

005
RECEIVED
APR 12 2010
WSU 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/ for this form.

Required Effective Date: 08/15/2011 ☒ New course ☐ Temporary course ☐ Drop service course
(effective date cannot be retroactive) ☐ There is a course fee associated with this course
<http://www.schedules.wsu.edu/Schedules/Apps/CourseFees.ASP>

- ☐ Variable credit ☒ Repeat credit (cumulative maximum 9 hours)
☐ Increase credit (former credit) ☐ Lecture-lab ratio (former ratio)
☐ Number (former number) ☐ Prefix (former prefix)
☐ Crosslisting (between WSU departments) ☐ Cooperative listing (UI prefix and number)
(Must have both departmental signatures) taught by: WSU ☐ UI ☐ jointly taught ☐
☐ Conjoint listing (400/500) ☐ S, F grading
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in (Must have GenEd Committee Approval) ☐ Fulfills GER lab (L) requirement
☐ Professional course (Pharmacy & Vet Med only) ☐ Graduate credit (professional programs only)
☐ Other (please list request)

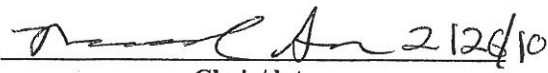

HIST 520 Field Course in the American West
course prefix course no. title

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

Description (20 words or less) Readings and interpretive problems in the history of the American West.

Instructor: Peter Boag Phone number: 335-0182 Email: boag@wsu.edu
Contact: same 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.

 2/24/10  4-7-10
Chair/date Dean/date General Education Com/date

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 520 Field Course in the American West

Catalog Description: Readings and interpretive problems 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, thus students who are permitted to repeat the course will not be taking the same course again.

The included syllabus is an example of HIST 520 Field Course in the American West dedicated to the study of the impact of the Great Depression and World War II on the region.

Subsequent years would have topics such as "Women and Gender 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 examined in it to be advanced to candidacy for their Ph.D.s. Therefore, these students should be able to have access to this course more than once during their course of study. We propose allowing them to take this course 3 times (it will be offered once a year) as in their third year they will be finishing course work, taking preliminary exams, and proposing their dissertation topics to their committees.
- 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 520.

Enhanced Justification

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

This course (HIST 520) 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 and other fields can take this course as well. The proposer of the HIST 520 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 our graduate program. This course and this sequence will be part of his 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 with an expertise in the US West. When that happens, the course proposer will be assigned other teaching 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 520 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 520 (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 520 (and its related HIST 524) 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 520 (and its related HIST 524) 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 520 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 520 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 520 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 520 will speak directly to this CLA theme's interest in gauging environmental hazards to human health, productivity, and quality of life.

SAMPLE SYLLABUS
HIST 520: Field Course in the American West

NOTE: The content of this class changes from year to year as it is a Readings in the American West. This syllabus provides an example of how this course might be taught should the subject matter be the American West in the Great Depression and World War II

Professor Peter Boag
Office: Wilson-Short 323
Office Hours:
Office Phone: 335-0182
email: boag@wsu.edu

COURSE DESCRIPTION & OBJECTIVES: HIST 520, Field Course in the American West, is a graduate-level readings course that considers major events and interpretive problems in the history of the American West. The course is designed to prepare students for their qualifying exams in the field of the American West by (1) introducing them to historiography, (2) helping them achieve knowledge of the field, and (3) exposing them to mock-written exams.

The precise topic of the course varies from year to year. This fall we will consider the American West in the Great Depression and World War II. Those events are generally considered to be the pivotal events that shaped modern American, indeed world, history. In the U.S., for example, what historians broadly refer to as the welfare/warfare state crystallized at this time. Additionally, other trends that shaped the remainder of the twentieth century (for example, the tilt of political and economic power and the center of population in the country toward the South and West, the emergence of the military-industrial complex, the development of Civil Rights consciousness, and so on) also took shape in the years from 1930-1945. Not only did the Depression and World War II shape the decades that came after them, they also brought to conclusion a turbulent era, beginning in about 1870, of labor strife, economic uncertainty, laissez-faire industrial capitalism, imperial expansion, and years of warfare.

There are, then, many ways that one might approach a course on the Great Depression and World War II and the U.S. This spring, we will focus our attention on the impact that the Depression and the War had specifically on the American West. As a readings course, we will consider both newer and older (what might be called "classic") monographs and article-length pieces devoted to the history of the American West from the time of the crash of the stock market to the end of the Second World War. Some of the books we look at, however, move well beyond just the Depression and World War II years and the West itself in order to give us broader perspectives on how those events not only shaped the western region, but the nation as a whole. Our goals are to familiarize ourselves with historiography and historical debates, to gain knowledge of the topic, to develop our critical reading and writing skills, to learn the basics of writing book reviews, and to learn how to write graduate-qualifying examinations.

READINGS:

- David M. Kennedy, *The American People in the Great Depression: Freedom from Fear, Part I* (New York: Oxford University Press, 1999).
- William H. Mullins, *The Depression and the Urban West Coast, 1929-1933: Los Angeles, San Francisco, Seattle and Portland* (Bloomington: Indiana University Press, 1991)
- Donald Worster, *Dust Bowl: The Southern Plains in the 1930s* (New York: Oxford University Press, 1979, 2004)
- William Cronon, "A Place for Stories: Nature, History, and Narrative," *Journal of American History* 78 (4) 1992: 1347-1376
- Richard Lowitt, *The New Deal and the West* (University of Oklahoma Press, 1984)
- David K. Adams, "New Deal, New Frontiers and Borderlands, *European Contributions to American Studies* 58 (2004): 155-171.
- Catherine McNicol Stock, *Main Street in Crisis: The Great Depression and the Old Middle Class on the Northern Plains* (Chapel Hill: University of North Carolina Press, 1992)
- Suzanne Forrest, *The Preservation of the Village: New Mexico's Hispanics and the New Deal* (Albuquerque: University of New Mexico Press, 1989, 1998)
- Kenneth William Townsend, *World War II and the American Indian* (Albuquerque: University of New Mexico Press, 2000)
- Mindy J. Morgan, "Constructions and Contestations of the Authoritative Voice: native American Communities and the Federal Writers' Project, 1935-41," *American Indian Quarterly* 29 (1-2) 2005: 56-83.
- Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton, NJ: Princeton University Press, 2004)
- Alan Winkler, *Home Front U.S.A.: America during World War II* 2d ed. (Wheeling, IL: Harlan Davidson, 2000)
- Amy Kesselman, *Fleeting Opportunities: Women Shipyard Workers in Portland and Vancouver during World War II and Reconversion* (SUNY Press, 1994)
- Gerald Nash, *The American West Transformed: The Impact of the Second World War* (Lincoln: University of Nebraska, 1990)
- Marilyn S. Johnson, *The Second Gold Rush: Oakland and the East Bay in World War II* (University of California Press, 1993)
- Roger W. Lotchin, *The Bad City in the Good War: San Francisco, Los Angeles, Oakland, and San Diego* (Indiana University Press, 2003)
- Lon Kurashige, *Japanese American Celebration and Conflict: A History of Ethnic Identity and Festival in Los Angeles, 1934-1990* (Berkeley: University of California Press, 2002)
- Ronald Takaki, *Double Victory: A Multicultural History of America in World War II* (2000)
- John S. Westerlund, *Arizona's War Town: Flagstaff, Navajo Ordnance Depot, and World War II* (2003)
- Beth Bailey and David Farber, *The First Strange Place: Race and Sex in World War II Hawaii* (Johns Hopkins University Press, 1994)

ASSIGNMENTS: (1) Attendance and participation in weekly discussions are requisite for

successful completion of the course. (2) Writing assignments are weekly papers on readings in the form of book reviews. Papers should be typed, double spaced, paginated, and use standard margins and font. Book reviews will be no more than 1000 words in length. (3) A midterm and a final written exam are required. These exams are designed to help you prepare for and write on similar questions that may appear on your qualifying exams.

GRADING:

Weekly Attendance/Participation: 27%

Midterm Mock Qualifying Examination: 30%

Final Mock Qualifying Examination: 30%

Book Reviews: 13%

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: Attendance and participation are a necessary part of this course. In fact, they are necessary in order for the class to work. Therefore, attendance and participation constitute a significant portion 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 at 509-335-0182. 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.

WEEKLY READING & COURSE SCHEDULE:

Week 1 - The Great Depression and America. The goal is to provide ourselves a general and robust understand of the Great Depression in America generally — its causes, different responses to it by Herbert Hoover's and Franklin D. Roosevelt's administrations, various New Deal programs, the lasting and transformative changes brought to the country by the Depression and the New Deal, and how the economic crisis effected different regions of the country, not just the American West. Reading: David M. Kennedy, *The American People in the Great Depression: Freedom from Fear, Part I* (New York: Oxford University Press, 1999).

Week 2 - The Great Depression and the American West. This week we consider the years 1929-1933, the classic years of the "Great Depression" prior to the introduction of the New Deal in the U.S. and the American West. The goal is to learn about the ways in which the region, known mythically for its rugged individualism, responded in traditional and not so traditional ways to the enormous economic crisis that had befallen it and prior to the unprecedented help extended to it by the federal government through New Deal programs. Readings: William H. Mullins, *The Depression and the Urban West Coast, 1929-1933: Los Angeles, San Francisco, Seattle and Portland* (Bloomington: Indiana University Press, 1991)

- Week 3 - Coinciding with the Great Depression in the American West was severe drought and environmental deterioration. The most notable example of this was the Dust Bowl of the Southern Plains. This week is devoted to examining the history and historical interpretation of the Dust Bowl. Readings: Donald Worster, *Dust Bowl: The Southern Plains in the 1930s* (New York: Oxford University Press, 1979, 2004); William Cronon, "A Place for Stories: Nature, History, and Narrative," *Journal of American History* 78 (4) 1992: 1347-1376.
- Week 4 - The New Deal in the West. This week we consider the general parameters of the New Deal, its implementation, and the different effects it had across the region of the American West. Readings: Richard Lowitt, *The New Deal and the West* (University of Oklahoma Press, 1984); David K. Adams, "New Deal, New Frontiers and Borderlands," *European Contributions to American Studies* 58 (2004): 155-171.
- Weeks 5 and 6: The Great Depression and Western American Local History. During these two weeks we look at the ways in which historians have explored the effects of New Deal programs on two locales or communities in the American West. In the first we look at the effects of the New Deal in the Dakotas and in the second the successes and failures of the New Deal in stabilizing Mexican-American communities in New Mexico. Readings: Week 4 - Catherine McNicol Stock, *Main Street in Crisis: The Great Depression and the Old Middle Class on the Northern Plains* (Chapel Hill: University of North Carolina Press, 1992); Week 5 - Suzanne Forrest, *The Preservation of the Village: New Mexico's Hispanics and the New Deal* (Albuquerque: University of New Mexico Press, 1989, 1998)
- Week 7 - The Indian New Deal and Indians in World War II. Federal policy toward Native Americans dramatically changed with the implementation of the Indian New Deal. Momentous change for Native Americans continued with the opportunities provided in World War II. In Week 6 we examine the years 1933-1945 for Native Americans in the West and elsewhere in the U.S. Readings: Kenneth William Townsend, *World War II and the American Indian* (Albuquerque: University of New Mexico Press, 2000); Mindy J. Morgan, "Constructions and Contestations of the Authoritative Voice: native American Communities and the Federal Writers' Project, 1935-41," *American Indian Quarterly* 29 (1-2) 2005: 56-83.
- Week 8 - The New Deal as Transformative Event for the American West. Up to now we have read a number of historians who have argued that the Great Depression and the New Deal programs were in ways transformative for the American West and its people. During the second half of the semester we look at, among other things, the so-called "transformation thesis," which pertains specifically to the effects that World War II had on the American West. This week we look at the effects of the Great Depression and World War II in the long-term, that is beyond the limits of 1929-1945, and specifically with regard to policy (from the local to the federal) toward ethnic and racial minority groups in the U.S., most of who made up significant communities in the American West (e.g., Mexican Americans, Chinese Americans, and Japanese Americans). Our question is whether or not the Great Depression, the New Deal, and World War II were as

transformative for the American West, in the long terms, as some have argued.

Reading: Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton, NJ: Princeton University Press, 2004)

Week 9 - Midterm Examination: The Great Depression

Week 10 - World War II and the American Home-front and World War II and Women in the Western Ship-building Industry. This week we have two short books. The first provides a general introduction to the effects of World War II on the American home-front. The second considers the debate over how liberating World War II was for American women and does so by considering women in the shipbuilding industry in Portland, Oregon. Readings: Winkler, *Home Front U.S.A.: America during World War II* 2d ed. (Wheeling, IL: Harlan Davidson, 2000); AND Amy Kesselman, *Fleeting Opportunities: Women Shipyard Workers in Portland and Vancouver during World War II and Reconversion* (SUNY Press, 1994)

Week 10 - World War II, the American West, and the Transformation Thesis. Traditionally, historians have viewed World War II as having a transformative effect on the American West. This week we read one of the books by the author who is principally responsible for proposing the transformation thesis. Reading: Gerald Nash, *The American West Transformed: The Impact of the Second World War* (Lincoln: University of Nebraska, 1990)

Weeks 11-12 - World War II and the Urban West Coast. During these two weeks, we consider two different views on the effects of World War II on California urban centers. Did World War II really transform the West, notably did it create something of a "second gold rush," or was World War II simply part of larger changes going on in western cities over the course of the 20th century? Readings: Week 11 - Marilyn S. Johnson, *The Second Gold Rush: Oakland and the East Bay in World War II* (University of California Press, 1993); Week 12 - Roger W. Lotchin, *The Bad City in the Good War: San Francisco, Los Angeles, Oakland, and San Diego* (Indiana University Press, 2003)

Week 13 - World War II as a Transformative Event for Western American Racial and Ethnic Minorities. This week we look at the effects of World War II on the Japanese American population, close to 100% of which lived in the American West prior to World War II. Although historians agree that the WWII had a remarkable effect, for both good and bad, on Japanese Americans, during this week we look to see to what degree the War had a long-term transformative effect on them and on other ethnic and racial minority groups in the West. Readings: Lon Kurashige, *Japanese American Celebration and Conflict: A History of Ethnic Identity and Festival in Los Angeles, 1934-1990* (Berkeley: University of California Press, 2002); selections from Ronald Takaki, *Double Victory: A Multicultural History of America in World War II* (2000)

Week 14 - World War II and Western American Local History. What effects did World War II have on small-towns in the inland West? This week we consider the case of one such town, Flagstaff, Arizona, which was far from the West Coast, had a large Native American population nearby, and was the location for a small-scale war installation. Reading: John S. Westerlund, *Arizona's War Town: Flagstaff, Navajo Ordnance Depot,*

and World War II (2003)

Week 14 - The War Front, Race, Sex, and the West beyond the West. Reading: Beth Bailey and David Farber, *The First Strange Place: Race and Sex in World War II Hawaii* (Johns Hopkins University Press, 1994)

FINAL EXAM: World War II (date and time in accordance with WSU's final exam schedule)

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/AI>

005

Devine, Lisa

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

Wilson Hall Rm 204-C
coakley@wsu.edu
(509) 335-5031
(509) 335-6419 FAX

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)

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.