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Registrar

**Washington State University**  
**MAJOR CURRICULAR CHANGE FORM -- COURSE**  
 (Submit original signed form and ten copies to the Registrar's Office, zip 1035.)  
 See [www.ronet.wsu.edu/ROPubs/](http://www.ronet.wsu.edu/ROPubs/) for this form.

Required Effective Date: <u>08/15/2011</u> (effective date cannot be retroactive)	<input checked="" type="checkbox"/> New course <input type="checkbox"/> Temporary course <input type="checkbox"/> Drop service course <input type="checkbox"/> There is a course fee associated with this course <a href="http://www.schedules.wsu.edu/Schedules/Apps/CourseFees.ASP">http://www.schedules.wsu.edu/Schedules/Apps/CourseFees.ASP</a>
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| <input type="checkbox"/> Variable credit _____<br><input type="checkbox"/> Increase credit (former credit _____)<br><input type="checkbox"/> Number (former number _____)<br><input type="checkbox"/> Crosslisting (between WSU departments)<br>(Must have both departmental signatures)<br><input type="checkbox"/> Conjoint listing (400/500)<br><input type="checkbox"/> Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)<br><input type="checkbox"/> Request to meet GER in _____ (Must have GenEd Committee Approval) <input type="checkbox"/> Fulfills GER lab (L) requirement<br><input type="checkbox"/> Professional course (Pharmacy & Vet Med only) <input type="checkbox"/> Graduate credit (professional programs only)<br><input type="checkbox"/> Other (please list request) _____ | <input checked="" type="checkbox"/> Repeat credit (cumulative maximum <u>9</u> hours)<br><input type="checkbox"/> Lecture-lab ratio (former ratio _____)<br><input type="checkbox"/> Prefix (former prefix _____)<br><input type="checkbox"/> Cooperative listing (UI prefix and number _____)<br>taught by: WSU <input type="checkbox"/> UI <input type="checkbox"/> jointly taught <input type="checkbox"/><br><input type="checkbox"/> S, F grading |
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HIST	524	Seminar in the American West
course prefix	course no.	title

03				graduate standing
credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite

Description (20 words or less) Research seminar in the history of the American West.

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Instructor: <u>Peter Boag</u>	Phone number: <u>335-0182</u>	Email: <u>boag@wsu.edu</u>
Contact: <u>same</u>	Phone number: _____	Email: _____

- Please attach rationale for your request, a detailed course outline/syllabus and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

<u></u> Chair/date	<u>2/26/10</u> Dean/date	<u>Carol Long 4-7-10</u> General Education Com/date
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_____ Chair (if crosslisted/interdisciplinary)*	_____ Dean (if crosslisted/interdisciplinary)*	_____ Graduate Studies Com/date
_____ All-University Writing Com/date	_____ Academic Affairs Com/date	_____ Senate/date

**\*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.**

### **New Course Proposal Rationale/Justification:**

**Course Prefix/Title:** HIST 524 Seminar in the American West

**Catalog Description:** Research seminar in the history of the American West

#### **Rationale for Repeatable Credit:**

- the exact content of the course, which we plan to offer on a yearly basis, will vary from year to year – the actual content will be determined by HIST 520, the readings course that precedes HIST 524 in the semester immediately before -- thus students who are permitted to repeat the course will not be taking the same course again.

The included sample syllabus is only one example of a HIST 524 Research Seminar in the history of the American West. This syllabus depicts a course devoted to researching the history of sexuality and gender in the American West.

Topics to which HIST 524 would be devoted in other years include "The Great Depression and World War II in the American West," "Borderlands and the American West," "The Atomic West," "The Environment in the Modern U.S. West," "Western Gold Rush Society," "Asians and the American West, 1848 to 1965," "The American Frontier in History and Thought," "Conservatism in the Post-World War II American West."

- the history department has adopted graduate program revisions in the fall of 2009. Under the new graduate program, US West is now a "primary" field for doctoral students. Those who declare the US West as a primary field will be writing their dissertations in this field. These students should be able to have access to this course more than once during their course of study to prepare for their dissertations, but also because the history department's graduate requirements currently require students, depending on their degree programs, to take at least 6 credit hours of field courses. That requirement also justifies repeatable credit for HIST 524.

### **Enhanced Justification**

#### **1. Explicit statement regarding faculty load and use of/impact on faculty resources.**

This course (HIST 524) is part of a new year-long sequence (HIST 520-524) that the WSU history department is making available specifically for graduate students who take western American

history as their primary field, though other graduate students working in US history can take this course. The proposer of the HIST 524 course and the HIST 520-524) sequence is a new hire who occupies a newly created line designed specifically to bolster western American and Pacific Northwestern history and studies in the history department graduate program. HIST 524 (and HIST 520-524) will be part of the proposer's regular rotation, and thus will not take him from any extant teaching duties. He will, however, on occasion share teaching responsibilities of this course and sequence with some other members of the history department who have expertise in the history of the American West. When that happens, the course proposer will be assigned other teaching duties at either the undergraduate or graduate level. Therefore, there is no negative impact on faculty resources in offering this new course and its sequence.

## **2. Statement on how the request strengthens priority areas within the department and/or college; strategic goals.**

This course enhances (1) the history department's internal goals for graduate education generally, (2) the history department's goal of boosting its external profile as a department training graduate students in the history of the American West and the Pacific Northwest, and (3) the course addresses a number of goals laid out in the College of Liberal Arts' Strategic Plans.

### **Department level:**

- One of the strengths of the WSU history department has long been the production of MA's and Ph.D.s in American history. This course generally supports that tradition. Additionally, the History Department recently hired an endowed chair – the Columbia Chair – in the history of the American West specifically to help lead it in building its program in that area. HIST 524 will be part of the Columbia Chair's regular course rotation. The course will add to the department's profile as a program that promotes the study of the history of the American West and the history of the Pacific Northwest. All this is part of the history department's goal of attracting more graduate students to our institution who will work in these areas.
- In the fall of 2009, the WSU history department adopted revisions to its graduate program that now make the US West one of the primary fields that a graduate student can specialize in. HIST 524 (and the sequence HIST 520-524) serve as the basic American West graduate courses that sustain this newly created primary field.

### **College/University:**

- The College of Liberal Arts (CLA), WSU, and the WSU Foundation have invested heavily in the creation of the Columbia Chair in the History of the American West specifically to enhance programs in western American history. Thus, the creation of graduate courses in western American history that the Columbia Chair will regularly teach is logically supportive of CLA's, WSU's, and the Foundation's interests in promotion western history and studies at the graduate level.
- CLA has a stated goal to improving graduate education with a priority of **"increas[ing] recruitment and enrollment of top-quality graduate students"** and **"increas[ing] initial placement rate of graduates into tenure-track positions at AAU institutions and other prestigious public organizations."** The history department sees the creation of HIST 524 (and its related HIST 520) as serving to help fulfill these goals. Few universities in the American West, and none currently in the Pacific Northwest, have history departments with the potential that has the history department at WSU for developing a world class program in western American studies, thus making it attractive to the best graduate students who wish to pursue work in that field. WSU's history department, in part through the creation of HIST 524 (and its related HIST 520) will thus be introducing one of the premiere programs in western American and Pacific Northwest history in the country.
- CLA's theme of **just and sustainable societies, policies, and practices** – The American West is a region with a history made turbulent by a multiplicity of social and environmental challenges as those who lived in the region attempted to improve their lives, sometimes at the expense of others and of nature. Issues of race, class, gender, labor, the environment, sexuality, international relations, politics, violence, and so on are at the heart of the region's history. HIST 524 as a matter of course takes up the study of the social and historical contexts of the barriers put up and taken down in the West in varied attempts to promote social justice and sustainability. Examples of specific topics in these regards that HIST 524 will consider over the years and in any one year include race relations (Jim Crow, Japanese American internment, Chinese Exclusion, and Native American issues); environmental degradation, rehabilitation, and politics (atomic waste and nuclear testing, wildlife preservation, old growth forests and clear-cutting, mining and toxic tailings); violent interpersonal relations to societal warfare (Mexican-American War, Indian wars, crime and law enforcement); and political discord (the Sage Brush rebellion, the Aryan Nation and the KKK, religious fundamentalism and gay rights, environmentalists versus natural resource developers).
- CLA's theme of **cultural understanding and enhancing international and intercultural**

**relations** – As a matter of course, HIST 524 will take up issues of intercultural relations in the history of the American West (e.g., race relations, conservatism and liberalism, gender history) and the history of international relations and the region (e.g., the present and historical borderlands of the West, such as between Native Americans and Europeans, between different European nations, and between the U.S. and various European and Asian nations).

- CLA's theme of **social, cultural and psychological impacts of human health** – in years when the theme of the course involves the environment (e.g., natural resource development, or the nuclear West, or labor, or wildlife preservation, rehabilitation, and reintroduction), HIST 524 will speak directly to this CLA theme's interest in gauging environmental hazards to human health, productivity, and quality of life.

**SAMPLE SYLLABUS**  
**HIST 524: Seminar in the American West**

**NOTE:** The content of this class changes from year to year as it is a research seminar in the American West. Offered in the spring semester, it follows and grows out of HIST 520 (also under proposal) offered in the fall semester and which has a content that changes year to year. This syllabus provides an example of how this course might be taught should the subject matter be gender and sexuality in the American West

Professor Peter Boag  
Office: Wilson-Short 323  
Office Hours:  
Office Phone: 335-0182  
email: [boag@wsu.edu](mailto:boag@wsu.edu)

**COURSE DESCRIPTION & OBJECTIVES:** HIST 524 is designed to help graduate students develop their skills as professional historians engaged in primary source research and in writing original works. It also provides graduate students the opportunity to begin working on their MA theses and Ph.D. dissertations.

**The precise theme of HIST 524 varies from year to year.** This semester we will take as our theme gender and sexuality in western American history. Students will consider some exemplary books and articles on the history of gender and sexuality in frontier and western history. Students will examine how other professional scholars have defined their topics and theses, what they have decided is relevant and irrelevant to their projects, what they have used for primary sources in their research, how they have integrated their work into the available secondary literature, and what they have actually contributed as original scholarship to the larger historical discipline. Students will also research and write their own original papers during the course of the semester. The paper will be based on primary sources, but grounded in secondary literature. The nature and availability of both primary and secondary sources will be discussed in greater detail as the semester advances.

**READINGS:**

Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*  
Albert Hurtado, *Intimate Frontiers: Sex, Gender, and Culture in Old California*  
Pablo Mitchell, *Coyote Nation: Sexuality, Race, and Conquest in Modernizing New Mexico, 1880-1920*  
Nan Boyd, *Wide-Open Town: A History of Queer San Francisco to 1965*  
Beth Bailey, *Sex in the Heartland*  
Will Roscoe, "Was We'wha a Homosexual?: Native American Survivance and the Two-Spirit Tradition"  
Sylvia Van Kirk, "The Role of Native Women"  
Paula Petrik, "Prostitution in Helena"



Peter Boag, "Go West Young Man, Go East Young Woman"

Peter Boag, "Thinking Like Mount Rushmore"

**ASSIGNMENTS:** (1) Attendance and participation during weeks when class meets are requisite for successful completion of the course. (2) You will research and write an original research paper on some aspect of the history of gender and/or sexuality of the frontier/American West. The paper will be in the form of an article that you could conceivably submit to a journal for publication or might even use as a chapter in a dissertation or thesis. The paper will be about 20-25 pages in length and will have notes and a bibliography.

There are several steps that course participants will follow as they develop their papers:

1. Identify a topic for research that is narrow enough so that it might appropriately be addressed in a 20-25 page paper.
2. Prepare a short prospectus and a bibliography for your paper. The prospectus will include the statement of the thesis/question/problem you will examine, a commentary on the primary sources available, a consideration of secondary sources related to the topic and how your proposal will differ from them, and a rough sketch of the final paper's contents and layout. DUE \_\_\_\_\_
3. Write a near finished draft of your paper---DUE \_\_\_\_\_ I will work feverishly to return it to you during the next week and we will make appointments for individual consultations for that week.
4. Submit a revised version of your paper that will draw from and respond to my comments and recommendations for further revision. If you work in WORD, you may submit an electronic version of your paper to me and I will respond to it through the tracking changes tool.

**GRADING:**

Participation in class discussion: 30%

Bibliography and Prospectus: 15%

Research paper: 55% (All revised papers submitted on November 8 must be revised and resubmitted according to my recommendations. If the revised version is substantially better than the paper submitted on \_\_\_\_\_, the grade earned on the \_\_\_\_\_ will be supplanted by the higher grade; otherwise the grade earned on the paper submitted on \_\_\_\_\_ will stand.)

Grades will be based on the following scale: A = 93.1% +; A- = 93-90%; B+ = 89.9-87.1%; B = 87-83.1%; B- = 83-80%; C+ = 79.9-77.1%; C = 77-73.1%; C- = 73-70%; D+ = 69.9-67.1%; D = 67-63.1%; D- = 63-60%; F = below 60.

**PARTICIPATION/ILLNESS/EMERGENCIES:** Participation is a necessary part of this course. It constitutes 30% of the final grade. If you are ill or have an emergency that interferes with class, you must leave a message (in advance if possible) for Professor Boag. Late papers and assignments are not accepted, unless there is an emergency or an illness. In either case, you

must have written evidence documenting the emergency and, in the case of an illness, from a physician.

#### COURSE SCHEDULE:

Week	1	Introduction to class Readings: Hurtado, <i>Intimate Frontiers</i> Discussion: Choosing a Topic
Week	2	Readings: Articles Roscoe, "Was Whe-wa a Homosexual?" Van Kirk, "The Role of Native Women" Petrik, "Prostitution in Helena" Boag, "Go West Young Man, Go East Young Woman" Boag, "Thinking Like Mount Rushmore" Discussion: Choosing a Topic continued
Week	3	Readings: Mitchell, <i>Coyote Nation</i> Discussion: The Prospectus
Week	4	Library Seminar with Lou Vyhnaneck, History bibliographer, and Trevor Bond, MASC
Week	5	Readings: Boyd, <i>Wide Open Town</i> Discussion: The Bibliography
Week	6	Readings: Bailey, <i>Sex in the Heartland</i>
Week	7	NO CLASS <b>Due: prospectus due</b>
Week	8	individual consultations
Week	9	work on research
Week	10	work on research and writing
Week	11	Due: draft
Week	12	individual consultations
Week	13	work on final drafts
Week	14	work on final drafts
Week	15	individual consultations



Week 16 Due: Final Paper. Class meets to discuss outcomes.

**DISABILITY STATEMENT:** Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the Disability Resource Center (DRC) in Administration Annex 206 (Tel. 335-1566)

**ACADEMIC DISHONESTY:** Plagiarism and cheating of any kind on any assignment or exam will not be tolerated and will result in a failing grade for the course. You should also familiarize yourself with the Office of Student Conduct's Academic Dishonesty policy at <http://conduct.wsu.edu/pages/404.asp?404>; <http://conduct.wsu.edu:80/Al>

006  
**Devine, Lisa**

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**From:** Oakley, Christine Kay  
**Sent:** Thursday, September 09, 2010 12:42 PM  
**To:** Parker, Jane; Devine, Lisa; Evans, Marc A.; Fotopoulos, Stergios B; Johnson-Shull, Lisa Ann; Wherland, Scot; Zlatos, Christy; Edwards, Charlie; Oakley, Christine Kay  
**Subject:** FW: Catalog Subcommittee  
**Attachments:** HIST 520 sample syllabus.pdf; HIST 524 sample syllabus.pdf

Here are the corrected syllabi from the two history courses we passed on a contingent basis. I recommend "de" contingentize them and moving them on to Grad Studies.

See you in a few.

Chris

Christine K. Oakley MPH PhD  
Assistant Clinical Professor  
Department of Sociology  
Washington State University - Pullman

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[coakley@wsu.edu](mailto:coakley@wsu.edu)  
(509) 335-5031  
(509) 335-6419 FAX

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**From:** Boag, Peter  
**Sent:** Thursday, September 09, 2010 8:43 AM  
**To:** Oakley, Christine Kay  
**Subject:** RE: Catalog Subcommittee

Dear Chris –

I am pleased to see this is moving forward. I am sending VIA CAMPUS MAIL the revised syllabi you requested (thanks for including the links and attachments for the proper statements). You will probably get these in a few days, but I am also attaching both syllabi as .pdf, should you want them sooner.

Kind regards,  
Peter (History)

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**From:** Oakley, Christine Kay  
**Sent:** Wednesday, September 08, 2010 8:02 PM  
**To:** Boag, Peter  
**Subject:** Catalog Subcommittee

Hi Dr. Boag,

The Catalog Subcommittee reviewed your requests for HIST 520 and 524. We passed them contingent upon receiving copies of new syllabi for each course that include the following:

- The University's mandatory "safety" statement (see attached example)
- An updated Disability Resource Center statement: see <http://drc.wsu.edu/default.asp?PageID=1799>
- A grade scale with the D- deleted (since WSU does not issue the D- grade)

Thanks. The committee meets every Thursday at 1pm. As soon as I receive these two syllabi, we will send your requests to the Grad Studies Committee for review. Let me know if you have any questions.

Chris

BTW – Please send just the syllabi and not the CLA justification information.

Christine K. Oakley MPH PhD  
Assistant Clinical Professor  
Department of Sociology  
Washington State University - Pullman

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[coakley@wsu.edu](mailto:coakley@wsu.edu)  
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**WASHINGTON STATE UNIVERSITY SAFETY STATEMENT:** Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, <http://safetyplan.wsu.edu>. It is highly recommended that you visit this web site as well as the University emergency management web site at <http://oem.wsu.edu/emergencies> to become familiar with the information provided.