

History 498 Pro-Seminar: The Grand Canyon
School of Historical, Philosophical and Religious Studies, Arizona State University
Dr. Linda Sargent Wood
Spring 2010

Class times: Wednesdays 4:40-7:30

Classroom: Discovery 201

Office/Hours: Tues and Wed 12:30-1:30 and by appointment

E-mail: Linda.Wood@asu.edu

Grand Canyon Website: <http://www.asu.edu/clas/grandcanyonhistory/>

Schedule Line: 24306

Credits: 3

Office: Coor 4566

Course Description:

The Grand Canyon is one of the world's natural wonders and a destination for millions of people from around the world every year. In this capstone seminar, we will explore the history and cultural significance of this local landscape. We will study how a variety of people have lived, moved through, used, and exercised power on the rim and within the canyon's walls. At the same time, we will examine multiple ways that scholars have approached this topic to deliver artistic, cultural, economic, environmental, geographical, political, and social accounts. Simultaneously students will work as historians by conducting their own historical investigations. They will practice crafting historical questions, analyzing primary and secondary documents, offering interpretations, and delivering evidence-based arguments. The end product will be a scholarly 20-page paper. To complete this task, students will identify a research question, create an annotated bibliography, write a proposal, construct an outline with a clear thesis and evidence-based argument, and write a rough, then a final draft, complete with footnotes and bibliography. Outstanding work will be considered for inclusion on the "Nature, Culture, and History at the Grand Canyon" website: <http://www.asu.edu/clas/grandcanyonhistory/>.

Why the Grand Canyon? This place is one of the most identifiable and remarkable landscapes on earth and the most internationally recognized symbol of nature in North America. But this grand natural wonder is also, importantly, a cultural landscape. It has been lived in, traveled through, feared, marveled at, exploited for profit, and utilized for education and inspiration by an incredibly diverse array of people over a very long time. The national park, which presently protects this stunning landscape, is an artifact of contemporary times and reflects a distinct set of values about the relationship between nature and culture that historians have recognized as an "American" innovation. But those values and the manner in which they have been expressed are not static. The park itself, its boundaries and management policies, its meaning and significance to Americans, its caretakers, residents, and visitors have all evolved in fascinating ways during the past 100 years. Established as a National Monument by President Theodore Roosevelt in 1908 the Grand Canyon celebrated its centennial in 2008. It is thus an excellent time for a re-evaluation of its history and significance.

What will we do in this class? What problems will we explore? We will work as historians, asking and studying a variety of questions: Who has visited and lived at the canyon? What has happened at the Grand Canyon? What events have shaped its history? When did these events happen and what was the historical context for them? How have people understood and interpreted this vast landscape? How have people represented the canyon in paintings, poetry, and science? How do people understand themselves in relationship to the Canyon? How have people shaped/developed/impacted the canyon (architecture, agriculture, cartography, environmental impact, policy decisions, transportation through foot, mules, rail, cars, airplanes, etc.)? How does the canyon shape people and human culture (beauty, weather, soil, elements and minerals, vegetation, water, land forms, etc)? Is the Canyon a cultural icon? Whose culture/s are we talking about? What is the relationship between humans and nature? Do humans construct an understanding of themselves based on place? How do humans affect the environment? Conversely, how does the landscape affect human life and culture? How has the Canyon influenced American art, architecture, environmental values, leisure, work, popular culture, religion, science, and tourism? What are your questions about this space and human history in this particular place? We will explore some of these questions historically by analyzing primary evidence, examining how others have answered these questions, and by offering our own answers that might help guide current issues and problems.

Class Context: This course is based on an ongoing National Endowment for the Humanities grant project called “Nature, Culture, and History at the Grand Canyon.” Conducted by historians, geographers, teachers, residents, National Park Service rangers, and the Grand Canyon Association, the project is an exploration of the cultural significance of the canyon and an examination of the ways this unique place has influenced America. The second aim of the project is to create a set of materials to explain the Canyon and its influence to the general public who visit the park both virtually and actually. The goal is to help audiences gain a deeper understanding of how the Grand Canyon is both a natural and a cultural landscape and how the relationship between people and place in this iconic American landscape has significantly shaped our nation’s history and values. The project is producing the following materials to help communicate this history: walking-tour brochures covering historic sites on the rim and along the Bright Angel Trail to Phantom Ranch in the inner gorge; audio-tours that will be available in a conveniently searchable digital format for downloading into iPods and MP3 players; interpretive signs; traveling trunks for history classrooms; DVD’s and an interactive website.

Students in this class are invited to join the Grand Canyon project by researching, offering interpretations, and creating products to teach others about the Grand Canyon and its place in American history. Products that meet a high standard may be used, if granted permission, by the project.

Course Objectives:

By the end of the course, you will be better able to

- Practice the skills of historical inquiry (framing questions, rigorous reading of primary and secondary sources, offering hypotheses; and using evidence to build historical arguments)
- Articulate an understanding of Grand Canyon history;
- Recognize themes and patterns of American and global history through the history of the Grand Canyon
- Communicate historical interpretations
- Use the Chicago Notes/Biblio style format correctly in documenting your work.

Readings and History/Library Resources and Guides:

Anderson, Michael. *Living at the Edge: Explorers, Exploiters and Settlers of the Grand Canyon Region*. Grand Canyon: Grand Canyon Association, 1998. A copy is in Hayden Library Special Collections [F788.A64x 1998](#)

Dimock, Brad. *Sunk without a Sound: The Tragic Colorado River Honeymoon of Glen and Bessie Hyde*. Flagstaff: Fretwater Press, 1998)

Barbara Morehouse, *A Place Called Grand Canyon: Contested Geographies*.

Rael, Patrick. “Reading, Writing, and Researching for History: A Guide for College Students.” Brunswick, ME: Bowdoin College, 2004. Online at <http://www.bowdoin.edu/writing-guides/>.

Turabian, Kate. L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Chicago: University of Chicago Press, 2007.

“Nature, Culture, and History at the Grand Canyon” <http://www.asu.edu/clas/grandcanyonhistory/>

Selected primary docs on Blackboard and Internet and in class

Articles on JSTOR:

Amundson, Michael. “Mining the Grand Canyon to Save It: The Orphan Lode Uranium Mine and National Security, *Western Historical Quarterly* 32 (Autumn 2001): 321-345

Pearson, Byron E. “‘We Have Almost Forgotten How to Hope’: The Hualapai, the Navajo, and the Fight for the Central Ariz.” *The Western Historical Quarterly*, Vol. 31, No. 3 (Autumn, 2000), 297-316

Recommended Readings:

Berger, Todd, *It Happened at the Grand Canyon*. Grand Canyon: Grand Canyon Association, 2008.

Hirst, Stephen. *I am the Grand Canyon: The Story of the Havasupai People*. Grand Canyon: Grand Canyon Association, 2006.

Keller, Robert H. and Michael F. Turek, *American Indians and National Parks* Tucson: University of Arizona Press, 1998.

Oetting, Ed. Library Guides. <http://libguides.asu.edu/profile.php?uid=1332>

Pearson, Byron E. *Still the Wild River Runs: Congress, the Sierra Club, and the Fight to Save Grand Canyon*. Tucson: University of Arizona Press, 2002.

Plotkin, Wendy. Guide to Electronic Resources in the ASU Library.
<http://www.public.asu.edu/~wplotkin/History300/Resources.htm#top>

Pyne, Stephen J. *How the Canyon Became Grand: A Short History*. New York: Viking, 1998.

_____. *Voice and Vision: A Guide to Writing in History and Other Serious Nonfiction*. Cambridge, Mass: Harvard Univ Press, 2009.

Rothman, Hal. *America's National Monuments: Politics of Preservation*. Urbana: University of Illinois Press, 1989.

Rothman, Hal. *Devil's Bargains: Tourism in the Twentieth-Century American West*. Lawrence: University Press of Kansas, 1998.

Citation Format: All work should use the Chicago/Turabian Biblio/Notes style (not author/date)

| ASSIGNMENTS | Due Date | Points Possible |
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| In-Class Assignments; e.g. discussions; reading reactions; quizzes; primary source analysis; secondary history reading responses and historiographical questions; etc. | weekly | varies |
| Research Notes and annotated bibliography | weekly | 10 |
| Topic Selection: Research Question, annotated bibliography of 5 primary and 5 secondary sources | Feb 3 | 25 |
| Proposal | Feb 10 | 25 |
| Lit Review | Feb 24 | 50 |
| Consultations with professor | | 25 |
| Outline with a thesis statement (argument) and supporting evidence | Mar 10 | 50 |
| Abstract | March 24 | 25 |
| PowerPoint Presentation —Identify your historical question/problem and tell the basic narrative of your topic and your argument Abstract should be included | As Assigned (March 24/31) | 50 |
| Rough Draft | April 11 | 100 |
| Poster Presentation of Interpretive work | As assigned | 50 |
| Peer Reviews | At time of Presentation | 25 |
| Final Paper | May 6 | 200 |

Grading Scale:

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| 100 to 99 % = A+ | 98 to 93 % = A | 92 to 90 % = A- |
| 89 to 88 % = B+ | 87 to 83% = B | 82 to 80 = B- |
| 79 to 78 = C+ | 77 to 73 = C | 72 to 70 = C- |
| 69 to 68 = D+ | 67 to 63 = D | 62 to 60 = D- |
| Below 60 % is failing | | |

Course Schedule:

Please note:

- This class relies on each individual's participation for its success. Each student is expected to come to class prepared and eager to participate in the discussions and presentations. Hence, if anyone misses more than two times, they risk failing the entire class. Stay in close communication with the professor throughout the course.
- Based on your needs and learning as well as unexpected changes by workshop presenters, the agenda may be changed.
- Pay close attention to the syllabus, email alerts, and Blackboard announcements.
- This class builds upon and extends from Hst 300 on Grand Canyon.
- Grand Canyon Association Community Lecture Series
http://www.grandcanyon.org/events_calendar.asp?category=lecture
March 18 GLENDALE - Bruce Aiken
Life in Upper Bright Angel Canyon and the Evolution of the Grand Canyon National Park Water System
April 15 Glendale- Bryan Bates
Astronomy in the Ancestral Puebloan Cultures: How Science May Have Informed Calendar and Decision-Making

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| Week 1 Jan 20 Course Intro and What is the Purpose of National Parks? |
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- Introductions
- Professor Paul Hirt introduces project and suggests topics
- Discussion on how to choose a topic and framing historical questions
- Quiz on Citations and Sources and a Survey
- Note taking suggestions and tips for success
- Discussion on the question "What is the purpose of National Parks" by centering on the legislation authorizing the Parks and Ken Burns, "National Parks: America's Best Idea," 2009 on the PBS Website on National Parks, Washington, DC and the National Parks Film Project, WETA 2009, <http://www.pbs.org/nationalparks/>
 - Before class: Read PBS's and Burns's history overview and timeline of National Parks at <http://www.pbs.org/nationalparks/history/>
 - Watch the video clips online at <http://www.pbs.org/nationalparks/watch-video/#642>
 - Study the timeline (Open it for more interactivity)
 - Explore the other aspects of the website; there is a wealth of information (some of it may spark an idea for your 498 project)
 - Think about the documentary in terms of content and interpretation and come to class with your written thoughts on the following:
 - What are three observations/stories/ideas that you found interesting in the clips or PBS website info?
 - What primary documents are used to tell this story of national parks?
 - What would Muir say is the purpose of National Parks?
 - What would Pres. T. Roosevelt say is the purpose of National Parks?
 - What is Burns's view of National Parks? What would he say is the purpose of National Parks?
 - What does the legislation on National Parks say is the purpose? (see the legislation under Course info and docs on Blackboard)
 - Extra: Where does Burns fit in the historiography of National Parks and/or Western History? How does Burns compare/contrast with other historical works on the Parks/Grand Canyon history/Western history?

Assignment for week two:

1. Begin or continue your annotated bibliography for your historical project
By Jan 27, bring in a hard copy of your bibliography with a minimum of 3 primary and 3 secondary sources. If you do not yet know your topic, include general works on National Parks, Grand Canyon, Native American history, western history, environmental history, women's history, etc.
2. Bring a primary source to class that is related to something of interest to you at the Grand Canyon. This may be any primary source or artifact.
3. Read *Living on the Edge*, 1-3 and do research notes on one aspect of interest to you. Use the research note guide provided.
4. Read Jim Ohlman, "The 1919 Transcanyon Aerial Tramway Survey," in Michael F. Anderson, ed. *A Gathering of Grand Canyon Historians: Ideas, Arguments, and First-Person Accounts* (Grand Canyon, Arizona: Grand Canyon Association, 2005): 7-14, and online at Grand Canyon Association E-Books, http://www.grandcanyon.org/booksmore/booksmore_publications.asp
 - o For more topo maps and geology info on the Park, see geology.com
<http://geology.com/news/2009/printable-usgs-topographic-maps-free.shtml>

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| Week 2 Jan 27: How did Grand Canyon National Park originate? |
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Quiz on Anderson

Discussion of Readings:

Anderson, *Living at the Edge*

Jim Ohlman, "The 1919 Transcanyon Aerial Tramway Survey," in Michael F. Anderson, ed. *A Gathering of Grand Canyon Historians: Ideas, Arguments, and First-Person Accounts* (Grand Canyon, Arizona: Grand Canyon Association, 2005): 7-14, and online at Grand Canyon Association E-Books, http://www.grandcanyon.org/booksmore/booksmore_publications.asp

Discuss legislation on Grand Canyon National Park (see documents on Blackboard)

Discuss historiography—what is it and why does it matter for my paper?

Student work on Bibliography, research notes, and topic ideas and historical questions

Assignment: Read Mike Anderson, *Living on the Edge*, chaps 4-5

Continue with annotated bibliography and do 5 pages of research notes on topic

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| Week 3 Feb 3—<i>Living on the Edge</i> |
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Dr. Mike Anderson discusses his book and the way he does history plus Grand Canyon Historiography Bio and pictures (plus info about hiking the Canyon) at <http://www.hitthetrail.com/anderson.php>
Grand Canyon Historical Society Pioneer Award to Anderson, 2005
<http://www.grandcanyonhistory.org/Anderson.html>

Topic Due with historical question plus bibliography of primary sources and secondary literature

EXTRA: Monday, Feb 1—River Runner and author of *Sunk without a Sound*, Brad Dimock will be in Apache Junction for a lecture on the Hydes. Cost is \$5.00. http://www.azlecture.com/2010/Lectures/Entries/2010/2/1_Glen_and_Bessie_Hyde_Mystery.html

Week 4 Feb 10: How has the historiography of the West changed over time?

Western Historiography readings

- Derek R. Larson, "What is the New Western History,"
- Walter Nugent, "Western History, New and Not So New" Reprinted from the OAH Magazine of History 9 (Fall 1994). Organization of American Historians
<http://www.oah.org/pubs/magazine/west/nugent.html>
- See the Magazine of History Website for more at
<http://www.oah.org/pubs/magazine/amwest/index.html> and
<http://www.oah.org/pubs/magazine/west/index.html#Anchor-Th-40771>

Assignments: Readings and Proposal due

Week 5 Feb 17: How does the intersection of Park history intersect with Native American and Environmental history?

Readings and analysis

1. Barbara Morehouse, *A Place Called Grand Canyon: Contested Geographies* (Tucson, Ariz: University of Arizona Press, 1996)
2. Michael Amundson, "Mining the Grand Canyon to Save It: The Orphan Lode Uranium Mine and National Security," *Western Historical Quarterly* 32 (Autumn 2001): 321-345
3. Byron E. Pearson, "'We Have Almost Forgotten How to Hope': The Hualapai, the Navajo, and the Fight for the Central Arizona Project, 1944-1968," *Western Historical Quarterly* 31 (Autumn, 2000), 297-316.

Due: Research notes from a minimum of 5 sources

Assignment: Secondary Readings and begin a two-page literature review on your topic: what is the historiography and how will your work contribute to it?

*****Friday and Saturday, Feb 19-20: Trip to Grand Canyon National Park**

Week 6 Feb 24: What Happened to the Honeymoon Couple?

Brad Dimock discusses his book, *Sunk without a Sound*, and the way that he does history

- See reviews and promo at http://www.fretwater.com/Fretwater_Press/Sunk_Without_a_Sound.html
- See questions, additional information after the book was published at One Book Arizona
<http://www.onebookaz.org/2005/discussion.htm>
- See the NPR interview with Dimock, plus more info at
http://www.npr.org/programs/morning/features/2001/aug/grandcanyon/010823_grandcanyon.html
- See the video clip of Glen and Bessie on PBS Website on National Parks, Washington, DC and the National Parks Film Project, WETA 2009, <http://www.pbs.org/nationalparks/> (how does it compare with Dimock's account?)

Due: Lit Review

Week 7 Mar 3: "What do you think?" You lead the discussions based on your topics

Research notes from 5 more sources due; bring two primary sources to class to analyze

Week 8 Mar 10: Student Led Discussions

Due: Outline/Thesis Statement; bring to class with one secondary source to analyze

Week 9: Spring Break

No Class

Grand Canyon Association Community Lecture Series

http://www.grandcanyon.org/events_calendar.asp?category=lecture

March 18 GLENDALE - Bruce Aiken, "Life in Upper Bright Angel Canyon and the Evolution of the Grand Canyon National Park Water System"

Week 10 Mar 24: Student Presentations on Stories and Arguments

Presentations: Individual topic discussion of timelines, narrative, and argument plus a minimum of two primary and one secondary source analysis

Due: Abstract

Week 11 Mar 31: Student Presentations on Stories and Arguments

Presentations: Individual topic discussion of timelines, narratives, and argument plus a minimum of two primary and one secondary source analysis

Week 12 Apr 7 No Class (Organization for American Historians Conference)

Individual Work on Papers

Rough Draft due April 11

Week 13 Apr 14 Individual Meetings on Rough Drafts

Sign up for a time to meet and discuss your work

Grand Canyon Association Community Lecture Series

http://www.grandcanyon.org/events_calendar.asp?category=lecture

April 15 Glendale- Bryan Bates, "Astronomy in the Ancestral Puebloan Cultures: How Science May Have Informed Calendar and Decision-Making"

Week 14 Apr 21:

Presentations

Week 15 April 28

Presentations

May 5—Reading Day—no class

Final Paper due on May 6

Absences: It is *crucial* that you come to class and participate. Your participation is essential to the course design. You will NOT be able to make up for what you miss in discussions and in-class participation (that includes quizzes and individual and group work done during class) unless you have made special arrangements with me. If you have a problem attending class, please talk to me before.

Late Assignment Policy: You may be late ONE WEEK without penalty on ONE of your assignments (you must give me notification by email or written note that you are taking your one late paper before or on the day the assignment is due. Come to class even if you don't turn in your assignment. Your participation in class is valuable and we don't want to miss out on your contribution.) Any other late papers:

- One day late, 10% deduction
- Two days to one week late, 50% deduction
- After one week, no credit for the assignment

Plagiarism: It is vital that you follow the ASU Academic Policy guidelines. All work you turn in must be your own. While learning is social and while collaboration is encouraged in this class, giving credit to others is imperative. Therefore, all ideas and classroom resources that inform your work must be credited and properly cited. Plagiarized work will result in a failing grade and I will follow University protocol as outlined at <http://www.asu.edu/studentlife/judicial/integrity.html>.

Bonus Points: You may gain points for attending conferences and workshops. To gain the points, you must go and then present something you learned to the class. Points based on your attendance and presentation.

Meeting with Instructor: Each student is *expected* to meet with me at least once during the semester. Getting to know you is important to me and an individual meeting can facilitate more communication between us. It will provide time to address your questions and concerns, explore additional resources, and discuss your future teaching. Please stop by during office hours or by appointment.

* *Students with special learning needs are invited to discuss these with me as soon as possible.* If you need disability accommodations for this class, please see me as soon as possible, so that I may work with Disability Resources for Students (<http://www.asu.edu/drs/>) to meet your needs. Information regarding disability is *confidential*.

Class Participation: I invite, welcome, and expect your participation in this learner-centered class. Indeed, the success of this class depends upon you and your contribution. To fully participate, it is important that you come to each class having read and thought about the materials. Your participation will be judged on your contribution (as an active listener and vocal contributor), your collaboration with others, and class writing. Note that because your attendance is vital to the class, you will NOT be able to make up for what you miss in discussions and in-class participation (that includes quizzes and individual and group work done during class) unless you have made special provision with me.

Class Etiquette: This class will explore a variety of topics and issues. I invite open and honest discussions conducted with mutual respect and honor. Please arrive on time, turn off cell phones and electronic devices and refrain from activities unrelated to class work.

See the ASU Academic Calendar for the Last day to drop/add; Last day for late registration; Last day for unrestricted withdrawal; and Last day for restricted withdrawal at <http://www.asu.edu/clas/history/calendar/>

This syllabus is subject to revision at the instructor's discretion.
