distinguish the racial and cultural diversity of the West.</p> <p>LO-4: Deconstruct the variety of historical interpretation.</p>	<p>United States History Map: Indians The West</p>	
2	The American West	<p>LO-1: Examine the major themes and issues in the History of the American West and the historical forces that have shaped them.</p> <p>LO-2: Analyze the validity of both primary and secondary source material.</p> <p>LO-3: Deconstruct the variety of historical interpretation.</p>	<p>Text Readings: Hine and Faragher, Chapters 4-5.</p> <p>In Course Materials: Turner, Frederick Jackson. "The Significance of the Frontier in American History" 1893. http://www.learner.org/workshops/primarysources/corporations/docs/turner.html</p> <p>Hinderaker, Eric, and Rebecca Horn. "Territorial Crossings: Histories and Historiographies of the Early Americas." <i>The William and Mary Quarterly</i> 67, no. 3 (July 1, 2010): 395–432.</p> <p>The Avalon Project: Treaties Between the United States and Native Americans Indian Removal Act The First American West: The Ohio River Valley 1750-1820 The West</p>	<p>Forum 2</p> <p>Assignment: Research Topic Proposal</p>
3	Mapping the West	<p>LO-1: Examine the American mapping of the West and the role of the federal government in shaping that process.</p> <p>LO-2: Distinguish the racial and cultural diversity of the West.</p>	<p>Text Readings: Hine and Faragher, Chapter 6.</p> <p>In Course Materials: Perdue, Theda. "The Legacy of Indian Removal." <i>Journal of Southern History</i> 78, no. 1 (February 2012): 3–36.</p> <p>Video Donald L. Miller with Virginia Scharff, Douglas Brinkley, Stephen Ambrose and Pauline Maier "Westward Expansion/The Empire of Liberty".</p> <p>PBS American West Map The Avalon Project: Louisiana</p>	<p>Forum 3</p>

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		<p>LO-3: Deconstruct the variety of historical interpretation.</p>	<p>Purchase; 1803 and Associated Documents The Avalon Project: Treaties Between the United States and Native Americans Discovering Lewis and Clark Immigration Timeline Lewis and Clark Lewis and Clark Journals Louisiana: European Explorations and the Louisiana Purchase Mountain Men and the Fur Trade Westward Expansion 1803 - 1861 The West</p>	
4	<p>War and the Hinterland</p>	<p>LO-1: Examine the growth of the railroads and how they shaped the History of the American West.</p> <p>LO-2: Deconstruct the variety of historical interpretation.</p>	<p>Text Readings: Hine and Faragher, Chapter 7.</p> <p>Cronon, 23-147.</p> <p>In Course Materials:</p> <p>Delay, Brian. “Independent Indians and the U.S.-Mexican War.” <i>American Historical Review</i> 112, no. 1 (February 2007): 35–68.</p> <p>California in the Civil War Central Pacific Railroad Photographic History Museum Civil War Battle Summaries by State George Richard Hamrick Overland Trail Journal 1863 Missouri to California McBeth Sisters - Missionary Teachers to Nez Perce The Mormons The U.S.-Mexican War Trails to Utah and the Pacific (American Memory Library of Congress) Westward by Sea: A Maritime Perspective on American Expansion, 1820–1890 Westward Expansion 1803 - 1861 Westward trails Oregon and Santa Fe The Avalon Project: Treaties Between the United States and Native Americans The West</p>	<p>Forum 4</p> <p>Assignment: Reflection Essay 1</p>
5		<p>LO-1: Identify how the growth of the Rail</p>	<p>Text Readings: Hine and Faragher, Chapters 8-9.</p>	

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	<p>Gold and the Hinterlands</p>	<p>Roads shaped the History of the American West.</p> <p>LO-2: Identify how the Gold Rush shaped the History of the American West.</p> <p>LO-3: Deconstruct the variety of historical interpretation.</p>	<p>Cronon, 207-259.</p> <p>In Course Materials:</p> <p>Walker, Richard A. "California's Golden Road to Riches: Natural Resources and Regional Capitalism, 1848-1940." <i>Annals of the Association of American Geographers</i> 91, no. 1 (March 1, 2001): 167–199.</p> <p>The following will be incorporated into this week's lesson:</p> <p>Buffalo Bill Center on the West California As I Saw It Central Pacific Railroad Photographic History Museum The Evolution of the Conservation Movement 1850-1920 Early Advertising of the West, 1867-1918 Homestead Act Immigration Timeline Native American Documents Project The Gold Rush The Gold Rush in San Francisco The Northern Great Plains, 1880-1920 The West</p> <p>Reflective Essay 2 Frontier House Oregon Trail Game Strike it Rich! The Donner Party</p>	<p>Forum 5</p>
<p>6</p>	<p>Homesteading, Railroads, and Ranches</p>	<p>LO-1: Examine the major themes and issues in the History of the American West and the historical forces that have shaped them.</p> <p>LO-2: Analyze the validity of both primary and secondary source material.</p> <p>LO-3: Analyze the image of the "Old West" in popular</p>	<p>Text Readings:</p> <p>Hine and Faragher, Chapters 10-12.</p> <p>Lee and Yung, Introduction – Chapter 5</p> <p>In Course Materials:</p> <p>Andrews, Thomas G. "Made by Toile'? Tourism, Labor, and the Construction of the Colorado Landscape, 1858-1917." <i>The Journal of American History</i> 92, no. 3 (December 1, 2005): 837–863.</p> <p>Behan, Barbara Carol. "Forgotten Heritage: African Americans in the</p>	<p>Forum 6</p>

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		<p>culture versus historical reality.</p> <p>LO-4: Deconstruct the variety of historical interpretation.</p>	<p>Montana Territory, 1864-1889. <i>The Journal of African American History</i> 91, no. 1 (January 1, 2006): 23–40.</p> <p>In Course Materials: Central Pacific Railroad Photographic History Museum Chinese and California: 1850 - 1925 Early Advertising of the West, 1867-1918 Gallery of the Frontier Immigration Timeline Prairie Settlement: Nebraska Photographs and Family Letters The Northern Great Plains, 1880-1920 The West Western History: Photography Collection</p>	<p>Assignment: Reflection Essay 2</p>
7	A New Century	<p>LO-1: Examine the major themes and issues in the History of the American West and the historical forces that have shaped them.</p> <p>LO-2: Analyze the validity of both primary and secondary source material.</p> <p>LO-3: Deconstruct the variety of historical interpretation.</p>	<p>Text Readings: Hine and Faragher, Chapters 13-14. Lee and Yung, Chapter 5-Epilogue Hundley, Jr., Norris. "Water and the West in Historical Imagination: Part Two—A Decade Later." <i>Historian</i> 66, no. 3 (Fall 2004): 455–490. Weiss, Thomas. "Tourism in America before World War II." <i>The Journal of Economic History</i> 64, no. 2 (June 1, 2004): 289–327.</p> <p>In Course Materials: Hoover Dam Japanese Internment: PBS Conscience and the Constitution The American Experience Surviving the Dust Bowl The Dust Bowl The Great Depression, the New Deal, and World War II in the American West Voices from the Dust Bowl the Charles L. Todd and Robert Sonkin Migrant Worker Collection 1940-1941 The West</p>	<p>Forum 7</p>
		<p>LO-1: Examine the major themes and</p>	<p>Text Readings: Hine and Faragher, Chapters 15-16.</p>	

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8	From Cold War Suburbia to the 21 st Century	<p>issues in the History of the American West and the historical forces that have shaped them.</p> <p>LO-2: Analyze the validity of both primary and secondary source material.</p> <p>LO-3: Deconstruct the variety of historical interpretation.</p>	<p>In Course Materials:</p> <p>Cosgrove, Denis E., and Veronica della Dora. "Mapping Global War: Los Angeles, the Pacific, and Charles Owens's Pictorial Cartography." <i>Annals of the Association of American Geographers</i> 95, no. 2 (June 1, 2005): 373–390.</p> <p>Rosier, Paul C. "They Are Ancestral Homelands': Race, Place, and Politics in Cold War Native America, 1945-1961." <i>The Journal of American History</i> 92, no. 4 (March 1, 2006): 1300–1326.</p> <p>Wellock, Thomas R. "Stick It in L.A.! Community Control and Nuclear Power in California's Central Valley." <i>The Journal of American History</i> 84, no. 3 (December 1, 1997): 942–978.</p> <p>California in the Cold War Establishing a Cold War Continental Testing Site in Nevada Hollywood as History Las Vegas Planting Fields of ICBMs Sunbelt Cities The Counterculture</p>	<p>Forum 8</p> <p>Assignment: Research Paper</p>
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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)

Writing Expectations

Describe your writing expectations.

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Citation and Reference Style

Attention Please: Students will follow Chicago/Turabian Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the Chicago/Turabian Format.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

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- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

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Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code.

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