Governors, senators, and presidents from California and other states of the Pacific, Rocky Mountain, and Southwest regions have been dominant figures on the national political stage during the past century. Western states have played a decisive role in presidential elections and their voting patterns can be harbingers of wider electoral shifts. The West has been at the center of transformative national political movements, from agrarian populism and progressive reform to 1960s radicalism and neo-conservatism. This course pairs readings in political biography and political history to examine the role of California and the West in American political development from the Progressive Era to the present.

This course also places particular emphasis on the growing universe of on-line resources on the history of American politics in general, and Western politics in particular. Each week our class discussion will incorporate and evaluate internet-based scholarly resources and digitized primary source materials, exploring and assessing their usefulness in teaching, research, and increasing public awareness of the role of the region in national political debates during the past century.

COURSE MATERIALS
Your required readings come from three sources.

First, BOOKS available at the Stanford Bookstore and on reserve in Green Library.

Second, ONLINE primary and secondary source materials. URLs for these documents are in this syllabus and may also be accessed through the class web site. Note that some
of the articles may be accessible only through Stanford library databases and will require a SUNet ID.

Third, selected chapters of BOOKS ON TWO-HOUR RESERVE in Green.

Each week I list books for further reading as a resource for students interested in reading more about a particular topic or political era. These also may be read and reviewed for bonus credit (see below).

If you have any difficulties or concerns about accessing or printing the online or reserve material, please talk to me about this well in advance. You should arrive at class each week having read the materials listed for that date.

UNDERGRADUATE STUDENT REQUIREMENTS

Each element is worth a certain number of points; the class grade will be based on how many points earned out of a possible 1000, e.g., grades in the “A” ranges require 900+ points, in the “B” ranges require 800+ points, etc.

**Participation (425 points)** that consists of:

- Active engagement in class discussion, reflecting completion of assigned readings (300 points)
- Leadership of discussion during one week of class, incorporating visual and textual materials found in related on-line sources (75 points)
- Individual five-minute presentation about a “person/issue of the week” (50 points)

**Two reader response papers (150 points total).** These are 2-page essays discussing your reactions to the week’s reading and relating the book to larger themes addressed in the class. Each is worth 75 points.

**Group Digital Archives Project (125 points)**

**Final Paper (300 points)** of 8-10 pages in length, based on required readings.

A one-time bonus credit (up to 30 points) may be earned through a 2-3 page book review, accompanied by an informal in-class presentation. The text reviewed should be one of the items listed as further reading.

GRADUATE STUDENT REQUIREMENTS

Graduate students need to meet all of the participation requirements and group project as outlined above. They do not need to write response papers. Instead, they will read and review two additional books in political history, chosen in consultation with the instructor, and submit 600-800 word reviews of each book to be circulated among their colleagues in the class and posted on the web site. They are also required to read the essays labeled historiography on the syllabus (these are optional readings for undergraduates). The final project assignment criteria are the same but the final research paper should be approximately 25 pages in length. The weight for these assignments will be as follows: class participation 200 points; discussion leadership 25 points; presentation 25 points; book reviews 75 points each; group digital archives project 100 points; final paper 500 points.

Details of each assignment and grading standards are at the end of this syllabus.

The success of this seminar depends on you. Your preparation, active participation, and intellectual engagement with this material and with your fellow students will make these
hours worthwhile for all of us. **Attendance is mandatory**; an unexcused absence will lower your class discussion mark by one third of a letter grade. Please contact me immediately about anticipated conflicts. In addition, **I do not give extensions.** The course has been designed to give you some flexibility in choosing when to turn in written assignments, and to help you avoid facing simultaneous deadlines in multiple classes. I expect you to manage your workload in a way that will allow you to submit all assignments on time.

*Students with disabilities should (1) register with the Disabilities Resource Center [563 Salvatierra Walk, Stanford, CA 94305; TEL: 723-1066 (voice), 723-1067 (TTY)]; (2) inform me during the first week of the existence of the disability (discretion assured).*

**COURSE SCHEDULE**

**9/28**  Introductory Lecture and Discussion

**10/5**  The Progressive Era

SIGN UP FOR CLASS ASSIGNMENTS (response papers, oral presentations, discussion leadership, preference of group digital media topic)

**BOOK:**  California Progressivism Revisited, pp. 1-98, 144-174, 203-246


http://links.jstor.org/sici?sici=0161-391X%28194909%2936%3A2%3C239%3ATCPAHR%3E2.0.CO%3B2-T

**ONLINE:**  Autry Museum Online Exhibit, “The Struggle for Women’s Suffrage in the West”


**Historiography** *(required reading for graduate students, optional for undergraduates):*


http://links.jstor.org/sici?sici=0048-7511%28198212%2910%3A4%3C113%3AISOP%3E2.0.CO%3B2-3


http://www.historycooperative.org/journals/jga/1.1/johnston.html

**Further Reading** *(optional for all; can be read and reviewed for bonus credit):*

George E. Mowry, *The California Progressives* (Berkeley, 1951)

Spencer C. Olin, Jr., *California’s Prodigal Sons: Hiram Johnson and the Progressives*, 1911-1917 (Berkeley, 1968)


**10/12**  Poverty, Populism, and Media Politics

**BOOK:**  Sinclair, *I, Governor* (including Gregory introduction)

**ONLINE:**  Library of Congress Online Exhibit, *Voices from the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Worker Collection*
University of Washington, *Communism in Washington State – History and Memory Project*

**PERSONS/ISSUES OF THE WEEK:** Mattoon Act  
Harry Bridges  
Herbert Hoover


**Further reading:**
- Richard Lowitt, *The New Deal and the West* (Norman, Okla., 1993)

**10/19 Crusading Liberals**

**BOOK:** Dallek, *The Right Moment*

**ONLINE:** California Master Plan for Higher Education

**PERSONS/ISSUES OF THE WEEK:** Helen Gahagan Douglas  
Artie Samish  
Stewart Udall

**Further reading:**
- Clark Kerr, *The Uses of the University* (New York, 1963)
- Stewart L. Udall, *The Quiet Crisis* (New York, 1963)

**10/26 Conservative Ascendance**

**LAST DAY TO TURN IN READER RESPONSE #1**

**BOOK:** Perlstein, *Before the Storm*, 1-246

**ONLINE:** Johnson-Goldwater Political Advertisements from 1964

**PERSONS/ISSUES OF THE WEEK:** William F. Knowland  
Robert Dornan  
The Better America Foundation

Theodore H. White, *The Making of the President 1964* (New York, 1965)

11/2  Politics, Western Style  
**BOOK:** Perlstein, *Before the Storm*, 247-488  
**ONLINE:** Coverage of the 2004 Election in Western States  
*(Review online coverage of 2004 federal, state, and local elections in one Western metropolitan area or state outside California, identify key issues driving these races, assess degree to which historical data is incorporated in this coverage. Come to class prepared to link to and discuss one site you found particularly revealing.)*  
**PERSONS/ISSUES OF THE WEEK:** Dianne Feinstein  
Cecil Andrus  
Mark Hatfield  

Cecil Andrus and Joel Connolly, *Cecil Andrus: Politics Western Style* (Seattle, 1998)  

11/9  Race, Space, and Politics  
**BOOK:** Self, *American Babylon*, 1-60, 133-334  
**ONLINE:** Mapping Politics  
*(Self makes particularly good use of maps to show local voting patterns. Find examples of electoral mapping on the web and come to class prepared to discuss and link to these sites. Ask: How is the information presented? What is included and/or left out? Who is the audience? What is the map designed to do?)*  
**PERSONS/ISSUES OF THE WEEK:** San Francisco Bay Area Council  
Howard Jarvis  
Henry J. Kaiser  

[http://www.luc.edu/depts/history/gilfoyle/WHITECIT.HTM](http://www.luc.edu/depts/history/gilfoyle/WHITECIT.HTM)  


11/16  A Shifting Electorate  
**FINAL PAPER TOPICS TO BE HANDED OUT IN CLASS**  
**BOOK:** Saito, *Race and Politics*


PERSONS/ISSUES OF THE WEEK: Norman Mineta
Loretta Sanchez
Immigration and Naturalization Act of 1965

Further reading: Steven J. Pitti, The Devil in Silicon Valley (Princeton, 2002)

11/23 NO CLASS MEETING; REQUIRED GROUP MEETINGS TO ORGANIZE DIGITAL ARCHIVES PRESENTATIONS.

11/30 The Next America
DIGITAL ARCHIVES PRESENTATION DAY
LAST DAY TO TURN IN READER RESPONSE #2

BOOK: Schrag, Paradise Lost
The first 45 minutes of class will be devoted to discussion of Schrag’s book. You will present your digital archives presentations in the second part of class. Each presentation will be 15 minutes long with 5 minutes of Q&A afterward. This means that our class session will run overtime; please alert me to any scheduling conflict this may create.

Further reading: Mark Baldassare, California in the New Millennium (Berkeley, 2000)
Larry Sabato et al., Dangerous Democracy? The Battle Over Ballot Initiatives in America (New York, 2001)
Peter Dreier et al., Place Matters: Metropolitics for the Twenty-First Century (Lawrence, Kan., 2001)

12/9 FINAL PAPERS MUST BE EMAILED TO THE INSTRUCTOR NO LATER THAN 3:00 P.M.
If you would prefer to submit a hard copy, rather than an electronic one, please arrange with the instructor in advance. Papers received after 3pm will be downgraded by a third of a letter grade (e.g. B to B-) for every fifteen minutes they are late.

DESCRIPTION OF ASSIGNMENTS

Facilitation of Class Discussion
At our second meeting, you will sign up to lead class discussion one week during the quarter, alone or with another classmate. You and your partner will be responsible for developing questions on the week’s readings and helping the instructor lead discussion during class. You also will be responsible for developing an electronic accompaniment to your discussion plan that incorporates visual, textual, or audio materials available on the Internet. The aim is to show the class where related topics are discussed on the web,
evaluate the quality of these resources, and use multiple media to enhance a substantive discussion of scholarly readings. Discussion questions and a plan for seminar facilitation, including web links, should be emailed to the instructor no later than 2:00 p.m. on the Monday before the class meeting.

**Oral Presentation**
You also will sign up for this assignment at our second class meeting. The report should be a substantive and succinct oral presentation on a PERSON/ISSUE OF THE WEEK. The presentation should last **no more than ten minutes** and I encourage you to take advantage of the technology we have in the room. It should tell your classmates the history of the person/place/thing, and should contextualize the topic within the issues and themes discussed in the class readings. The report topic you choose should be presented during the week it is listed on the syllabus, and you should not be a discussion leader the same week you do your oral report.

**Reader Response Papers**
You will write two of these essays over the course of the quarter. In order to give you flexibility in managing your assignments for this and other courses, I have not given these fixed due dates. At the second class session, you will sign up for the two weeks in which you will submit an essay; one must be in the first half of the quarter (on or before 10/26), the other must be in the second. These are not book reports, but concise analytic documents that give me your assessment of the readings for a given week, their relation to one another, and how they reflect other themes addressed in class. You should not be reluctant to point out shortcomings you find in the readings, but criticism must be constructive and convincingly argued.

I will accept rewrites on response papers if you are dissatisfied with your grade. You must submit rewrites to me **no more than one week after** you have received your graded paper; I will record the higher of the two grades. Students who turn in the second reader response paper on the last day of class may pick up the graded papers in the class box in the History Department after 3pm the following day.

**Group Digital Media Project**
The second week of class you will sign up to prepare, in collaboration with several classmates, a fifteen-minute digital media presentation. The presentation does two things: 1) provides your audience with a review and critique of the archival material on a given topic that is already available on the Web; 2) describes materials related to this topic that are housed in Stanford’s Special Collections and University Archives and makes suggestions about which collections or parts of collections might be digitized in the future. Each group will address one of the following subject areas:

- Governors of California
- Business and Politics in the West
- Direct Democracy
- Race and Ethnicity in Western Politics

To prepare for this project you and your group will need to meet with your group early in the quarter and visit the Archives well before the “research week” (also the week of Thanksgiving) so that you have time to page relevant materials; we will not have a regular class meeting on November 23 so that groups can meet and compose their presentations.
Book Reviews (GRADUATE STUDENTS ONLY)
Using reviews in scholarly journals such as the American Historical Review and the Journal of American History as a model, these essays should provide:

- a brief but thoughtful summary of the text’s main argument(s);
- a general description of the contents of the book;
- the book’s relationship to the wider literature; and
- your evaluation of the book’s usefulness and importance.

Write these essays not only with an eye to illuminating your classmates but also in terms of preparation for oral exams.

Final Research Paper
This is an 8-10 page paper based on the class readings and discussion. You may choose one of three topics, to be handed out in class on November 16 and subsequently posted on the class web site.

Graduate student variation: Your final paper should be the length of an article in a scholarly journal, i.e. 20-25 pages. I welcome your writing on topics that are congruent with your research interests and thesis or dissertation topics, as long as they build upon what we have read and discussed in this class; please consult with me about your topic in advance.

Bonus Opportunity (up to 30 points)
This is a 2-page review of one of the texts listed as additional reading. You will be asked to write a narrative analysis (not a summary) of the text, and give a very short (5 minute) presentation of your review in class. I will post reviews on the class web site as a resource for your classmates.

GRADING STANDARDS

Class Discussion. In small colloquia such as this one, consistent and respectful engagement in discussion is key to your success in this class. To receive high marks for discussion, you must be both a thoughtful commentator and a good listener. This is discussion, not oration; I grade on quality of commentary, not quantity. An “A”-range student comes to class with an understanding of the readings and how they relate to one another, and with discussion points already in mind. She actively and consistently contributes to discussion, but she also knows when to let others speak and responds to their comments with respect. Obviously, if you are not in class you cannot show off your mastery of the material and your penetrating analysis of the issues at hand; an unexcused absence will lower your class discussion mark by one third of a letter grade.

Discussion Leadership. The week that you will help design and lead class discussion is an important component of your participation grade. It also is your opportunity to hone in on issues in the reading that you find particularly interesting and provocative, and for you and your co-discussants to set our agenda for the day. An “A” grade for discussion results from discussion leadership that reflects solid preparation and in-person collaboration among the discussion leaders prior to class. Discussion questions should cover the key themes of the reading(s) and link these texts to the other readings and larger thematic issues addressed in the class. The discussion plan should also, however have a
built-in flexibility that allows for class discussion going off in unexpected directions, and that enables discussion leaders to bring the conversation back on track if these tangents are not particularly fruitful.

*Person/Issue of the Week Presentation.* An “A” presentation is one that is clearly organized and rehearsed so that it falls within its time limit. It quickly and effectively communicates the key information about the person/place/institution, and it explains why the subject is relevant to the political history of the region. It makes creative and effective use of visual aids, but it does not rely entirely on them to tell the story, nor does it use them gratuitously.

*Book Review.* For maximum bonus credit, reviews should be clear, concise, and well-written. See the guidelines for graduate students above, but for a useful online guide, also see [http://library.usask.ca/ref/howto/book_review_write.html](http://library.usask.ca/ref/howto/book_review_write.html).

*Papers.* You will write two short analytic papers and one long paper for this class. The editorial standards for all are the same.

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<th>Grade Ranges</th>
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<td>Has cogent and incisive analysis that reflects full understanding of source material. Shows original insight and creative thinking. Tells us not only “what” and “why” but also “why this matters.”</td>
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<td>Well-written and well-organized, with a clear statement of thesis at the beginning and consistent and clear references throughout to how the evidence and analysis relates to main thesis.</td>
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<td>Clearly and consistently footnoted using a widely recognized style, such as MLA or Chicago.</td>
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<td>Demonstrates that you have read the source material and understand its main arguments, but lacks analytic rigor and does not provide new insights into the material.</td>
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<td>Sub-par writing and sloppy organization.</td>
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<td>Demonstrates partial or no mastery of the material.</td>
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<td>Fails to meet the basic length and topic requirements of the assignment.</td>
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