

History 462**Chican@ & Latin@ Studies 462**

Spring Semester 2016

Lecture: Tues. – Thurs. 8:00 – 9:15

1111 Humanities

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The American West since 1850

This course explores the history of places that have been called the American West, focusing on the period since 1850. We start in an era of consolidation and incorporation, when the U.S. surveyed a West that had only recently become American in name and worked to make it a West that was American in fact. This process had political, economic, diplomatic, military, social, and cultural dimensions, and it was one that westerners resisted as often as they welcomed it. By the end of the nineteenth century, the West had emerged as an identifiable region of the U.S., with characteristic economic features, peculiar ties to the federal government, distinctive patterns of race relations, and a unique place in U.S. cultural memory. As the twentieth century progressed, certain aspects of western regional distinctiveness faded, while others persisted and new peculiarities arose. And some of the key trends and concerns of the twentieth-century U.S. had crucial regional variants in the West: the impact of the world wars, the Cold War, and the Vietnam War; suburbanization and the rise of the New Right; the pursuit of civil rights; the emergence of environmental consciousness; the legacy of colonialism; the threat and promise of globalization. We study all of this from a number of perspectives, using styles of analysis developed by environmental, economic, political, cultural, social, ethnic, and gender historians. Throughout, we attend to the aspirations of a variety of western peoples: women and men; working people and captains of industry; sexual majorities and sexual minorities; people of North American, Latin American, European, African, and Asian origin or descent. We look at how the varied aspirations of such peoples both clashed and coalesced, sometimes producing dissension and even violence, and other times producing new social movements, new cultural forms, new social identities, new spaces of hope and possibility. We study all of this by means of lectures, discussions, scholarly books, and primary documents, as well as through documentary and feature films.

Course requirements

1. General: Faithful attendance in lecture and discussion sections; prompt completion of weekly readings in time for section meetings; engaged and respectful participation in class discussions. Films shown both in and outside of class also require attendance; you'll be responsible for their contents in exams, and there is also a written assignment based on films screened (see below). Films screened outside of our regular class meeting time can be viewed independently; we'll discuss their availability in class.

2. Ethnic Studies Requirement: This course fulfills UW-Madison's Ethnic Studies Requirement, the purpose of which is to send UW graduates into the world with a deeper understanding of the experiences of persistently marginalized groups in the U.S., as well as the means by which such peoples have negotiated and resisted their marginalization. Our focus is historical rather than contemporary, but, as historians, we believe that understanding past processes of marginalization, negotiation, and resistance is a crucial part of coming to terms with present conditions and working together to create a more just and equitable future. We look forward to hearing your thoughts as you learn more about how such issues have played out in the U.S. West.

3. Screen-based devices and notetaking: The use of laptop computers, tablets, smart phones, or other screen-based devices is not permitted during lecture (including when films are screened) or in discussion sections, unless you have a medical need that has been authorized by the McBurney Disability Resource Center. If you do have

authorization from the McBurney Center, please discuss this with us during the first week of class. Notetaking should be done by hand, and we encourage you to share your notes with one another. In addition, lecture outlines and key terms will be displayed throughout each lecture and are also available on the Learn@UW site for this class. New outlines and terms usually are posted on Learn@UW the night before each lecture; you may wish to print these materials out and bring them with you to class.

4. Course materials on Learn@UW: Virtually all course materials will be posted on the Learn@UW site for this class. The exceptions to this rule include maps and the midterm and final exams, which will be distributed in hard copy during regularly scheduled lecture periods.

5. Readings and discussions: This course has a heavy reading load. Be sure to budget your time so that you can complete assigned readings each week before your discussion section meets. Readings complement lectures and films screened in class; they only occasionally cover the same material. Some of the toughest reading comes in the three single-author texts assigned in class (books by William Cronon, Monica Perales, and Eric Avila), which is why we'll be discussing these books both in section and in lecture (one lecture period for each of the three books). Still, most discussion of readings will occur in discussion section, and you won't be able to participate in section unless you've done the reading (note that course participation counts for 20% of your final grade). In section, you'll relate readings to lectures and films, but the primary purpose of section is discussion of assigned readings, not review of lecture material. It's also in section that you'll learn how to read and analyze primary sources (reproduced in *The West in the History of the Nation*), which are the building blocks of historical research and writing.

6. Film Journals: Each of you should keep a journal about your intellectual reactions to the documentary and feature films that will be screened for this class. You'll have one opportunity to turn in a 1-2 page journal entry that discusses selected films and their *relationship to readings and lectures*. Film journal entries may not be submitted electronically. You may choose *either of the following two options* (note that an additional, extra credit opportunity follows):

Option #1: Write a 1-2 page journal entry in which you discuss all three episodes of the film *The West* screened in class and their relationship to other course materials (readings and lectures). If you choose this option, your film journal entry is due at the beginning of lecture on Thurs. March 3.

Option #2: Write a 1-2 page journal entry in which you discuss the four documentary films *Goin' Back to T-Town; A Family Gathering; The Longoria Affair;* and *The Times of Harvey Milk* and their relationship to other course materials (readings, lectures, and other films). If you choose this option, your film journal entry is due at the beginning of lecture on Tues. May 3.

Remember, you need to *turn in only one of these two journal entries*. Your journal entry can be computer-generated or handwritten. It won't be graded, but it will be marked using a +, ✓, - system, and this mark will be used to help determine your course participation grade. Your professor, rather than your teaching assistant, will evaluate all film journal entries.

Extra Credit Option: You will earn extra credit toward your course participation grade if you write another 1-2 page journal entry in which you discuss the two feature films, *High Noon* and *Smoke Signals*, and their relationship to other course materials (readings, lectures, and other films). If you write an extra credit journal entry, it is due at the beginning of lecture on the last day of class, Thurs. May 5.

7. Papers: You will write two papers for this class, a short 2-page paper on assigned primary sources, and a longer 5-page paper on one of the three single-author books assigned to the class as a whole. Both papers are designed to give you hands-on experience with the building blocks of history, that is, original primary source materials. Papers may not be submitted electronically.

a. First paper: Two pages, double-spaced. You'll receive guidelines for this paper early in the semester. The paper will give you a chance to consider in depth one week's primary source readings from *The West in the History of the Nation*. Please note that the chapters for this paper appear *not* in volume 2 of this book, which you have purchased, but in volume 1, which is not assigned in this class. Instead, you will be purchasing a photocopy of these chapters at University Book Store, or else reading them on reserve at College Library or online on the Learn@UW site for this class. The assigned chapters are: Chapter 13, "The Sectional Crisis: The West Divides the Nation," and Chapter 14, "The Civil War: Bringing the Battlefield to the West." You'll choose at least two of the primary sources in these chapters and analyze the different points of view of the sectional conflict in the West represented by each. Your paper will be due at the beginning of lecture on Thurs. Feb. 4. Papers must be computer-generated, double-spaced, with standard one-inch margins. Late papers will be accepted without penalty only if you

negotiate an alternative due date with your teaching assistant at least *48 hours prior to the due date* specified here. Otherwise, late papers will drop by one-half of a grade for each day that they are late.

b. Second paper: Five pages, double-spaced. You'll receive detailed guidelines for this paper early in the semester. This paper will be written individually, but there will be teamwork involved in your initial research. For this paper, you'll use as your starting point one of the three single-author books assigned to the class as a whole: Cronon, *Nature's Metropolis*; Perales, *Smelertown*; and Avila, *Popular Culture in the Age of White Flight*. All of you will be reading all three of these books, but each of you individually will write a paper on just one of them. We'd like to have roughly equal numbers of students writing on each of these books. So during the first couple weeks of class, we'll ask you to designate your top two book choices, and then we'll divide the class into three similarly sized groups, each one assigned to a different book. We'll make every effort to assign you one of the two books you've chosen. The three mega-groups (each assigned one of the three books) will have time in class to organize themselves into smaller research teams (we suggest 2-4 students on each team). Each research team will then plan a research strategy for identifying primary source materials relevant to the book assigned. These primary sources should be found in libraries on campus or in electronic databases accessible through UW libraries. On Thurs. Feb. 4, a UW librarian will speak during lecture about how to find such sources, and you will organize yourselves into research teams. The teams from each mega-group will report on the primary sources they've found during the class period in which we'll be discussing the book assigned to that mega-group (*Nature's Metropolis*, Thurs. Feb. 18; *Smelertown*, Tues. April 5; *Popular Culture in the Age of White Flight*, Thurs. April 28). Meanwhile, each individual should be deciding on one or two of the primary sources identified to use in the preparation of his or her individual paper. The actual paper, then, will be both a review of the book and an exploration of how the author uses primary sources to make a historical argument. You'll use the source(s) you've chosen to demonstrate in detail how the author uses primary materials. Your paper will be due at the beginning of lecture a week after the book you've read is discussed in class (*Nature's Metropolis*, Thurs. Feb. 25; *Smelertown*, Tues. April 12; *Popular Culture in the Age of White Flight*, Thurs. May 5). Papers must be computer-generated, double-spaced, with standard one-inch margins. Late papers will be accepted without penalty only if you negotiate an alternative due date with your teaching assistant at least *48 hours prior to the due date* specified here. Otherwise, late papers will drop by one-half of a grade for each day that they are late.

8. Exams: There will be two take-home essay exams, a Midterm and a Final. We will not give out exam questions prior to the dates specified here under any circumstances, nor will they be distributed electronically. The Midterm questions will be handed out at the end of lecture on Thurs. March 3, and your answers must be handed in at the beginning of lecture on Thurs. March 10. There will be no formal lecture on Tues. March 8, but the professor and teaching assistants will be available in the classroom to answer questions you have about the midterm. The Final questions will be handed out at the end of lecture on Tues. May 3, and your answers must be handed in between 7:45 and 9:45 a.m. on Thurs. May 12—that is, during the regularly scheduled final exam period for this course. There will be no formal lecture on Thurs. May 5, but the professor and teaching assistants will be available in the classroom to answer questions you have about the final. Midterm and Final exams must be computer-generated, double-spaced, with standard one-inch margins, and they may not exceed the page limits established. You are to work individually and independently on these exams; evidence of collaboration will result in automatic failure. Exams may not be submitted electronically. Late exams will not be accepted (no exceptions made for computer difficulties or transportation problems).

9. Academic Honesty and Integrity: Together, we constitute an academic community, and academic communities are bound by codes of honesty and respect. In the life of our community, there will be moments when you're called upon to collaborate, cooperate, and brainstorm, and there will be moments when you're called upon to produce individual work. You'll collaborate during discussion sections, for example, and you'll also work cooperatively in the research stage of the long paper assignment described above (see 7b). But written assignments produced for this class (papers, exams, and the film journal entry) must be your own original work expressed in your own words. Using a classmate's responses to exam questions and disguising them as your own or claiming credit for prose that you've found on the internet or in an academic publication (even if you change a word here and there) are examples of plagiarism, a serious academic offense. Most of you would never dream of cheating, and we respect you for that. For those few who are tempted to consider taking a dishonest shortcut in assigned work for this class: know that your professor and teaching assistants are trained to spot academic misconduct, and will respond to it as outlined in UW System Administrative Code, Chapter UWS 14, Student Academic Disciplinary Procedures. For more information, see: <http://students.wisc.edu/doso/acadintegrity.html>

Grades

Your final grade will be determined using the following formula:

Course participation	20%
First paper	10%
Second paper	25%
Midterm exam	20%
Final exam	25%

From time to time, you may be given the chance to enhance your course participation grade by attending a campus event relevant to the history of the North American West and writing up a 1-2 page response paper that relates that event to course content. Please check with your instructor to make sure an event that interests you is sufficiently relevant to course content before writing such a paper and turning it in.

Readings

The following books are required for all students. They are available for purchase at the University Book Store, and are on reserve at College Library in Helen C. White Hall:

William Deverell and Anne Hyde, eds., *The West in the History of the Nation: A Reader*, Vol. 2, *Since 1865* (Boston: Bedford/St. Martin's, 2000).

William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: W.W. Norton, 1992).

Monica Perales, *Smelertown: Making and Remembering a Southwest Border Community* (Chapel Hill: University of North Carolina Press, 2010).

Eric Avila, *Popular Culture in the Age of White Flight: Fear and Fantasy in Suburban Los Angeles* (Berkeley: University of California Press, 2004).

There is also a small, required course pack available for purchase at the University Book Store. This course pack consists of two chapters from Vol. 1 of *The West in the History of the Nation*. If you've taken History 461 and still have this book, you do not need to purchase the course pack. Copies of Vol. 1 are also on reserve at College Library. The assigned chapters are also available in electronic form on the Learn@UW site for this course.

The following book *isn't required*, but it's *ever-so-highly recommended*. It's a more reliable source of relevant information about western history than, say, *Wikipedia*, because the entries are written by leading practitioners in the field. Those of you who purchase it may well find it to be a book you'll be happy to own for years to come. Still, it's expensive, so you might want to use one of the copies on reserve at College Library. None of the assignments in the book are required, but once you start reading them, you might get hooked. This is no boring compendium of useless facts, but rather a curious collection of brief, readable essays on an extraordinary range of topics. Why did the Pony Express last only a year? Why did Kansas bleed? What do state universities have to do with nineteenth-century federal land policy? Why do blue jeans have copper rivets? Why did women gain voting rights first in the West? What is a Wobbly? Who said, "raise less corn and more hell"? Who performed in the Wild West show? Why is Wounded Knee twice famous in western history? When *Dances With Wolves* won an Oscar in 1990, how long had it been since a western won the award? How did Las Vegas morph from a Mormon mission site to Sin City, U.S.A.? What is the "new western history"? You'll find the answers here:

Howard Lamar, ed., *The New Encyclopedia of the American West* (New Haven, Conn.: Yale University Press, 1998). [Abbreviated as NEAW in syllabus.]

Calendar and Assignments

Week 1

Tues. Jan. 19: Course Introduction

Thurs. Jan. 21: Making the West American

Reading: The West, Introduction, pp. xv-xvii
Nature's Metropolis, Preface & Prologue, pp. xiii-xvii, 5-19

NEAW: physiography of the U.S.; Indians of California, of Texas, of the Great Basin, of the Great Plains, of the Northwest, of the Southwest; see also entries for various Indigenous nations, groups, tribes, & confederacies, such as Sioux (Dakota, Lakota), Ute, "Five Civilized Tribes," Pueblo, Cheyenne & Arapaho, Apache, Navajo, Modoc & Klamath; Indian languages; Texas, annexation of; Oregon controversy; Mexican War; Treaty of Guadalupe Hidalgo; Gadsden Purchase; frontier theory; Turner, Frederick Jackson; western history, 1970s-90s; Chicago; Wisconsin

Week 2

Tues. Jan. 26: Incorporating the West

Thurs. Jan. 28: Mining the West

Reading: Course pack (from The West, vol. 1, Chaps. 13 & 14, pp. 266-311)
Nature's Metropolis, Chaps. 1-2, pp. 23-93

NEAW: Compromise of 1850; California (up through American conquest & the Calif. gold rush); telegraph; transportation, overland; stagecoach; Russell, Majors & Waddell; Overland Mail Co.; Holladay, Ben; Holladay's stagecoach lines; Pony Express; Wells, Fargo & Co.; Adams Express Co.; vigilantism; law & order; gold and silver rushes; Daly, Marcus; boomtowns; mining towns; Denver; mining, metal; mining law; mining engineer; Western Federation of Miners; prostitution; Kansas-Nebraska issue; popular sovereignty; Civil War in the West; Utah expedition of 1857-58; Latter Day Saints; polygamy; Young, Brigham; railroads

Week 3

Tues. Feb. 2: *The West*, part 4, *Death Runs Riot*

Thurs. Feb. 4: Special presentation on finding primary sources
 David Null, University Archivist
First paper due at beginning of lecture

Reading: Nature's Metropolis, Chaps. 3-5, pp. 97-259

NEAW: buffalo; cattle industry; cattle towns; lumber industry; agricultural expansion; Cortina, Juan; Brown, John; Twain, Mark; Virginia City, Nevada; Sheridan, Philip Henry; Sherman, William Tecumseh; Chivington, John; Fetterman massacre; Sand Creek massacre; Washita, battle of; Cheyenne & Arapaho Indians; Cheyenne & Arapaho War; Bent brothers; Sioux (Dakota, Lakota) Indians; Mountain Meadows massacre

Week 4

Tues. Feb. 9: Creating the Range

Thurs. Feb. 11: *The West*, part 6, *Fight No More Forever*

Reading: The West, Chap. 2, pp. 22-45
Nature's Metropolis, Chaps. 6-7, pp. 263-340

NEAW: Black Hills; Indian wars, 1865-91; Little Big Horn, battle of; Nez Perce War; Red River War; Sitting Bull; Chief Joseph; Custer, George Armstrong; Howard, Oliver Otis; Miles, Nelson Appleton; land policy, 1780-1896; Homestead Act; Timber Culture Act; public domain; sod house; colleges & universities; Powell, John Wesley; sheep ranching; Basques; Navajo Indians; Navajo weaving; bonanza farming; wheat production; Red River of the North

Week 5

Tues. Feb. 16: Railroad Blues

Thurs. Feb. 18: discussion of Nature's Metropolis

Reading: Nature's Metropolis, Chap. 8 & Epilogue, pp. 341-385

NEAW: Central Pacific Railroad; Union Pacific Railroad; Denver and Rio Grande Western Railroad; Atchison, Topeka and Santa Fe Railroad; Southern Pacific Railroad; Burlington Northern Railroad; railroad land grants; transcontinental railroad surveys; Crocker, Charles; Hopkins, Mark; Huntington, Collis P.; Stanford, Leland; Durant, Thomas C.; Villard, Henry; Hill, James Jerome; Zion Co-operative Mercantile Institution; Apache Indians; Geronimo

Week 6

Tues. Feb. 23: All-American Men?

Thurs. Feb. 25: An Army of Women
Nature's Metropolis papers due at beginning of lecture

Reading: The West, Chap. 3, documents 9-12 & 14, pp. 46-59, 63-67

NEAW: men & manhood in western history; Wister, Owen; Remington, Frederic; Bunyan, Paul; lumberjack; cowboy; cowboy clothing; barbed wire; rodeo; women in western history; woman suffrage; Calamity Jane; Duniway, Abigail Scott; Edmunds Acts; cities, growth of; immigration; Chinese Americans; Chinese immigration; Chinese, riots against; Irish immigration

Week 7

Tues. March 1: *The West*, part 7, *Geography of Hope*

Thurs. March 3: Reservations About Empire
option #1 film journal entry due at beginning of lecture
 MIDTERM EXAM QUESTIONS HANDED OUT
 AT END OF LECTURE

Reading: The West, Chap. 1, pp. 2-21, *plus* Chap. 3, document 13, pp. 59-63

NEAW: African Americans on the frontier; Roosevelt, Theodore; Los Angeles, California (thru 1900); Udall family; Woodruff, Wilford; Carlisle Indian School; Cushing, Frank Hamilton; Wild West show; Cody, Buffalo Bill; U.S. Indian Policy, 1860-present (to 1900); Indian Affairs, Bureau of; Fort Laramie; Fort Laramie, treaty of (1851); Medicine Lodge, treaty of (1867); peace policy; Carleton, James Henry; Carson, Kit; Dawes Severalty Act; Dawes, Henry Laurens; Ghost Dance; Wounded Knee massacre

Week 8

Tues. March 8: work on exams; professor and TAs available for consultation

Thurs. March 10: Protesting the West Agrarian
 MIDTERM EXAMS DUE AT THE BEGINNING OF LECTURE

NOTE: no discussion section meetings this week

Week 9

Tues. March 15: Protesting the West Industrial

Thurs. March 17: Water, Woods, and Wilderness

Reading: The West, Chaps. 4-5, pp. 68-111
Smelertown, Intro. & Chaps. 1-2, pp. 1-93

NEAW: agrarian movements; agricultural expansion; Greenback Party; Populism; Populism in the Mountain West; Lease, Mary Elizabeth; Bryan, William Jennings; election of 1892; election of 1896; silver issue; coal mining; copper mining; Cripple Creek strikes; Waite, Davis; Industrial Workers of the World; labor movement; conservation movement; Muir, John; Carey Act; Newlands Reclamation Act; Taylor Grazing Act; cattle industry in the 20th century; reclamation & irrigation; water in the trans-Mississippi West; California, water & the environment; Pinchot, Gifford; Boone & Crockett Club; wilderness; national parks and monuments; National Park Service; Yellowstone National Park; Yosemite National Park; tourist travel; El Paso, Texas; Mexican Americans

Week 10

SPRING BREAK!!!

Week 11

Tues. March 29: Oil, Soil, and Dust

Thurs. March 31: Constructing the Wild West

NOTE: Thurs. evening, special screening of film "High Noon," TBA

Reading: The West, Chaps. 6-7, pp. 112-147
Smelertown, Chaps. 3-5, pp. 97-222

NEAW: petroleum industry; dry farming; dust bowl; California, the Great Depression; Okies; Steinbeck, John; Japanese immigration; Japanese Americans; dime novels; novel, western; Grey, Zane; L'Amour, Louis; Russell, Charles; artists of Taos and Santa Fe; Luhan, Mabel Dodge; O'Keefe, Georgia; Benton, Thomas Hart (1889-1975); Cather, Willa; Austin, Mary; Wilder, Laura Ingalls; films, western; motion picture industry; Wayne, John; radio & television, westerns on; music, western; music about the West

Week 12

Tues. April 5: discussion of Smelertown

Thurs. April 7: *Goin' Back to T-Town*

Reading: Smelertown, Chap. 6 & Epilogue, pp. 225-277 (*finish this reading before Tues. lecture*)
The West, Chaps. 8-9, pp. 148-187

NEAW: Oklahoma; Tulsa, Oklahoma; African Americans in the Far West; Civilian Conservation Corps

Week 13

Tues. April 12: *A Family Gathering*
Smelertown papers due at beginning of lecture

Thurs. April 14: Internments, Terminations, and the Roots of Resistance

Reading: The West, Chaps. 10-11, 188-223
Popular Culture in the Age of White Flight, Preface & Chaps. 1-2, pp. xiii-xvi, 1-64

NEAW: California, World War II & Japanese American internment, and politics and racial tensions; Los Angeles, California (after 1900); U.S. Indian policy, 1860-present (1900-present); Collier, John; Wheeler-Howard Act; Deer, Ada; Kaiser, Henry; aerospace industry; uranium mining; Los Alamos, New Mexico; Nevada Proving Ground

Week 14

Tues. April 19: *The Longoria Affair*

Thurs. April 21: The Empire Strikes Back

Reading: The West, Chaps. 12-13, pp. 224-257
Popular Culture in the Age of White Flight, Chaps. 3-4, pp. 65-144

NEAW: roads & highways; environmental history of the West; Sierra Club; Indian Power movement; Chicano liberation movement; Chávez, César; Gonzales, Rodolfo (“Corky”); Tijerina, Reies Lopez; Deloria, Vine, Jr.; Mankiller, Wilma; Johnson, Lyndon Baines; Goldwater family; Reagan, Ronald; Disney, Walter Elias

Week 15

Tues. April 26: *The Times of Harvey Milk*

Thurs. April 28: discussion of Popular Culture in the Age of White Flight

NOTE: Thurs. evening, special screening of film “Smoke Signals,” TBA

Reading: The West, Chaps. 14-15, pp. 258-300
Popular Culture in the Age of White Flight, Chaps. 5-6 & Epilogue, pp. 145-242

NEAW: San Francisco; Spokane Indians; Coeur d’Alene Indians

Week 16

Tues. May 3: Imagining a New West
 FINAL EXAM QUESTIONS HANDED OUT
 AT END OF LECTURE
option #2 film journal entry due at beginning of lecture

Thurs. May 5: Wrap-up
 work on exams; professor and TAs available for consultation
Popular Culture in the Age of White Flight papers due at beginning of lecture
extra credit option film journal entry due at beginning of lecture

NEAW: Abbey, Edward; Anaya, Rudolfo; Didion, Joan; Doig, Ivan; Erdrich, Louise; Hillerman, Tony; Kingsolver, Barbara; McMurtry, Larry; Momaday, N. Scott; Silko, Leslie Marmon; Stegner, Wallace

NOTE: no discussion section meetings this week

Finals Period

Thurs. May 12: 7:45 to 9:45 a.m., FINAL EXAMS DUE

Susan Lee. Master Lecturer, Social Sciences. Title Master Lecturer, Social Sciences. Office 219D. Email susanlee@bu.edu. Phone 617-353-2907. *New Approaches in Sociology: Studies in Social Inequality, Social Change, and Social Justice* series, ed. Nancy Naples. New York: Routledge, 2006. The study was made public earlier this month by Dr. Byram Bridle, a viral immunologist. They also discuss the lack of proper animal studies for the new mRNA vaccines, and the theory, espoused by virologist Geert Vanden Bossche, Ph.D., that mass vaccination with the mRNA vaccines could produce ever more transmissible and potentially deadly variants. As *The Defender* reported June 3, Bridle received a copy of a Japanese biodistribution study "which had been kept from the public" as a result of a freedom of information request made to the Japanese government for Pfizer data. Semantic Scholar profile for Lee Johnson, with 24 highly influential citations and 19 scientific research papers. Lee Johnson. Publications 19. h-index. 7. Citations 770. Highly Influential Citations 24. Follow Author... Protection by rapid chemical preconditioning of stressed hippocampal slice: a study of cellular swelling using optical scatter imaging. Abhishek Bandyopadhyay, Lee Johnson, W. Chung, N. Thakor. *Medicine. Brain Research*. 26 July 2002. It has been demonstrated that anoxic preconditioning protects against a subsequent 'lethal' injury in the hippocampal slice. The goal of this paper was to test the hypothesis that chemical The Chicano-Latin Studies minor prepares students for informed political action and justice work with and within Chicano and Latino communities. The program recognizes the country's growing Latino communities, their historical role in the fight for decolonization and re-defining nationhood and citizenship, and their broader struggles and interconnections across the Americas. Careers. Students develop the skills necessary for professional and graduate work in areas such as social work, education, business, health sciences, the arts and humanities, law, and management. Where Activism and Research Collide. In her latest research project, Professor Lorentzen looks at human rights abuses on the Arizona-Mexico border.