**History 300: Methods of Historical Inquiry--Grand Canyon History**
School of Historical, Philosophical and Religious Studies, Arizona State University
Linda Sargent Wood, Ph.D.
Fall 2009

**Class times:** Tuesday/Thursday 3:00-4:15  
**Schedule Line:** 80816  
**Classroom:** Farmer Ed 238  
**Credits:** 3  
**Office/Hours:** Thurs 12:30-2:30 and by appointment  
**Office:** Coor 4566  
**E-mail:** Linda.Wood@asu.edu  
**Graduate Assistant:** Joan Miller  
**Graduate Assistant E-mail:** Joan.Miller@asu.edu  
**History Education Website:** http://historieducation.asu.edu/  
**Grand Canyon Website:** http://www.asu.edu/clas/grandcanyonhistory/

**Course Description:** This course engages students in “doing history” by exploring American history through the lens of the Grand Canyon. Two goals drive this class: 1) further develop students’ historical habits of mind and practice; and 2) improve student knowledge and understanding of the Grand Canyon and its place in American culture and history. To accomplish these goals, students will study the Canyon’s history and cultural significance and produce historical materials that describe, interpret, and evaluate the Canyon’s peoples, places, and events. In practicing the historical craft, students will read historical accounts; dig for information through a variety of records; frame questions; analyze primary and secondary sources; pose hypotheses; use evidence to mount arguments; and present historical interpretations.

**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
- Design and produce interpretive tools to teach others about the Grand Canyon.

Readings and History/Library Resources and Guides:


Course Packet produced by the Alternative Copy Shop, 204 E. University, (480) 829-7992.


Article on JSTOR:

Selected primary docs on Blackboard and Internet and in class

Citation Format: All work should use the Chicago/Turabian Biblio/Notes style (not author/date)
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<tr>
<th>ASSIGNMENTS</th>
<th>Due Date</th>
<th>Points Possible</th>
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<tr>
<td>In-Class Assignments; e.g. library exercises; reading reactions; quizzes; photo analysis; textual analysis; film analysis; secondary history reading responses and historiographical questions; etc.</td>
<td>weekly</td>
<td>Up to 300</td>
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<td><strong>Research Journals</strong></td>
<td>Periodic checks</td>
<td>Up to 50</td>
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<td>Historical Interpretation 1: Interpretive Sign on Honeymoon couple: A team of you have been hired by the National Park Service to create an interpretive sign for a historical landmark at Grand Canyon. You are limited to a 200-word description and 3 pictures/maps. Within that description you must include who or what, when, and significance. Include a bibliography (2-3 secondary sources and a minimum of one primary source with correct Chicago Manual of Style formatting).</td>
<td>Sept 10</td>
<td>50</td>
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<td>Historical Interpretation 2—You identify a historical question/problem and offer a historical answer using a set of primary and secondary documents provided to you in class. You may deliver your answer in any of the following ways: Brochure Digital Audio Tour (e.g. on a specific topic at GC) Digital Map with interpretation (e.g. GIS/history) Interpretive Sign Podcast or video PowerPoint Presentation (e.g. for use at Park Interpreter Center) Learning Plan for Elementary or Secondary School Students Webpage</td>
<td>In class Sept 17</td>
<td>50</td>
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<td>Historical Interpretation 3: Paper Topic Selection, preliminary research question, biblio of 3 primary and 3 secondary sources (25 points) Due Sept 24 Consultation over rough draft of proposal with professor (25) Done by October 13 Final Proposal (50 points) Due October 20 Outline (50 points) Draft Due on Oct 29; Final outline Due Nov 3 Rough Draft (50 points) Due Nov 17 Final Product (150 points) Due Dec 8</td>
<td>Sept 24 Oct 13 Oct 20 Oct 29/Nov 3 Nov 17 Dec 8</td>
<td>350</td>
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<td>Presentation of Interpretive work</td>
<td>November 24, Dec 1 and 3</td>
<td>50</td>
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<td>Peer Reviews</td>
<td>At time of Presentation</td>
<td>25</td>
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<td>Final</td>
<td>Dec 10</td>
<td>100</td>
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**Grades:**
100 to 97 % = A+
96 to 93 % = A
92 to 90 % = A-
89 to 87 % = B+
86 to 83% = B
82 to 80 = B-
79 to 77 = C+
76 to 73 = C
72 to 70 = C-
69 to 67 = D+
66 to 63 = D
62 to 60 = D-
Below 60 % is failing
**Weekly Schedule**

### Week 1: Introduction — What is historical inquiry? What is this place called the Grand Canyon?

**Tuesday, Aug 25:** Introductions: Course Syllabus and Grand Canyon Project: — “Nature, Culture, and History at the Grand Canyon”
- Virtual Tour of the Grand Canyon
- Current Issue: Should uranium mining be allowed in and/or around the Grand Canyon?

**Thursday, Aug 27:** Historical Inquiry Process—What does it mean to “do” history?
- Sample projects from former Hst 300 students
- Timeline Puzzle and organizing themes (Use, Movement, and Power)
- Readings completed before class:
  - Skim Anderson, *Living at the Edge* using the “How to Read a Monograph” guide
  - Skim Berger, *It Happened at Grand Canyon* with Reading Monograph guide

**EXTRA:** July 11, 2009 - October 18, 2009 at the Phoenix Art Museum, Lewis Gallery

### Week 2: Grand Canyon Project and Early Exploration

**Tuesday, Sept 1:** “Nature, Culture, and History at the Grand Canyon”—project website tour
- [http://www.asu.edu/clas/grandcanyonhistory/](http://www.asu.edu/clas/grandcanyonhistory/)
- Readings completed by class (expect a quiz any time there is a reading assigned):
  - Anderson, *Living at the Edge*, chaps 1-2, pp. 1-31

**Thursday, Sept 3:** Framing Questions, e.g. When did the Canyon become Grand?
- Joan Miller: Westward Migration, Scientific Exploration, and John Wesley Powell
- Primary Document analysis with Powell’s journal

### Week 3: Working as Historians

**Tuesday, Sept 8:** Historical Interpretation 1: History mystery: What happened to the 1928 Honeymoon Couple on the Colorado River?
- Assignment: Create an interpretive sign and present to class.
- Readings completed by class:
  - Berger, *It Happened at the Grand Canyon*, 45-91

**Thursday, Sept 10:** Hyde Mystery Interpretations
- Readings completed by class:
  - Anderson, *Living at the Edge*, chap 3

### Week 4: Framing Questions, Conjecturing, Finding Sources, and Annotated Bibliographies

**Tuesday, Sept 15:** Meet in Hayden Library C-41
- Electronic Tour with Mr. Ed Oetting, Librarian
- Assignment: Library Exercises
- Reading:
  - Plotkin, Wendy. Guide to Electronic Resources in the ASU Library. [http://www.public.asu.edu/~wplotkin/History300/Resources.htm#top](http://www.public.asu.edu/~wplotkin/History300/Resources.htm#top)
  - Rael, Research section
Thursday, Sept 17: Historical Interpretation 2: Archive Simulation in the Classroom
Discussion on Readings, Doing Oral Histories and RefWorks—Topic Selection and annotated bibliographies
Reading:
- Anderson, *Living at the Edge*, chap 4

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<th>Week 5: Early Conservation movement and National Parks</th>
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<td><strong>Tuesday, Sept 22:</strong> Meet in Hayden Library C-41</td>
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<td>Hayden Library Tour with Mr. Ed Oetting and Christine Marin, Librarians</td>
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<td><strong>Thursday, Sept 24:</strong> History of Conservationism</td>
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<td>Primary Source analysis of Muir’s and Pinchot’s writing</td>
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<td><strong>Assignment due Sept 24:</strong> Topic selection for your paper plus preliminary research question, and minimum bibliography of 3 primary sources and 3 secondary sources (use correct citations—Chicago Notes and Biblio). Here’s your chance to practice your library skills and RefWorks—save yourself time and learn the organizational system!</td>
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<th>Week 6: National Parks and Indigenous Peoples</th>
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<td><strong>Tuesday, Sept 29:</strong> Grand Canyon in Park history</td>
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<tr>
<td>Reading:</td>
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<tr>
<td><strong>Thursday, Oct 1:</strong> National Park History</td>
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<td>Reading:</td>
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<td>- Hirst, <em>I am the Grand Canyon</em>, intro, chap 1 and 6</td>
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<th>Week 7: Nature and Culture—Geography and the Built Environment</th>
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<td><strong>Tuesday, Oct 6:</strong> Mary Colter and the Built Environment</td>
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<td>Reading:</td>
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<td>- Rael, Historical Arguments section</td>
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<td><strong>Thursday, Oct 8:</strong> No Class—Work on Project Proposals (Western History Association Conference)</td>
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<th>Week 8: Individual Meetings</th>
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<td><strong>Tuesday, Oct 13:</strong> Individual Meetings on proposals; BRING DRAFT PROPOSAL with you.</td>
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<tr>
<td><strong>Thursday, Oct 15:</strong> Individual Meetings on proposals; BRING DRAFT PROPOSAL with you.</td>
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<th>Week 9: 1920s American Culture, Tourism, and River Running</th>
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<td><strong>Tuesday, Oct 20:</strong> Tourism in the West</td>
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<td>Reading: Rothman, <em>Devil’s Bargain</em>, intro</td>
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<td><strong>Due:</strong> Final Project Proposal</td>
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<td><strong>Thursday, Oct 22:</strong> The Kolb brothers and film representations</td>
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<td>Reading: Rothman, <em>Devil’s Bargain</em>, chap 3</td>
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<th>Week 10: Depression Era</th>
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<td><strong>Tuesday, Oct 27:</strong> The Great Depression, the CCC at the Grand Canyon, and Native American Life</td>
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<td>Framing and writing an historical interpretation: Context and Primary Sources</td>
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<td>Reading: Rael, “Structuring your Paper”; “Writing your Paper”; and “Working with Sources”</td>
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<td><strong>Thursday, Oct 29:</strong> Project Work—Bring a draft of outline to class</td>
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Week 11: Atomic Culture, Uranium Mining, and Tourism in the West

Tuesday, Nov 3: Cold War culture and the West—Atomic Issues and the Grand Canyon
Readings:
- Mike Amundson, “Mining the Grand Canyon to Save It: The Orphan Lode Uranium Mine and National Security,” *Western Historical Quarterly* 32 (Autumn 2001): 321-345 at JSTOR

Due: Outline

Thursday, Nov 5: Project Work

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EXTRA
November 7: Project WET K-12 Workshop: Discovering the Colorado Plateau
Project WET: http://cals.arizona.edu/arizonawet/
Project WET workshops http://cals.arizona.edu/arizonawet/workshops/current_workshops.html
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Week 12: Dams and Environmentalism

Tuesday, Nov 10: The Sierra Club and the Rise of the Environmental Movement

Thursday, Nov 12: Should we dam the Grand Canyon?

Week 13: Civil Rights, AIM and Current issues at the Grand Canyon

Tuesday, Nov 17: Havasupai Land Restoration
- Ongoing relationships between the Park and Indigenous Peoples: What policies should guide decisions?
  Due: Rough Draft

Thursday, Nov 19: Contemporary Issues at the Grand Canyon

Week 14: Project Work

Tuesday, Nov 24: Class Showcase of Projects
  Reading: Rael, Editing and Evaluation

Thursday, Nov 26: NO CLASS—Happy Thanksgiving!

Week 15: Your Historical Interpretations of the Grand Canyon

Tuesday, Dec 1: Class Showcase of Projects

Thursday, Dec 3: Class Showcase of Projects

Week 16: Wrapping Up

Tuesday, Dec 8: Final Project due

FINAL: Take home; due by Thurs, Dec 10 at Midnight via safe assignments.
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 and done your assignments. Participation in discussions (as an active listener and vocal contributor) and collaboration with others on projects is key to success. Note that because your attendance is vital to the class and group interaction, you will NOT be able to make up for what you miss in discussions and in-class participation.

Blackboard: I will rely on Blackboard extensively in this class to post announcements, assignments, and resources. Get used to checking it and returning often. You may find Blackboard at http://my.asu.edu/. If you need to activate your ASURITE ID, you can do it at http://www.asu.edu/selfsub. If you have further questions about your ASURITE account, check the Computer Accounts website at http://www.asu.edu/it/fyi/accounts/. Need help? Online: http://help.asu.edu/; Email: HelpDesk@asu.edu; Phone: Help Desk: (480)965-6500.

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

History Education Website: http://historyeducation.asu.edu/

Assignments: Use safe assignments on Blackboard to submit your work.

Late Assignment Policy:
- 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. While learning is social and while collaboration is encouraged in this class, giving credit to others is imperative. This is an especially important point to clarify in a class that aims to make you more proficient in creating curriculum materials. While I realize and support curriculum sharing (a common habit among teachers), this class is specifically designed to build your expertise in creating learning plans and unit plans; therefore, all work you turn in must be your own. All ideas and classroom resources that inform your work must be credited and properly cited, whether they come from other teachers, classmates, the web, published materials or elsewhere. **Plagiarized work will result in a failing grade and I will follow University protocol as outlined at** http://provost.asu.edu/academicintegrity/students.

Meeting with Instructor: Each student must meet with me once during the semester and each is also greatly encouraged to meet with me when you have questions. Getting to know you is important to me and an individual meeting can facilitate more communication between us. Please stop by during my office hours (Thursdays 12:30-2:30) or by appointment.

* Students with special learning needs are invited to discuss these with me as soon as possible.

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://students.asu.edu/academic-calendar

*This syllabus is subject to change at instructor’s discretion to enhance learning.