Montana History
HI 219E
3 credits
Dawson Community College
Spring 2003
Thursday 7-10 p.m.
UC 115 and ITV

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Course Description
This course is a study of the political, social, economic, and cultural development of Montana from prehistoric times to the present. Topics will include Montana’s native population; exploration by Europeans and Americans, including the Lewis and Clark expedition; the fur trade; the mining industry and its pursuit of gold, silver, and copper; territorial politics; ranching, railroads, and homesteading; progressivism, the New Deal, and the impact of the two world wars; and contemporary concerns. As we explore these historical events, we will also examine a number of crucial themes and ideas. These include the relationship between whites and natives; the issue of economic colonialism; the role of the federal government in the development (and exploitation) of Montana; demographic and cultural changes; the place of Montana as part of the West and as one of the United States; and changing images of Montana as a place of reality and of imagination.

Audience and Transferability
There are no course prerequisites for this course, although college-level reading and writing skills are required: I encourage anyone who needs extra assistance in those areas to visit the DCC Learning Center. This course is highly recommended for students who plan on a career in elementary or secondary education, though it also transfers to most Montana colleges and in may fulfill basic core requirements.

Course Objectives
Upon completion of this course, you will
1) have developed an understanding of Montana as a distinct place within the West, the United States, and the world.
2) have developed an awareness of how the peculiarities of place affect the human culture and society that arises in a particular location.
3) know how to make comparisons between the human experience in Montana and in other places.
4) see how the combination of unique elements – the crucial importance of native cultures, an unequalled wealth of natural resources, climate and demography, the relative distance from more highly populated areas, and so on – has resulted in a state with a singular history, economy, and way of life.
5) improve your critical reading, writing, and thinking skills and get practice delivering presentations to a group.
Texts
The required texts for this course, available at the DCC bookstore, are:

- Harry W. Fritz, Mary Murphy, and Robert R. Swartout, eds., *Montana Legacy: Essays on History, People, and Place*

In addition, I will provide a state map of Montana for your reference throughout the course.

Assignments

Reading
Your primary responsibility from day to day will be keeping up with the reading assignments, which are listed on the accompanying schedule. Much of our time will be spent in discussion of these readings, so it is essential that you complete them before coming to class, give them some thought, and be prepared to talk about them. In addition to the scheduled readings, I will probably provide handouts with additional required material. I will give weekly quizzes to make sure you’re doing the reading.

Class Participation
I will present regular lectures, but you should always feel free to stop me at any time to ask questions, contribute ideas, or challenge statements I or your colleagues make. We will also watch a number of videos, especially the film series *K. Ross Toole’s Montana*, a collection of presentations by a renowned history professor at the University of Montana. Because we will cover a great deal of material in class that is not available in the readings, attendance is essential. Please do not ask me for lecture notes or for summaries of class discussions: you are solely responsible for attending class or for making other arrangements to get the notes. We don’t meet many times, so every absence (excused or unexcused) will count against you in your final grade: attendance and your general level of participation will comprise your class participation score.

Projects
In addition to regularly preparing the reading assignments and participating in class discussions, you will be required to complete two major projects, each of which will consist of a class presentation and a paper. In the first project you will research a biographical subject, describing the life and achievements of a prominent individual of your choice; I will provide a list of suitable subjects. For the second project, you will read a book on Montana history outside of class and report on it during an appropriate class period; the best places to look for appropriate books are the DCC and Glendive Public Libraries and the “Bibliography” at the end of our textbook.

Note that there are no uniform due dates for these assignments: I will ask you to volunteer in advance for presentation topics, and you are responsible for choosing dates that will work with your own schedule and interests. There will be no make-ups for missed presentations. Each presentation should be about 10-15 minutes long and should provide the class with enough understanding of your topic to fit it into the context of the course as a whole, to ask questions, and to join in a discussion about it. You will be responsible as part of your presentation for answering questions and focusing the discussion.

One week after each of your presentations, you must turn in a short paper (3-4 pages) summarizing your presentation and outlining the issues raised in class. Papers are due without exception on the stated dates; you will lose a letter grade (10 points) for each day they are late. A “page” must be typed and numbered, double-spaced, with a 1-inch margin all the way around, and in 12-point font. If you are unsure how to set your word processor to these specifications, please ask. Your grade on each project will be a composite of the presentation and the paper. I will provide more information on these assignments early in the semester.
Research Paper
In addition to the two projects, you will be required to write a longer (5-8 page) research paper on a topic relating to contemporary life in Montana. I don’t require it, but I strongly encourage you to discuss your topic with me before putting too much effort into it: I can help you focus your ideas, locate sources, and make sure you’re on the right track. This paper is due on the final day of class, when you will present a report to the class on your findings. As with the projects, your grade will be a combination of the presentation and paper.

I’ll be more than happy to talk to you about your works-in-progress and to review drafts with you. Papers may be rewritten for a better grade, but you must discuss your plans for improvement with me first. Written assignments, including exams, will be graded on the basis of clarity, thoroughness, use of supporting evidence, accuracy, and originality. Using lots of detailed examples is the key to doing well written work.

Exams
There will be two take-home exams, a midterm and a final. These will cover the textbook chapters, films, and supplementary readings, as well as class presentations and discussions. The exams will be based on essay questions, and you will be allowed to use notes or outside reference materials as you wish. There will be no make-ups for missed exams.

Grading
Your final grade will be determined as follows:

- Examinations (2 averaged) 30%
- Projects (2 averaged) 30%
- Research Paper/Presentation 20%
- Quizzes 10%
- Class Participation 10%

Ranges: 100-90%=A 89-80%=B 79-70%=C 69-60%=D 59-0%=F

There will be no curve on final grades, but I will take each student’s overall class participation into account to resolve borderline grades.

Academic Honesty
I encourage you to discuss the course material or project ideas with other students and to study in groups. On written assignments, exams and homework, however, your work must be entirely your own. Cheating or plagiarizing is grounds for automatic failure for any assignment or for the course as a whole. Any time you use another’s words or ideas, either verbatim or paraphrased, you must give them proper acknowledgment. If you are unsure how to document your sources, please feel free to ask me before turning in an assignment. You may also want to take a look at Columbia University’s web site on using and documenting quotations, including those from on-line sources (http://www.columbia.edu/cup/cup/cgos/idx_basic.html).

Notes about ITV
For those of you who have never had a class in an ITV classroom, there are a few things to keep in mind. In-class examples (like musical selections) may not transmit very well over the system, and I ask those of you in the remote classroom to be patient and to please let me know if the quality needs improving. For all of us, the most important thing to remember is that there are actual people at the other end of the microphones. They can hear you whispering, rustling papers, or tapping on the desks!

The system has a tendency to crash – or even to fail to start at all! I won’t hesitate to call for help in getting the equipment back on if it should go off, but this will, unfortunately, use up some of our class time. If we lose our connection, rest assured that I’m doing everything I can to get it back. Please be patient and wait at least 15 minutes before leaving the classroom. If, after 15 minutes, you still can’t see or hear me, call it a day – but all assignments and readings will still be due on the dates in the class schedule.
Class and Reading Schedule
HI 219: Montana History
Spring 2003

Key
Legacy: Harry W. Fritz, Mary Murphy, and Robert R. Swartout, eds., The Montana Heritage
KRT: K. Ross Toole’s Montana, video series

Weekly Assignments (to be completed by dates shown)

Th 1/16. Introduction. What is “Montana”?  
   In Class: Films: The Last Best Place, KRT #1 (The Winds of Montana, An Introduction), #2 (The Price of Space and Natural Resources)

Th 1/23. Montana in Prehistory / Native Montanans
   Reading: Malone ch. 1
   In Class: Biography and book presentations; Film: Montana:1492

Th 1/30. Exploration and the Rivalry of Empires
   Reading: Malone ch. 2; Legacy: Porter
   In Class: Biography and book presentations; Film: KRT #3 (The First Montanans), #4 (The Lewis and Clark Expedition)

Th 2/6. The Era of the Fur Trade
   Reading: Malone ch. 3; Goetzmann, “The Mountain Man as Jacksonian Man” (handout)
   In Class: Biography and book presentations; Film: KRT #5 (The Flathead Apostasy)

Th 2/13. The Mining Frontier / Montana Territory
   Reading: Malone chs. 4-5; Legacy: Swartout
   In Class: Biography and book presentations; Film: KRT #7 (The Gold Rush Years), #8 (The Aches and Pains of a New Territory)

Th 2/20. Indian Removal
   Reading: Malone ch. 6; Legacy: Calloway
   In Class: Biography and book presentations; Film: KRT #6 (Indian and White Warfare)

Th 2/27. Stockmen and the Open Range / Railroads, Silver, and Statehood
   Reading: Malone chs. 7-8; Glendive (entire)
   In Class: Biography and book presentations; Film: KRT #14 (There’s Longhorns in Them Hills), #9 (That Precious Metal – Copper); Distribute Take-Home Midterms

Th 3/6. Copper and Politics
   Reading: Malone ch. 9; Legacy: Emmons, Walter
   In Class: Biography and book presentations; Film: KRT #11 (The War of the Copper Kings), #12 (The Battle Escalates), #13 (The Amalgamated Copper Trust)
   Due: Take-Home Midterm

T 3/13 No Class – Spring Break
Th 3/20. The Homestead Boom
   Reading: Malone ch. 10
   In Class: Biography and book presentations; Film: KRT #15 (Farming: The Final Frontier), #16 (The Dry Years)

Th 3/27. Progressive Era and World War I
   Reading: Malone ch. 11; Legacy: Melcher, Murphy
   In Class: Biography and book presentations; Film: KRT #17 (The Smoke Must Go), #18 (Montana Resources: Future or Failure?)

Th 4/3. Drought, Depression, and War
   Reading: Malone ch. 12; Legacy: McDonald, Furdell, Spence
   In Class: Biography and book presentations; Film: The Plow that Broke the Plain

Th 4/10. The Modern Montana Economy / Politics and Government in Modern Montana
   Reading: Malone chs. 13, 15; Legacy: Mercier, Dobb
   In Class: Biography and book presentations; Film: KRT #19 (Water: An Infinite Resource?), #20 (The Winds of Montana, A Conclusion)

Th 4/17. A Social and Cultural Profile
   Reading: Malone ch. 14; Legacy: Edgerton, Svingen, Farr
   In Class: Biography and book presentations

Th 4/24. Hollywood’s Montana
   Reading: none
   In Class: TBA

Th 5/1. Conclusions: Montana Today
   Reading: Legacy: Fritz
   In Class: Final Presentations; Distribute Take-Home Finals
   Due: Research Papers

M 5/5. Due: Take-Home Finals