Course/Catalog Description: A survey course which examines aspects of Wyoming’s history. This course will also satisfy the statutory requirement of the U.S. and Wyoming Constitution.

- Note on Methodology—This is a fully on-line course.

Course Materials:

- Internet Chapters and Articles linked on Moodle
- War on Powder River by Smith
- The Legend of Colton H. Bryant by Fuller

Outcomes and Objectives:

- General Education Outcome #4: Students will demonstrate knowledge of diverse cultures and historical perspectives.
  - History 1251 provides the basic information students need to understand the historical development of Wyoming. Students will become familiar with the events and diverse individuals that impacted Wyoming History.
  - They will think critically about the influence history has on various social, economic, cultural, and political institutions.
  - Students will demonstrate an understanding of how social, political, economic, religious, and cultural forces intertwine to impact history, intra-state relations, ethnic relations, gender relations, etc.
- General Education Outcome #1: Students will demonstrate effective written communication skills, General Education Outcome # 6: Students will use appropriate technology and information to conduct research.
  - Students will research and write about an issue in Wyoming History as revealed in Wyoming newspapers of the 19th, 20th, and 21st Centuries.
  - Students will participate in class discussions.
- General Education Outcome # 7: Students will describe the value of personal, civic and social responsibilities.
  - Students will learn the essential structure of both the US and Wyoming Constitutions.

Evaluation Criteria:

- I.e.—how do I know if I’ve achieved these outcomes and objectives? How is my grade determined?

- Discussions—Students must participate in weekly discussions. Most discussions are worth 20 points. NOTE: MISSED DISCUSSIONS CANNOT BE MADE UP.
• **Quizzes** -- Students will take quizzes on each Module. There will be one or more quizzes each week. Twenty points each--unless otherwise noted. All quizzes must be completed by 6:00 p.m. on July 29th.

• **Book Discussions and Quizzes** – Students will participate in discussion and take quizzes on the books *War on Powder River* and *The Legend of Colton H. Bryant*. Pay attention to deadlines—**missed book discussions cannot be made up. Book quizzes must be completed by 6:00 p.m. on July 29th.**

• **Wyoming Themes in Wyoming Newspapers Essay**— Each student will identify one of the themes of Wyoming History and write a brief (3 page) paper comparing how 19th, 20th, and 21st Century newspapers reported on that theme. **This assignment must be turned in by 6:00 p.m. on July 29th.** One-hundred points. Additional information on this assignment can be found at the end of the syllabus.

**Course Policies:**

• **Make-Up Policy:** Discussions and the essay cannot be made up after the fact! Quizzes must be completed by 6:00 p.m. on July 29th.
  o Note: **this is an on-line course—not a correspondence course. There are deadlines that must be met!**

• **Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

• **Chain of Command:** If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

• **Academic Dishonesty:** (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

• **Official Means of Communication:** Casper College faculty and staff will employ the student’s assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.
• **ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

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**Course Outline**

*Note: Specific Modules, Readings, Discussions, and Quizzes are listed on Moodle*

**June 6-12**
- Themes in Wyoming History, Pre-contact Native Americans

**June 13-19**
- Early Explorers and the Fur Trade, Trails and Rails

**June 20-26**
- Wyoming Territory and Woman Suffrage, Wyoming Themes in Wyoming Newspapers

**June 27-July 3**
- Cattle is King, *War on Powder River*

**July 4-10**
- US Constitution, Wyoming Statehood and Constitution

**July 11-17**
- Early Statehood, War and Depression

**July 18-24**
- World War II, Post-War Wyoming

**July 25-29**
- The Legend of Colton H Bryant, Wyoming Themes and Newspapers Project
Each student will identify one of the themes of Wyoming History and compare how 19\textsuperscript{th}, 20\textsuperscript{th}, and 21\textsuperscript{st} Century newspapers reported on that theme. You may use internet sources—as well as those found in library archives. A source you might find particularly useful is the Wyoming Newspapers Project. (http://www.wyonewspapers.org/)

**General Guidelines**

1.) You need to pick one of the themes emphasized in this class (identified in Module I) and make that theme clear in the essay’s title.
2.) Define your understanding of the theme.
3.) Locate and discuss \textbf{a minimum of three articles} from 19\textsuperscript{th} Century Wyoming newspapers that reflect the theme. Be sure to include quotations from each article and include each in the Works Cited.
4.) Locate and discuss \textbf{a minimum of three articles} from 20\textsuperscript{th} Century Wyoming newspapers that reflect the theme. Be sure to include quotations from each article and include each in the Works Cited.
5.) Locate and discuss \textbf{a minimum of three articles} from 21\textsuperscript{st} Century Wyoming newspapers that reflect the theme. Be sure to include quotations from each article and include each in the Works Cited.
6.) As a conclusion, provide an informed prediction on what will happen in regards to that theme in the next 50 years.
7.) Include a Works Cited (in MLA format) that identifies your sources.

**Grading Rubric**

**Research**

Project clearly demonstrates an understanding of a theme in Wyoming History—10 points
- 19\textsuperscript{th} Century Articles (with appropriate quotations and commentary)—20 points
- 20\textsuperscript{th} Century Articles (with appropriate quotations and commentary)—20 points
- 21\textsuperscript{st} Century Articles (with appropriate quotations and commentary) – 20 points
- Mechanics (Grammar, Spelling, Clarity) – 10 points
- Informed prediction—10 points
- Works Cited—10 points

**Total = 100**