

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	<b>School of Historical, Philosophical and Religious Studies</b>
Prefix: <b>HST</b>	Number: <b>306</b>	Title: <b>Studies in US History (Outlaws, Indians &amp; Ladies of the West)</b>	Units: <b>3</b>

Course description:

Is this a cross-listed course? No If yes, please identify course(s): \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** *Historical Awareness - H*

**Mandatory Review: Yes**

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

**Area proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Marissa Timmerman E-mail [Marissa.R.Timmerman@asu.edu](mailto:Marissa.R.Timmerman@asu.edu) Phone 480-727-4029

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Richard Amesbury Date: 10/23/2019

Chair/Director (Signature): 

## Rationale and Objectives

### Arizona State University Criteria Checklist for HISTORICAL AWARENESS [H]

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

#### Historical Awareness [H] Page 2

**Proposer: Please complete the following section and attach appropriate documentation.**

**ASU--[H] CRITERIA**

**THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:**

YES	NO		Identify Documentation Submitted
Yes —	—	1. History is a major focus of the course.	Course Description of Syllabus.
Yes —	—	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Course Description of Syllabus.
Yes —	—	3. There is a disciplined systematic examination of human institutions as they change over time.	Course Description of Syllabus
Yes —	—	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Course Description of Syllabus.
		<p><b>THE FOLLOWING ARE NOT ACCEPTABLE:</b></p>	
		<ul style="list-style-type: none"> <li>• Courses that are merely organized chronologically.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses whose subject areas merely occurred in the past.</li> </ul>	

Explain in detail which student activities correspond to the **specific** designation

criteria. Please use the following organizer to explain how the criteria are being met.

Course Prefix	Number	Title	General Studies Designation
HST	306	Outlaws, Indians & Ladies of the West	H
<b>Criteria (from checksheet)</b>	<b>How course meets spirit (contextualize specific examples in next column)</b>		<p><b>Please provide detailed evidence of how</b></p> <p><b>course meets criteria (i.e., where in syllabus)</b></p>
1.	Shows the development of the West after the Civil War to the 20 <sup>th</sup> Century analyzing events and personal leadership and the way conflicts earlier in the period over territory and culture caused the conflicts of later periods.		<p>See for example weeks 1 and 2, which show the arrival of settlers in mass numbers after the Civil War, as well as the consequences of barbed wire, Modern guns, and the political structures of the US.</p> <p>Other weeks explore, for example, the Battle of Little Big Horn and its emergence from early conflicts.</p> <p>Weeks such as 11 and 12 explore the way events Penetrate cultural memory, so that historical events Inform arguments over national identity.</p>

<p>2.</p>	<p>Course shows how human leadership &amp; decision making developed the West through events such as the trial against the Earps after the OK Corral shootout.</p>	<p>See Course Description and Syllabus,        Aug 29 lecture, "Cattle Drives, Bill Pickett,        Charles Goodnight &amp; Texas," Week 14, Chief        Joseph's decisions as a result of factors        Including demography, cultural survival,        And economic viability.</p>
<p>3.</p>	<p>Students explore changing human institutions, using historical analysis of events, like law &amp; order from tribal light horse to "no guns" town ordinances, circuit Deputy Marshals, federal judges &amp; laws in Congress impacting the West.</p>	<p>See Oct 1 lecture p. 2 of Syllabus, "Indian Territory &amp; the Hanging Judge of Ft Smith,"        October 22, the development of an individual        From outlaw to lawman, weeks 15-16, the        Romanticization of the outlaw West as formal</p>

		legal structures are imposed. Emphasis throughout is on change over time.
4.	We explore relationship between ideas of Manifest Destiny & westward movement, events such as the Oregon Trail migration and the Donner Party, and objects such as guns, wagon design, etc., -- all interact to create communities and conflicts.	See Aug 22 lecture on The development of weaponry, Aug 27 lecture, "Donner Party, Wagon Trains & Western Trails," and September- October weeks on changing roles of women inside and outside conventional domesticity.

## HST 306 - **Topic:** Outlaws, Indians & Ladies of the West

### Course Description

Specialized topics in United States history. Explores regions, cultures, and issues in history, and their interpretation in historical scholarship.

#### LIST OF REQUIRED READINGS/BOOKS

Robert L. Foster, "Working on the Railroad the Chinese Way," *Wild West* (June 2010), 38-45.

Richard Etulain, "Annie Oakley," in *By Grit and Grace: Eleven Women Who Shaped the American West*, edited by Glenda Riley and Richard Etulain.

Frederick Jackson Turner, "The Significance of the Frontier in American History," in Frederick Jackson Turner, *The Frontier in American History* (New York: Henry Holt and Company, 1921).

Mary M. Stolberg, "Politician, Populist, Reformer: A Reexamination of 'Hanging Judge' Isaac C. Parker," *Arizona Historical Quarterly* 47, No. 1 (1988): 3-28.

Paula Petrik, "Capitalists with Rooms: Prostitution in Helena Montana, 1865-1900," *Montana: Magazine of Western History* 31, No. 2 (Spring 1981): 28-41.

Candace Walsh, "Phony on the Range" *New Mexico Magazine* (October 2013).

#### TEXTBOOKS:

~Dee Brown, *The American West* (New York, et al: Simon and Schuster, 1994), ISBN 0-684-80441-7  
Paperback

~Richard W. Etulain and Glenda Riley, eds., *With Badges and Bullets: Lawmen and Outlaws in the Old West* (Golden: Fulcrum Publishing, 1999), ISBN 1-55591-433-0  
Paperback

~James Reasoner, *Draw: The Greatest Gunfights of the American West* (New York: Berkley Books, 2003), ISBN 0-425-19193-1  
Paperback

### Syllabus

Prof. D. Fixico  
Donald.Fixico@asu.edu  
Coor 4576, 727-9082  
Office Hrs: T & R 12:00-1:15 & by apt.

Mr. Patrick Burt  
Teaching Assistant  
Coor 4565, pburt@asu.edu  
Of Hrs: M 12:00-1:30, T 11:30-1:00

### **"OUTLAWS, INDIANS AND LADIES OF THE WEST"**

HST 306, Sch Line 90501, TR 10:30-11:45, Room LiBC 14

COURSE DESCRIPTION: The course addresses the myth and reality of the Wild West involving outlaws, Indians and women. In a series of case studies involving Americans, Indians, Mexicans, and African Americans, various topics address the conflicts and cultural exchanges of philosophies, religions, ethics, and worldviews. The course examines how early newspapers, dime novels and early literature depicted western heroes as well as what they wore and their tools had to be redesigned to meet the demand western environment. Ethnographic and historical analysis are tools of inquiry to demonstrate how individuals living in the West perceived things, used their logic and their distinct personalities in making decisions that made western history dynamic are objectives of the course.

#### TEXTBOOKS:

~Dee Brown, *The American West* (New York, et al: Simon and Schuster, 1994), ISBN 0-684-80441-7  
Paperback

~Richard W. Etulain and Glenda Riley, eds., *With Badges and Bullets: Lawmen and Outlaws in the Old West* (Golden: Fulcrum Publishing, 1999), ISBN 1-55591-433-0 Paperback

~James Reasoner, *Draw: The Greatest Gunfights of the American West* (New York: Berkley Books, 2003), ISBN 0-425-19193-1 Paperback

**GRADING SYSTEM:** Three grades will be averaged equally for the final grade, based on three exams. Approximately one week before each exam, or earlier, a study guide of 50 important terms, themes, and a dozen sample essay questions will be handed out.

Each exam will consist of two parts: The first part will be 20 fill in the blank answers from the 50 terms that I will select from the Study Guide. Each answer is worth three points for 60% of the exam. The second part of the exam is responding to 1 of 2 essay questions worth 40 points (40% of the exam) [write at least 2 or more pages using facts, themes and analysis]

There is an extra credit opportunity for up to ten points before each exam. It is writing a 3-4 page double space essay on the assigned topic.

The **First Essay**, "Three Individuals Who Made the Wild West," is **due Sep 17**.

The **Second Essay**, "Three Things that Changed the West," is **due October 22**.

The **Third Essay**, "These Three Films Defined the Old West," is **due November 19**.

Submit a hard copy of 3-4 pages on the date when it is due. In each essay, compare and contrast your choices to **make an argument based on facts, themes and analysis**. The correct optional short essay needs to be turned on the due date, and there is no credit if you turn in the wrong essay, or if you turn it in late.

**ACADEMIC INTEGRITY:** Plagiarism "means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately." (From the Provost website <http://provost.asu.edu/academicintegrity>)

**Class Attendance is expected** in this course for understanding themes and concepts, thus affecting your grade as well as participation in class discussions. **The Make-Up Exam Policy is that there will be no make-up exams**, (only with the exception of a doctor's written excuse). 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; Below 60 = E. There are no pluses and minuses for the final course grades.

## **LECTURE TOPICS**

Aug 22 "Course Introduction of the Wild West and Assignments"

"The Bow & Arrow, Six-Gun Peacemaker & Real West"

Read Brown, Ch. 12.

Fastest Gun, 4:17 <http://www.wimp.com/fastestgunman/>

Aug 27 "Donner Party, Wagon Trains & Western Trails"

Read Brown, Ch. 1.

Show American Experience, Donner Party DVD Fall 35 mins.

Aug 29 "Cattle Drives, Bill Pickett, Charles Goodnight & Texas"

Read Brown, Ch. 3.

View Wild West Tech: Six-Shooter DVD 1<sup>st</sup> 35 mins.

Sept 3 "Cynthia Ann Parker and the Comanches"



Read Brown, Chs. 6 & 7.

Sep 5 "Bass Reeves, Deputy Marshal of Indian Territory"  
Show 6:32 Bass Reeves film – Lawless (2013) youtube.

Sep 10 "Annie Oakley: Little Miss Sure Shot"  
Read Richard Etulain, "Annie Oakley," in *By Grit and Grace: Eleven Women Who Shaped the American West*, edited by Glenda Riley and Richard Etulain.  
Youtube 10:40 Annie Oakley Part3x [https://www.youtube.com/watch?v=H4\\_xLjficFM](https://www.youtube.com/watch?v=H4_xLjficFM)

Sep 12 "Sam Bass-Texas Rangers & Augustine Chacon–Arizona Rangers"  
Show 9:21 mins youtube: The Sam Bass Gang First Train Robbery  
Read Reasoner, Part 2, Ch. 5.

Sep 17 "Showdown at O.K. Corral: Wyatt Earp & Doc Holiday"  
Read Reasoner, Part 1, Ch. 2; Etulain & Riley, Ch. 1, 5.  
Show "Tombstone" DVD (part of gunfight).  
**1<sup>st</sup> Optional Extra Credit Essay is DUE in class, turn in hard copy only.**

Sep 19 "Faro Gambler Charles Cora, 49ers & Poker Alice"  
No reading.  
Show History Gambling Tech DVD 1<sup>st</sup> 15 mins Riverboat.

Sep 24 "Billy the Kid & Poet Robber Black Bart"  
Read Brown, Ch. 22; Reasoner, Part 5, Ch. 3; Etulain & Riley, Chs. 3, 7.  
Show "Wild West Outlaws: Billy the Kid" DVD

Sep 26 FIRST EXAM

Oct 1 "Indian Territory & The Hanging Judge of Fort Smith"  
Read Mary M. Stolberg, "Politician, Populist, Reformer: A Reexamination of 'Hanging Judge' Isaac C. Parker," *Arizona Historical Quarterly* 47, No. 1 (1988): 3-28. Canvas.  
View "True Grit" DVD first 20 mins.

Oct 3 "Henry Starr and Belle Starr, Queen of the Outlaws"  
Read Etulain & Riley, Ch. 8; Reasoner, Part 4, Ch. 3.

Oct 8 "The Lone Ranger and Tonto & Joaquin Murrieta, The Fox"  
Read Etulain & Riley, Ch. 6, "Joaquin Murrieta."  
Show The Lone Ranger: Who Was the Masked Man? DVD 10 mins

Oct 10 "Wild Bill Hickok & Calamity Jane"  
Read Reasoner, Part 5, Ch. 4; Part 6, Ch. 2; Etulain & Riley, Ch. 2.  
Show Wild West Tech: Deadwood DVD.

Oct 12-15 – FALL BREAK NO CLASS

Oct 17 - NO CLASS

- Oct 22 “The Daltons from Lawmen to Outlaws”  
 Read Reasoner, Part 2 Ch. 2.  
 Show “Wild West Outlaws: The Dalton Gang” all 45 mins.  
**2nd Optional Extra Credit Essay is DUE in class, turn in hard copy only.**
- Oct 24 “Miss Laura and The Red Night Life of the West”  
 Read Paula Petrik, “Capitalists with Rooms: Prostitution in Helena Montana, 1865-1900,” *Montana: Magazine of Western History* 31, No. 2 (Spring 1981): 28-41. Canvas.  
 Show Wild West Tech: Brothel DVD 1<sup>st</sup> 30 mins
- Oct 29 “Deadliest Gunfighter, John Wesley Hardin of Texas”  
 Read Reasoner, Part 5, Ch. 4.  
 Show “Wild West Outlaws: John Wesley Hardin” 1st 16 mins.
- Oct 31 SECOND EXAM
- Nov 5 “Apache Campaign & Final Surrender of Geronimo”  
 Read Brown, Ch. 26.  
 Show “Great Indian Wars,” Ch. 5 DVD.
- Nov 7 “Frank and Jesse James and the Youngers”  
 Read Etulain & Riley, Ch. 9.  
 Show “Wild West Outlaws: Jesse James” first 25 mins.
- Nov 12 "Crazy Horse, Custer & The Little Bighorn"  
 Read Brown, Chs. 14 & 15.  
 Show “Great Indian Wars,” Ch. 4 DVD.
- Nov 14 " Butch Cassidy & The Sun Dance Kid”  
 Read Reasoner, Part 4, Ch. 1  
 Show “Wild West Outlaws: The Sundance Kid”
- Nov 19 “Sand Creek & Black Kettle and I will Fight No More: Chief Joseph”  
 Read Brown, Chs. 18 & 19.  
**3rd Optional Extra Credit Essay is DUE in class, turn in hard copy only.**
- Nov 21 " The Ghost Dance & Wounded Knee”  
 Read Brown, Ch. 27.
- Nov 26 “Wild West Shows and Buffalo Bill Cody”  
 Read Brown, Ch. 28.
- Nov 28 THANKSGIVING DAY – NO CLASS
- Dec 3 “John Wayne or Clint Eastwood”  
 No reading.  
 Show “True Grit” 1st 20 mins & “Hang ‘em High” 1st 15 mins
- Dec 5 “Karl May’s Old Shatterhand and Winnetou”  
 Read Candace Walsh, “Phony on the Range” *New Mexico Magazine*, Oct 2013, Canvas.  
 Show “Winnetou III Trailer 1965, 2:52 mins youtube.

Dec 10 FINAL EXAM, Tuesday, 9:50-11:40 a.m. in LibC 14.

James Reasoner, *Draw: The Greatest Gunfights of the American West* (New York: Berkeley Books, 2003).

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