Minnesota State University, Mankato

Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):

College: Social and Behavioral Sciences [X] Undergraduate
Department: History [X] Graduate
Program: CIP #

Type of Change: COURSE PROPOSALS
Proposed: New Course

Title Current: 
Title Proposed: 20th Century American West
24-Char. Abbrev: 20th C Am West

Effective Date of Change: [X] 00-07 (For Office Use Only)
Proposal # 02

Course Designator and Number Credits
HIST 471/571 4

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

This course looks at the social, political, and economic developments that transformed the 20th Century American West.

Rationale or Justification for change:

This course is a continuation of HIST 470/570, the American Frontier. The American Frontier course ends in the 1890s, and this course continues the story of the American West through the 20th century.

***For General Education or Cultural Diversity Courses Only***

General Education Course:

GE Category # GE Category Name (Maximum of 3 Categories)
N/A
N/A
N/A

Cultural Diversity Course:

(Please check one.)

☐ Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States society.)
☐ Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)

For Writing Intensive Courses, attach a description of the kind and quantity of writing.

For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

(Check all that apply): Instructional Type: [ ] Lecture

☐ Course is an elective. ☐ Course is required for program
☐ Course is required for program ☐ Pre- or Co-requisites:
☐ Other courses are being changed or eliminated. (Explain.)

Course will be offered:

[ ] Fall Semester ☐ Spring Semester ☐ Summer Session

☐ Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.

Revised September 2002
***For Program Proposals***

Attach paper copies of the following:

a. Student learning outcomes for the program.

b. Minutes from department and college curriculum meetings in which action was taken on this proposal.

c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
   http://www.mnsu.edu/acadaf/pra/forms/

d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.

e. A list of resources required to offer and support this program.

f. A description of how offering this program will affect department staffing.

g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

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***For Programs Requiring MnSCU Approval***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html

1. **Creation** of an entirely new program.

2. **Redesign** of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)

3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.

4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.

5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.

6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution’s official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
### Signature Page

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Revised September 2002
20th Century American West
Curriculum Proposal Attachments
Fall, 2006

a. Syllabus is attached.

b. See syllabus.

c. The library currently holds a number of pertinent secondary sources. Because the library is a federal repository, there are also a number of important government documents. The immense role of the federal government in the 20th century American West makes these sources important. The library also holds published letters that can be utilized in this course. Students may also access primary sources that have been microfilmed and secondary sources via Inter-Library Loan. Moreover, the Internet enables students to access primary sources easily. When the course was taught in spring of 2006, the two primary source assignments utilized sources available on the Internet.

d. A member of the department is a historian of the American West, and she has already taught this course. This course enhances the department’s offerings related to the American frontier/West and 20th century history.

e. See syllabus.
History of the 20th Century West  
History 430/530; AH 233  
Spring, 2006

Prof. Lori Ann Lahlum  
221N Morris Hall  
E-mail: lori.lahlum@mnsu.edu  
Telephone: 389.6334  
Dept. of History (messages): 389.1618  
Dept. of History office: 110 Armstrong Hall

Office hours: MW, 10:00 – 10:50 a.m. and 3:00 – 3:50 p.m.; TH, 3:00 – 3:50; or by appointment

Course Materials:

Required:  

Kevin J. Fernlund, ed., The Cold War West

R. Douglas Hurt, ed., The Rural West Since World War II

Donald Worster, Dust Bowl: The Southern Plains in the 1930s

A Manual for Writers of Term Papers, Theses, and Dissertations by Kate Turabian (6th ed.)

Articles noted in syllabus.

Center of the American West: http://www.centerwest.org/index.html  
Center of the American West is located at the University of Colorado – Boulder. One of the reading assignments is found at this website, as is the Secretaries of the Interior project.

Headwater News: http://www.headwatersnews.org/  
High Country News: http://www.hcn.org/
Web Sites

I am including the URLs for a couple of sites related to the 20th Century American West.

WebWest: http://library.csi.cuny.edu/westweb/
   This is the most comprehensive site related to the West that I have found. While some of the areas are under development, there are numerous links that provide good information from a variety of scholars. At this well organized site, everything is categorized which makes searching for information easier. There are also some maps available here.

The Multicultural West: http://www.wsu.edu:8080/~amerstu/mw/
   This is also a nicely organized academic site. Like WebWest, a number of pertinent links are found here.

Census Data (Historical): http://fisher.lib.virginia.edu/census/
   For the person wanting to crunch some numbers, this is the site. This site provides an easy way to find statistical information, albeit limited by the scope of the census.

The National Archives: http://www.nara.gov
   This web site provides access to documents and photographs housed at the National Archives.

University of Virginia: http://xroads.virginia.edu/~HYPER/hypertext.html
   The hyperext project has placed a number of previously published works at this site. The reading from Frederick Jackson Turner is located here.

Important Course Dates

January 30 – Last day to change grading method
April 14 – Last day to withdraw from the class
May 9 @ 12:30 p.m. – Final exam

Catalogue Description

Hist 430/530: The course looks at the social, political, and economic developments that transformed the 20th Century West.
Course Objectives

This course is designed to:

1. foster an understanding and engender discussion on the political, economic, social, and cultural milieus in the 20th-century West. General themes prevalent in the West and their interconnectedness are also important. Essay examinations and discussions will be used to evaluate the mastery of this objective.

2. promote the development of critical thinking skills and writing skills. Essay examinations, the research project, the primary source document assignment, and discussions will be used to evaluate the mastery of this objective.

3. provide the opportunity for students to delve into a very narrow aspect of the American West and promote the development of research skills. Because this is an upper-divisional and graduate-level course, research is an important course objective. Upon completion of this course, students should be familiar with the rudiments of historical research and writing. The research paper will be used to evaluate mastery of this objective.

4. foster the development of primary source document research skills. The in-class assignment and primary source document assignment will be used to evaluate mastery of this objective.

5. encourage students to articulate their impressions of assigned readings via in-class discussions in a thoughtful and reasoned manner. Instructor and student assessments of class participation will be used to evaluate in-class discussions and activities.

6. enhance the development of good oral communication skills. The Secretary of the Interior presentation will be used to evaluate mastery of this objective.

Course Philosophy and Policies:

Attendance: Students are expected to attend class and are responsible for all material covered in class. Lecture material can, and often will, come from sources other than the texts. That material will be included on examinations. In-class discussions will enhance the lectures and texts. This material is also subject to inclusion on examinations. The class roster will be read at each class meeting.
This is a combination lecture/colloquium course. Therefore, class participation is very important. Students absent on discussion days will not receive any credit for participation on those days. In emergency situations students will be allowed to complete an alternate assignment to make up the discussion.

**Academic Integrity:** Students are assumed to conduct themselves in a manner that upholds the University’s Academic Honesty policy. According to the policy, “students assume the responsibility to fulfill their academic obligations in a fair and honest manner. This responsibility involves avoiding such inappropriate activities as plagiarism, cheating or collusion.” For further clarification on the Academic Honesty policy, see: http://www.mnsu.edu/supersite/administration/basic-stuff/policies.html.

**ADA:** If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at 507.389.2825 (V) or 1.800.627.3529 (MRS/TTY)

**Late Work:** Late assignments will be dropped one letter grade.

**Desire to Learn:** D2L is used to augment the course.

**Evaluation:**

Student performance will be evaluated as follows:

1. **Essay Examinations – 200 points (MUST BE WRITTEN IN BLUE BOOKS)**

There will be two (2) examinations over the course of the semester—a midterm and a final. The midterm examination will contain a number of essay questions and students will select two of the questions to answer. The final examination will consist of a non-comprehensive, take-home examination. The final examination **must** be word-processed and double-spaced. There will be **no** make-up examination unless the student receives permission **prior** to the examination.

2. **Research Paper – 100 points**

Undergraduate Students:
This semester, undergraduate students will write a short paper on a Department of Interior issue during a specific secretary’s tenure in office. Students will utilize the Secretaries of the Interior project at the Center of
the American West (http://www.centerwest.org). (For some reason Gale Norton’s biography does not appear on the Secretaries project page, but it does appear at the site where the interviews are actually located—http://www.headwatersnews.org/interior.html.) The Center’s interview of the Secretary must be used in the paper. Because the DOI oversees much of the land and the development of resources in the West, it should not be difficult finding an interesting topic. In week 3, a list of possible topics connected to a specific secretary will be distributed. NB! The Bureau of Indian Affairs is housed in DOI so most topics dealing with Native American issues will be acceptable. Specifics on the research paper will be distributed on February 14 when students select an individual secretary. The paper will be between six (6) and eight (8) pages in length (excluding title page, endnotes, bibliography, and appendix), word-processed, and double-spaced.

Graduate Students:
Graduate students will submit a research paper on the topic of their choice related to the course of no less than fifteen pages (excluding title page, endnotes, bibliography, and appendix). At least seven (7) book sources, two (2) journal sources, and primary sources must be used and cited in the paper. Students may negotiate a different source allocation if their research involves the extensive use of primary source documents.

Citation:
Sources cited, either with footnotes or endnotes, must be documented in a proper manner for writing history. It is, therefore, recommended that students purchase A Manual for Writers of Term Papers, Theses, and Dissertations by Kate Turabian. This method of citation (Chicago Style with footnotes or endnotes) must be used. An abbreviated style sheet will be available on D2L. Papers not meeting the minimum requirements, as well as late papers, will be dropped one letter grade. Papers not cited correctly will be re-worked or they will not receive a grade. Papers receive a letter grade and corresponding point equivalent.

NB! All material that is not “common knowledge” (i.e., the Civil War began in 1861 is common knowledge, however, causes for the war are open to interpretation and must be cited) must be cited. This is critically important. All information, not merely quotations, needs to be cited. When in doubt, cite. At minimum, cite at the end of each paragraph, but do not include your own interpretation in the citation.

The research paper is due April 18, 2006. Turn in two copies of the paper.
3. Secretary of Interior Presentation – 50 points

Each student will give a 10 minute presentation on a Secretary of the Interior. The presentation is about the specific secretary and may include information on the student’s paper topic, but the presentation must provide an overview of the secretary and her/his tenure in office. The presentation will be evaluated on content and style.

4. Primary Source Document Assignment – 25 points

The primary source document assignment will require students to interpret and analyze documents connected to the Bisbee deportation and write a short paper on the event. A more detailed assignment guide will be distributed in class on January 25.

5. Discussions and Participation – 100 points

The participation component of the course grade will be predicated upon the in-class discussions, which is an important means of fostering an understanding of the course material. To that end, there will be a series of discussions throughout the course. Students are expected to attend these discussions having read the assigned material and being prepared to talk about the material. Twice during the semester, two students will work together and lead the discussion. Students leading discussions are required to submit a peer review of the experience. Students will assess their own participation as well as the participation of their colleagues. The instructor, however, makes the final grade decisions. Each discussion will be worth up to 5 points; two discussions will be dropped. Students may earn up to 10 points for each of the two discussions they lead. The in-class assignment is worth 5 points.

**Lectures, Readings, and Assignments (subject to change)**

January 17  Introduction

January 18  What, Where: The West?
Malone & Etulain, Introduction

Optional Reading:
Frederick Jackson Turner:
http://xroads.virginia.edu/~HYPER/TURNER/home.html (Ch. 1, 7)
Donald Worster, “New West, True West: Interpreting the Region’s History”
http://www.jstor.org/view/00433810/ap030069/03a00020/0?currentResult=00433810%2bap030069%2b03a00020%2b0%2c00&searchUrl=http%3A%2F%2Fwww.jstor.org%2Fsearch%2FBasicResults%3Fhp%3D25%3Dsi%3D1%3DQuery%3Daa%253A%2522Donald%2B Worster%2522

January 19
Discussion
What, Where: The West?
http://www.headwatersnews.org/
http://www.hcn.org/

January 23
The West at the fin de siècle
Malone & Etulain, Ch. 1

January 24
Cont.

January 25
Using Primary Sources
In-class assignment
Primary Source Assignment distributed

Reading Assignment: Must be read before class. Bring copies of documents to class.

Ideas in conflict (History Matters) Cripple Creek:
http://historymatters.gmu.edu/d/5653/

Gompers – Cripple Creek
http://historymatters.gmu.edu/d/5651/

Media – Cripple Creek
http://historymatters.gmu.edu/d/5652/

Union busting at Cripple Creek
http://historymatters.gmu.edu/d/5654/

Elizabeth Jameson on Cripple Creek (not necessary to bring a copy of this interview to class)
http://www.kued.org/productions/fire/photos_stories/free_america.html
January 26  Native Americans: “We Are Still Here”


January 30  A “Cowboy” in the White House: Theodore Roosevelt
Malone & Etulain, pp. 54-66

January 31  Conversation v. Preservation; Gifford Pinchot v. John Muir
Malone & Etulain, pp. 66-72


February 1  Discussion 1
Lewis, “Reservation Leadership”
Smith, “The value of a tree”

February 2  Overview: Agriculture
Malone & Etulain, pp. 12-23

February 6  Overview: Mining
Malone & Etulain, pp. 23-36

February 7  Labor, Unions, and Conflict
Malone & Etulain, pp. 45-53
February 8  
Primary Source Document Assignment Due
Discussion 2

All materials for assignment (found on the assignment sheet)


February 9  
Making the West a Garden: The Dam Builders

February 13  
Colorado River Compact

February 14  
Secretary of Interior selection
Discussion 3
Hundley, “Water and the West”
Lecture: Dam Builders and Colorado River Compact

February 15  
Political Discontent: The Farmers Rise Up
Malone & Etulain, pp. 72-86

February 16  
The Depression
Malone & Etulain, pp. 87-94

February 20  
Discussion 4
Worster, entire book

February 21  
“The Plow that Broke the Plains”
Discussion
Meet in the Library Computer Lab, Room 81
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<td>The Federal West is Born</td>
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March 29  Pick-Sloan: To Tame a River, But At What Cost?  
Ch. 6 in *The Rural West*

March 30  No Class – History Day

April 3  Discussion 12  
*The Rural West Since World War II*, Ch. 7-10

April 4  “Milagro Beanfield War”

April 5  “Milagro Beanfield War”

April 6  “Milagro Beanfield War”

April 10  Discussion 13 – Water & the West  
“Milagro Beanfield War”  
Ch. 6 in *The Rural West*  
Lectures on western water

April 11  Sagebrush Rebellion & Wise Use Movement  
Malone & Etulain, Ch. 7

April 12  “Oh Give Me a Home”: The Buffalo Commons  

April 13  Discussion 14  
Poppers, “The Buffalo Commons”


April 17  No Class – Work on paper
April 18  Paper Due (turn in 2 copies)  
“Smoke Signals”

April 19  “Smoke Signals”  

April 20  Discussion 15 & Contemporary Native America  
“Smoke Signals,” Lewis, “Still Native”  

April 24  Modern West  

April 25  Modern West, cont.

April 26  Discussion 16  
Amundsen, “Home on the Range No More”  
“Boom and Bust in the American West,” available at http://www.centerwest.org/pdfs/BoomBust_text.pdf

April 27  “Many Wests” and Whose Values?  

May 1  Discussion 17  
Taylor, “Many Wests”

http://www.headwatersnews.org/

http://www.hcn.org/

May 2  Presentations

May 3  Presentations
May 4  Presentations

May 9 (Tues.)  Final Exam – Take-Home Exam
Due between 12:30 p.m. and 2:30 p.m.