

# ACADEMIC SENATE PROPOSAL TRACKING SHEET

**(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)**

All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers Academic Senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.

Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page --

<http://www.msun.edu/admin/provost/asproposals.htm>

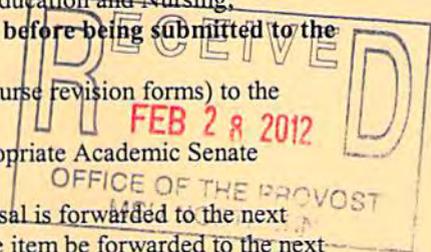
Documentation and forms for the curriculum process is also available on the web page:

<http://www.msun.edu/admin/provost/asforms.htm>

\*\*\*\*\* (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary to the Dean of the submitting college who then notifies the originator.)

Proposal # <u>11-21</u>	Title: <u>Major Revision to HSTA 310 (HSTA 4164)</u>
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(proposal explanation, submitter and college dean signatures on attached program/degree or course revision form)



	Date		
Received by ACAD Senate	<u>12-14-11</u>		
Forwarded to Gen Ed Committee	<u>2-7-12</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
		Signature _____ Date _____	
Returned to ACAD Senate	_____		
Forwarded to Curriculum Committee	<u>12-14-11</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
		Signature _____ Date <u>1-30-12</u>	
Returned to ACAD Senate	<u>2-2-12</u>		
Forwarded to Graduate Council	_____	Approved <input type="checkbox"/> Disapproved <input type="checkbox"/>	
		Signature _____ Date _____	
Returned to ACAD Senate for Vote	<u>2-2-12</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	
		Signature _____ Date _____	
Forwarded to Provost for Approval/Disapproval	<u>2-28-12</u>	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	<u>3-7-12</u>
		Signature <u>Rosalyn Anstine Templeton</u> Date _____	
Forwarded to Chancellor for Approval/Disapproval	_____	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/>	<u>3-9-12</u>
		Signature <u>James W. T. Lynn</u> Date _____	
Copies sent to originating college and	_____		

## COURSE REVISION FORM

NEW \_\_\_\_\_ DROPPED \_\_\_\_\_ MAJOR REVISION X FOR INFORMATION ONLY \_\_\_\_\_

College A & S, Nursing and Educ. Program Area History Date 10/10/2011

Submitter Jaakko Puisto Dean Carol A. Reifschneider Date 12-12-11  
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):  
Change methodologically and pedagogically outdated approach to keep up with the current research and approach in the discipline and to better reflect the contents of this course as presented in the syllabus. This course was FLOCed into Montana University system with the old title, but due to change in emphasis in this course, it needs to change to another FLOCed course. Fulfills following PEPP Standards for History: 2.b), 6.a), 6.c), 6.d), 6.f), 6.g).

Please provide the following information:

**College:** A&S, Nursing and Education  
**Program Area:** History  
**Date:** 10/10/2011  
**Course Prefix & No.:** HSTA 464

**Course Title:** Old: American Westward Expansion  
Change to: **Trans-Mississippi West**

**Credits:** 3

**Required by:**

**Selective in:**

**Elective in:** History, Social Science

**General Education:**

**Lecture:** X

**Lecture/Lab:**

**Gradable Lab:**

**Contact hours lecture:** 3

**Contact hours lab:**

**Current Catalog Description (include all prerequisites):**

Examination of the social, political, economic and cultural aspects of American westward expansion from the eastern seaboard to California and Alaska, with emphasis on the importance of the frontier in the development of the American character.

**Proposed or New Catalog Description (include all prerequisites):**

Study of the western United States from the colonial era to the present emphasizing multiple frontiers and interaction of multiple peoples and cultures in defining the region. Prerequisite: No Freshmen.

**Course Outcome Objectives:**

- A) To provide a broad knowledge of the history of the American West;
- B) To appreciate multiple ethnicities and their struggles and interaction to create a region in which we live;
- C) To understand multicultural emphasis on our region's history;
- D) To critically and analytically evaluate the region's past and present.

**Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

None

## HISTORY 310: History of the American West

Montana State University – Northern, Fall 2009

Independent Study

Instructor: Dr. Jaakko Puisto

Office: CH 326, Tel. 265-3595

Office hours: MWF 12-1, 2-3; TR 12.15-1.15, 3.15-4; or open door

Email: [Jaakko.Puisto@msun.edu](mailto:Jaakko.Puisto@msun.edu) or use course portal

This course covers the history of the American West from the Spanish era to the present. This class covers the development and impact of the American West on the life of the nation and the interactions of ethnic groups that inhabit the West. Indeed, as much as it is possible, we will attempt to cover the human actions and interactions in the West, which have fundamentally shaped the region's history as well as the history of the United States as a whole. More than that, this is a history of a frontier where a number of cultures met, clashed and evolved, making the American West a unique region it is. The history of the American West has until the recent decades been told mostly from white male perspective, with females and people of color relegated to the margins. As far as people of color are concerned, this course will push them into the center stage. A particular effort will be made to tell the history from American Indian perspective.

### Required reading

Robert V. Hine and John Mack Faragher, The American West: A New Interpretive History

William Hagan, Quanah Parker, Comanche Chief

Arnoldo DeLeón, Racial Frontiers: Africans, Chinese and Mexicans in Western America, 1848-1890

The books are available in the bookstore. Keeping up with the considerable amount of reading, typical of the upper division history courses, is fundamental. We will discuss reading weekly, time permitting, and you have written assignments from weekly readings due in class.

### Requirements

- 1) Feedback on lecture notes: You are expected to send me feedback on the lecture notes through email every week.
- 2) A) Book assignments: You will review Hagan's and DeLeón's books. Reviews should be 3-5 pages long, double-spaced with 12 font and 1 inch side margins. That means 20-25 lines per page. Title page is optional, but does not count as a page. In a review you should identify Hagan's and DeLeón's respective thesis, analyze them, and criticize the books. Mere contents description will not be enough for a passing grade.  
B) You will write four book assignments on Hine & Faragher. These are not reviews, but should identify and analyze some key issues dealt with in the assigned chapters. All reports are 2-3 pages, double-spaced.
- 3) Exam: Final exam on Dec. 14 will be an essay-type exam. I will provide themes for essays in the last class session, and will pick one of them for you to write on. The essays will be on broad

themes, and will allow you to think analytically and interpret the history of the American West based on all class material.

#### Grading:

Feedbacks on lecture notes: 30 points

Exam: 30 points

Book reviews: 30 points each = total 60 points

Book assignments on Hine & Faragher: 20 points each = total 80 points

Combined total 200 points

A 180-200

B 160-179

C 140-159

D 120-139

F below 120

#### Classroom policies

Cheating is not tolerated, and incompletes will not be given. If you miss exam, you can not retake it. All book assignments can be turned in one class session late, but deduction will be 3 points for reports and 5 points for reviews.

#### Class schedule

- Sept. 1-4      Week 1: Spanish borderlands, Early Indian life, to c. 1680  
Film: "The West, Episode 1: The People"  
Read Hine & Faragher ix-70
- Sept. 8-11     Week 2: Colonial contest, 1607-1763  
Read Hine & Faragher 71-132
- Sept. 14-18    First book assignment on Hine & Faragher ix-132 due on 14th  
United States and the West, 1763-1803  
Read Hine & Faragher 133-158
- Sept. 21-25    Week 4: Fur trade, Indian removal policy  
Film: "The West, Episode 2: Empire on the Trail"  
Read Hine & Faragher 159-198
- Sept. 28-Oct. 2    Week 5: Mexican Frontier, Manifest Destiny, 1820-1846  
Read Hine & Faragher 199-233
- Oct. 5-9        Week 6: Second book assignment on Hine & Faragher 132-233 due on 5th  
Gold Rush, Indian Reservations, 1846-1862  
Film: "The West, Episode 3: The Speck of the Future"  
Read DeLeón 1-66
- Oct. 12-16      Week 7: Railroads, market expansion

Film: "The West, Episode 5: The Grandest Enterprise under God"  
Read DeLeón 67-107

- Oct. 19-23     DeLeón review due on Oct. 19th  
Week 8: Indian Wars, 1862-1871  
Read Hine & Faragher 234-300
- Oct. 26-30     Week 9: End of Indian treaties and wars, Indian land allotment, closing of  
frontier, 1871-1890  
Film: "The West, Episode 6: Fight No More Forever"  
Read Hine & Faragher 301-400
- Nov. 2-6        Week 10: Frontier anxiety, Conservation + national parks, Populist revolt, Indian  
nadir, 1890-1914  
Film: "The West, Episode 8: Ghost Dance"  
Third book assignment on Hine & Faragher 234-400 due on Nov. 6th
- Nov. 9-13      Week 11: Urbanization, Great Depression, water  
Film: "The West, Episode 9: One Sky Above Us"  
Read Hagan, Preface- p. 61
- Nov. 16-20     Week 12: Indian New Deal, 1914-1945  
Read Hagan, 62-133
- Nov. 23         Hagan review due on Nov. 23th
- Nov. 30-Dec. 4   Week 13: Indian termination and self-determination, 1945-  
Film: "Smoke Signals"  
Read Hine & Faragher 401-471
- Dec. 7-11       Modern west  
Read Hine & Faragher 472-561
- Dec. 14         Fourth book assignment on Hine & Faragher 401-561 due  
Exam