

## History Option A

In 2011 the Charles Redd Center conducted interviews with residents of southeastern Utah regarding their experiences on and perceptions of the public lands. These interviews are catalogued and available in the L. Tom Perry Special Collections Library both in hard copy and in electronic format. The interviews covered the following topics:

Tell me about yours and your family's experiences on the public lands in San Juan County.

As a child (if applies)

As an adult (if applies)

As a parent and grandparent (if applies)

Work (if applies)

Play (if applies)

Parents/grandparents/past generations (if applies)

What do you enjoy about the public lands? Have they changed in your life time?

What did your parents enjoy about the public lands? See above for question on how they used the public lands.

What do your children/grandchildren enjoy about the public lands? See above for question on how they use the public lands?

Explain how your experiences on the public lands has changed from generation to generation? Within your generation?

Tell me about the experiences you hope your grandchildren/great grandchildren will have on the public lands.

What have you done, are you doing, or hope to do so that your future generations enjoy the public lands?

How do you hope the public lands look 50 or 100 years from now?

Tell about your interactions with government agencies over the years as it relates to the public lands. Remember to avoid current events if possible.

Tell what role you hope that government agencies will plan in continued use of the public lands. Remember to avoid politics if possible.

Using the data from at least a dozen of these interviews (as well as information from any interviews you conduct with people in the course of our travels in this class) you are to write a 9-10 page interpretive research paper (typed, double-spaced, one-inch margins, 10 or 12 cpi). Your paper should include a clear thesis statement about southeastern Utahns' views of or relationship to the public lands. You should support your generalizations with supporting evidence from the interviews. Avoid lengthy quotations. Instead, paraphrase passages from the interviews, reserving quotations for key phrases or sentences, controversial points or colorful figures of speech, images, etc. You should cite the sources of your information using either footnotes or a parenthetical reference format such as MLA. If you use footnotes, you will not need to supply a bibliography. If you use parenthetical references you will need to append a reference sheet with full bibliographic citations for each of the sources cited.

## Option B

Natural History Research Topics – These are only a handful of possibilities . I have focused here on topics that intertwine the physical/natural environment and human history. I envision this type of blending of the human and natural worlds as optimal for this interdisciplinary course. If, however, you want to propose a paper on a topic that is purely human history (ie. the life writings of polygamists) that is fine too.

Mormon Environmental Perception

LDS Church Leaders' teachings about land and environment

The environmental and economic impact of the Cold War upon Utah Box Elder and Tooele Counties

The proposed MX missile system in Utah

The dryland farm fad -- boom and bust

Utah mining folklore

The rise of tourism in southeastern Utah

The evolution of Lake Powell as a recreation destination/history of recreation on Lake Powell

The construction of Glen Canyon Dam beginning with debates over its construction

History of river running along the Colorado River

The creation of Grand Staircase-Escalante National Monument

Proposals to dam and divert the Bear River for urban water use

History of duck hunting near the Great Salt Lake

The history of the Bear River Bird Refuge

The history of the great flood of 1984 and its impact on the Great Salt Lake

The agricultural development of the Bear River region in Box Elder County – commercial development 1900-1920

The impact of settlement and development upon vegetation and wildlife

History of proposals to drain Lake Powell

The enduring appeal of Everett Ruess

History of recreation in Provo Canyon and along Utah Lake

The creation of wilderness areas in Utah (such as Mt. Timpanogos wilderness area)

The Central Utah Project Completion Act –political tensions between water development and riparian ecosystems

Tensions between agriculture and urban development in Utah/competition for resources

Questions over paving the Burr Trail

The evolution of Boulder as a “hip” destination

Comparative history of the settlement of various Mormon communities we visit

History of the hole-in-the-rock trail

An environmental history of the military occupation of Camp Floyd and Rush Valley

History of Deseret Chemical Depot and Dugway Proving Ground

Mining in the Oquirrh Mountains

Indian removal and Indian land tenure in Utah – interracial conflicts over land and resources

History of the United Order in Brigham City

Debates and environmental impact statements regarding Jordanelle Dam and Reservoir

History of fishing on the Provo River

The environmental impact of mining in the Oquirrh Mountains

ATV usage in the West Desert

#### Assignment description

Write a 9-10 page interpretive research paper (typed, double-spaced, one-inch margins, 10 or 12 cpi [characters per inch]). You may write your paper on any topic pertaining to Utah history. Your paper should include a clear thesis statement in the introductory section in which you introduce the key interpretive message[s] or conclusion[s] of your research. These may pertain to matters such as causation, motive or broader significance/generalizations that can be arrived at from your research.

This paper assignment is designed primarily to facilitate your in-depth exploration and interpretation of an issue in Utah’s history beyond what our lectures, readings and discussions provide. It will give you experience in evaluating and synthesizing information from several sources and in reading those sources closely to see how different scholars impose a distinctive spin or interpretation upon their evidence.

Your paper should draw some of your information from the best secondary sources (scholarly books and articles) that are available on your topic. The fact that a book is checked out is not grounds for not consulting it. Either *recall* it by going to the circulation desk (graduate students and professors must return books that are recalled within a few days even if they are checked out for 4-6 months) or obtain a copy through interlibrary loan. You may also use electronic sources, provided that you supply full citations for your sources. Bear in mind that sources published by academic presses have generally been checked for accuracy and thoroughness; privately published work may or may not have been carefully source-checked. In identifying the sources for your paper, you should consult reference works including the bibliography in the textbook, the library catalog and an electronic index called America: History and Life that can be accessed from the library home page. If you desire a high grade (ie. A-level work), I strongly encourage you to extend your research beyond secondary sources by examining relevant primary historical documents. I can assist you in identifying relevant historical documents or in identifying people to interview. In your paper you must cite your sources not only for direct quotations but for all other information you acquired through your research. Thus, as you are writing your paper, keep careful track of where you have obtained each piece of information. You may use either footnotes or a parenthetical reference format such as MLA. If you use footnotes you do not need to supply a bibliography. If you use parenthetical references, you will need to append a reference sheet with full bibliographic citations for each of the sources cited.