



NATIONAL ENDOWMENT FOR THE

Humanities

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Proposal

The attached document contains the narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful proposal may be crafted. Every successful proposal is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the program guidelines at <http://www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers> for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Hoover Dam and the Shaping of the American West
Institution: University of Massachusetts, Dartmouth
Project Directors: Anthony Arrigo and Michael Green
Grant Program: Landmarks of American History and Culture Workshops

2. NARRATIVE

Abstract: The subject of our Landmarks of American History and Culture workshop is the Hoover Dam. Proclaimed a savior of the American southwest and repeatedly hailed as a world wonder, Hoover Dam played a key role in both regional and national developments in early 20th century America including the expansion of federal water reclamation projects, advances in civil and hydro-engineering, development of public-private partnerships of the New Deal, and the rapid growth of cities and agriculture in the southwest. Indeed, Hoover Dam has played a significant—if not defining—role in shaping the politics, environment, and culture of the American southwest with implications reaching into areas of economics, regional and national identity, race, class, gender, and public policy, to name a few. Moreover, although water has long been considered the most indispensable resource in the American west, and will only grow in importance with scarcity increasing and an influx of millions of people expected in the coming decades, this important topic is often neglected in middle and high school humanities courses. We propose *Hoover Dam and the Shaping of the American West* as a workshop for 6-12th grade educators to explore these ideas through discussions with leading scholars, daily site study, and historical research using primary documents at archives and museums in and around Boulder City and Las Vegas, Nevada.

A. INTELLECTUAL RATIONALE

Hoover Dam is undoubtedly an icon of American engineering, an enduring symbol of modernism, and a memorial to those Americans who overcame one of the most inhospitable environments on earth to ensure its construction. Even before its completion, Hoover Dam was destined for renown. In the years and decades before the first blasts of dynamite began to reshape the walls of Black Canyon in preparation for what was to become the largest dam in the world, those who championed

the project declared it a sublime tribute to American technological progress and a symbol of American ingenuity and pride. Senator Hiram W. Johnson, co-author of the Swing-Johnson Act that legislated the dam's construction, wrote in 1928 that once completed it would be "the greatest constructive project of our generation. There is nothing comparable to it within our memories, save the construction of the Panama Canal. It is a project of national importance." An article in the *Los Angeles Times* in October of 1933 states, "this great structure presents a picture of massive power, which overwhelms even the modern concept of the great Mayan builders." Describing it as surpassing the Great Wall of China, the Acropolis, Hagia Sophia of Constantinople, and the pyramids of Egypt, the *Times* pronounced the dam to be "in fact, the greatest structure ever built by man." At its dedication ceremony on September 30, 1935, President Franklin D. Roosevelt said that the dam was a "great feat of mankind," "the greatest dam in the world," and a "a twentieth-century marvel."

Countless politicians, journalists, scholars, and others have since declared Hoover Dam to be one of America's greatest achievements. Roosevelt, however, also cautioned in his dedication that, "Beautiful and great as this structure is, it must also be considered in its relationship to the agricultural and industrial development and in its contribution to the health and comfort of the people of America who live in the southwest." It is this very consideration that drives the focus of our workshop.

Although the saga of the American west is a complicated one that involves a wide range of issues, there is one feature that pervades every aspect of its history: water. The need for water in the American west and efforts to control its distribution for human benefit extend back millennia. Long before the Bureau of Reclamation was formed to "make the desert bloom," white settlers, Mormons, and Native Americans devised innumerable ways to divert Colorado River water into the arid Colorado Desert for irrigation or drinking. Nevertheless, every one of these efforts eventually

succumbed to ravaging floods, blistering drought, salinity buildup, and other problems. Hoover Dam was the monumental undertaking that sought to finally "tame" the Colorado River. Its resulting flood control, drinking water, and cheap hydropower spurred the metropolises of Los Angeles, Las Vegas, and Phoenix, and allowed vast agricultural development in the Imperial Valley of California. Yet, in the broad sweep of American history as taught in middle and high school, the role of water and how it shaped—physically, politically, and culturally—the American southwest is often ignored.

In a six-day workshop sponsored by the University of Nevada, Las Vegas (UNLV) educators will explore the societal consequences (positive and negative) of Hoover Dam's construction. Throughout the week, scholars will lead educators in a variety of sessions that center on three central questions: 1) What was the role of Hoover Dam in the development of the American southwest? 2) How does Hoover Dam's construction reflect broader issues of early 20th century American society? 3) What will the legacy of Hoover Dam be for future generations?

Throughout the week, educators will examine archival materials such as letters, photographs, and oral histories. They will get the opportunity to explore the damsite itself, as well as Boulder City, Lake Mead, the Boulder City Museum, the Nevada State Museum, and the special collections archives at the University of Nevada, Las Vegas. They will learn about the challenges and triumphs of the construction process, as well as the physical workings of the dam and its distinctive architectural design. They will engage such topics as politics, economics, labor history, civil rights, westward migration, and the environmental legacy of US water policy, all through the lens of Hoover Dam. These topics will serve to show that the story of Hoover Dam can be instructional of a variety of humanities-oriented themes that reach well beyond its celebrated feats of engineering.

B. CONTENT AND DESIGN

Workshop: Our workshop will consist of two, one-week sessions (July 12-18, and July 19-25, 2016) beginning on Sunday evening and ending on Friday evening. Each session will combine classroom study, site study, and reflection/curricular development. Scholars will lead classroom discussions and will accompany educators on site visits. Ample time is provided for educators to reflect on and discuss with each other the topics covered during the sessions. Educators will develop curriculum integration strategies alongside a teaching mentor and will give a short presentation about their pedagogical initiative ideas at the conclusion of the workshop.

Site studies: Classroom sessions will be augmented by site studies in which both the natural and built environments of Hoover Dam and its surrounding areas serve as touchstones to draw out larger issues of the dam's construction. Boulder City, Lake Mead, the Black Canyon damsite, the Boulder City Museum and Historical Association archives, the UNLV Special Collections archives, and the Nevada State Museum will serve as the sites where educators will gain a better understanding of the history and consequences of Hoover Dam's construction. All of the sites are in relatively close proximity to one another (within 30 minutes or less) and so minimal travel time to and from Boulder City is needed (*see Appendix A for a map of the area*).

Themes & Schedule: Over the course of the week, scholars and educators will explore five thematic areas that encompass the overarching implications of Hoover Dam's construction: politics, law and economics; dam construction; labor and gender; race; and environment. Each of the workshop days will focus on a central theme facilitated through a purposeful triangulation of topic, people, and physical sites. Although we divide the week into thematic days, we recognize that many aspects of these topics overlap in various and significant ways. Consequently, the workshop imposes

some linearity to a collection of themes that did, in fact, often weave together simultaneously yet with numerous and diverse causes and consequences. The sequence of sessions, then, aims to follow the broad arc of Hoover Dam's existence starting with why it was built, then how it was built, then who built it, and finishing with its lasting legacy for current and future generations (*see Appendix B for detailed workshop schedule*).

Schedule Description: The workshop will begin Sunday evening with registration and a meet and greet at the historic Boulder Dam Hotel. Dr. Anthony Arrigo of the University of Massachusetts, Dartmouth will provide a welcome talk that includes an overview of the week and the expectations of the participants. Dr. Arrigo will discuss some key features of the workshop including its intellectual rationale by drawing on research from his recent book *Imaging Hoover Dam: The Making of a Cultural Icon* (2014) which, in contrast to most scholarship on Hoover Dam, provides a significant shift in focus away from chronicled accounts of how it was built and instead traces themes of race, gender, class, and the environment by way of the dam's history of visual representation in photographs, illustrations, paintings, and other depictions.

Dr. William D. Rowley, the Grace A. Griffen Chair in Nevada and the West at the University of Nevada, Reno, will follow with a keynote dinner lecture that provides a macro-level overview of the dam's construction within the context of the history of the American west. Dr. Rowley will draw on his distinguished research in the history of Nevada and the history of the westward movement, and particularly from his tracing of the origins of US water reclamation projects in his books *Reclaiming the Arid West: The Career of Francis G. Newlands* (1996) and *The Bureau of Reclamation: Origins and Growth to 1945* (1996). At the welcome event educators will also get a chance to meet and speak with longtime Boulder City residents who can talk individually and collectively about living in the city built for the dam, and about the dam workers they knew.

Monday. It is often forgotten that Hoover Dam's construction was made possible only after landmark Supreme Court cases, the settling of federal water policy, and years (in fact, nearly two decades) of political wrangling at the state and national levels, all of which were highly controversial. At the time, many doubted that the federal government would be able or willing to pay the huge sums of money that would be required to construct a dam of this scale in the midst of the worst economic depression in US history. Others doubted that the economic windfall predictions from the project would actually come to fruition, while still others were fearful of California taking an inequitable distribution of the water, leaving Nevada and Arizona without enough to meet their own irrigation and drinking needs. Nevertheless, the rationale repeatedly put forth was that Hoover Dam would be the greatest economic engine America had ever seen. Monday will be spent covering these topics as a foundation for the rest of the week.

On Monday morning, students will travel to the Nevada State Museum in Las Vegas for a tour led by museum director Mr. Dennis McBride. After touring the museum, educators will make the short trip to the Lied Library on the campus of UNLV where they will spend the rest of the day. There Dr. Gregory Hise, Professor of History at UNLV, will lead a discussion about the economic impacts of Hoover Dam, from the jobs it produced during its construction, to the agricultural output of the American southwest, to its role in the astounding growth of southern California. Drawing on his book *Magnetic Los Angeles: Planning the Twentieth-Century Metropolis* (1999), which received the Spiro Kostof Book Prize from the Society of Architectural Historians and the Pflueger Award from the Historical Society of Southern California, Dr. Hise will discuss how, contrary to popular sentiment, the modern-day Los Angeles region is the byproduct of deliberate planning in response to the political and economic conditions of the 1920s and 30s, and that crucial to this process was the promise of drinking water and cheap hydroelectric power from Hoover Dam. Educators will also read a selection from *Material Dreams: Southern California Through the 1920s* (1990)

by well-known historian of California, Kevin Starr, and an essay "Hydraulic Society in California" from *Under Western Skies: Nature and History in the American West* (1992) by renowned scholar of the American west and the Hall Distinguished Professor of American History at the University of Kansas, Donald Worster. Educators will also read about the powerful Metropolitan Water District of Southern California (MWD) and its influence on western water policy in *Beyond Chinatown: The Metropolitan Water District, Growth, and the Environment in Southern California* (2006)

On Monday afternoon Dr. Eugene Moehring, Professor of History at UNLV, will discuss the legal and political roadblocks that, for years, stymied the dam's construction. He will detail the role of the stock market crash of 1929 and resulting depression in the drive to build the dam, and how legal disputes between Nevada, California, and Arizona threatened to scuttle the dam project on more than one occasion. He will discuss how the Colorado Compact was achieved, and how the Swing-Johnson Act (Phil Swing, a Republican congressman from Imperial County, California, and Hiram Johnson, a Progressive then Republican party senator from California) to authorize funding to build the dam was finally enacted after years of stonewalling by rival states' politicians. Key to Dr. Moehring's lecture will be selections from David Billington and Donald Jackson's book, *Big Dams of the New Deal Era: A Confluence of Engineering And Politics* (2006) and from *Water and American Government: The Reclamation Bureau, National Water Policy, and the West, 1902-1935* (2002) by noted historian and one of the foremost experts on western water policy, Donald Pisani. Included here are also some contemporaneous newspaper articles covering the politics surrounding Hoover Dam. At the conclusion of the day, Dr. Sue Kim Chung, the director of special collections at UNLV, along with Dr. Moehring, and teaching mentor Mr. Richard Mercurio, a Fulbright Award in Teaching recipient with over 30 years of public middle and high school teaching experience, will lead educators in a pedagogy development session on using primary documents in the classroom.

Tuesday. At the time of its construction, Hoover Dam was the largest civil engineering project in history outside the building of the Panama Canal. It was a monumental undertaking that ran 24 hours per day, 365 days a year for the duration of construction. Tuesday will cover the construction of the dam itself, its distinct architectural design and artwork, and finish with a trip to Hoover Dam for a tour led by Bureau of Reclamation personnel. Dr. Richard Guy Wilson, who is the Commonwealth Professor's Chair in Architectural History at the University of Virginia, a Guggenheim Fellow, a former visiting fellow at Cambridge University, an honorary member of the American Institute of Architects, and author of numerous scholarly works on architecture including several on Hoover Dam, will spend the morning discussing the construction process and the architectural and design features of the dam. Assigned readings for the session will include three of Dr. Wilson's articles about Hoover Dam with particular focus on his seminal work on the topic "Machine-Age Iconography in the American West: The Design of Hoover Dam" (1985) written under a National Endowment for the Humanities grant to the Brooklyn Museum for the exhibition "Machine Age America" (1986-1987). In addition to Dr. Wilson's work, educators will read one of the few extant public writings from the dam's architect Gordon Kaufmann, published in 1936. A key component to understanding its construction will be a trip to the dam itself for a guided tour by the Bureau of Reclamation that will include access to the visitor's center, and a tour of the power plant, generators, penstocks, inspection galleries, spillways, and observation decks. Professors Wilson and Arrigo, along with Dr. Michael Green, Associate Professor of History at UNLV, will accompany educators on the tour, and then lead a post-tour lecture to discuss some additional aspects of the dam's construction not covered by the Bureau tour.

Wednesday: The story of laborers at Hoover Dam is one of desperation, tragedy, and perseverance. Within weeks of the announcement of Hoover Dam's construction, penniless jobseekers and their families began arriving in southern Nevada by the thousands. Scores of people

arrived by car and train while others crossed the desert by horseback and some even walked, all with the hopes of finding employment at the dam. Wednesday will focus on laborers and their role in building the dam. Educators will get a sense of the lives of laborers and their families by reading stories told in their own words in selections from Andrew Dunar and Dennis McBride's important oral history *Building Hoover Dam: An Oral History Of The Great Depression* (1993).

Dr. Michael Green will begin the day by leading a walking tour of Boulder City to discuss its history in relation to the dam. Following the walking tour, Dr. Michelle Turk of UNLV, will discuss what it was like to work at the dam, how laborers described their experiences, and how Boulder City was built and run as a federal reservation in which worker housing was provided, but ingress and egress privileges were regulated by checkpoints and required special identification, alcohol and gambling were illegal, and workers were paid in scrip instead of cash. Drawing on two of her published articles, "Work on the River: Employment at the Hoover Dam" (2013), and "Dead Roses and Blooming Deserts: The Medical History of a New Deal Icon" (2007), Dr. Turk will discuss the working conditions at the damsite, organized labor in Nevada, and the labor strikes at Hoover Dam. Educators will also read some contemporaneous newspaper and magazine articles that discuss labor at the dam.

The dominant theme of most accounts of Hoover Dam's story is as a symbol of the triumph of man over nature through the use of technology. Often lost in this narrative are the stories of women who lived at the damsite. Wednesday afternoon Dr. DeAnna Beachley, Professor of History and Women's Studies at College of Southern Nevada, will discuss working women in the era of the Great Depression and the New Deal, and in particular women in Nevada and the stories of women at Hoover Dam. Participants will read works from depression-era women writers such as Mary McLeod Bethune and Meridel Le Sueur, and read selections from *On the Picket Line: Strategies of Working-Class Women during the Depression* (2007) and *Beyond Suffrage: Women in the New Deal* (1987).

Thursday. African Americans have lived in southern Nevada since the late 1890s when they helped build the railroad to what was later to become the city of Las Vegas. More than two decades later, when the massive public works project to build a dam on the Colorado River was announced, it promised to bring with it a transformational economic boom to Las Vegas. This opportunity, however, did not apply equally to everyone. Asians, for example, were barred completely from working at the dam as the explicit language in the government agreement stated, "no Mongolian labor shall be employed under this contract." Although the African American community had long been established in Las Vegas, and though they were not explicitly barred from working at the dam, they encountered significant and systemic challenges to their quest for social and economic equality in Las Vegas. Claytee White, Director of the Oral History Research Center at the University of Nevada, Las Vegas, will discuss the history of African Americans in Nevada, the segregation of Las Vegas, and attempts by the NAACP to secure jobs at the dam site for African Americans. Educators will read the two most recognized scholarly articles on the subject: "Blacks and the Boulder Dam Project" (1981) and "The Evolution of a Black Community in Las Vegas, 1905-1940" (1987), both by Roosevelt Fitzgerald. In order to gain an understanding of African American labor in the context of early 20th century America, educators will also read two scholarly articles on the economic challenges faced by African Americans: James Sears' piece from the journal *The History Teacher*, "Black Americans and the New Deal" (1976) and William Sundstrom's, "Down or Out?: Unemployment and Occupational Shifts of Urban Black Men during the Great Depression" (1996). In the second half of Dr. White's discussion, she will lead educators in an interactive session on the practice and art of collecting oral histories.

Of all the communities impacted by Hoover Dam, proximate Native American peoples likely were the most affected. Although Native communities such as the Hopi, Paiute, and Papago had lived in the Colorado River basin and the (newly renamed) Imperial Valley areas for millennia—

long before white settlers arrived—they were not included or considered in the Colorado River Compact negotiations. Moreover, water rights were structured to heavily favor white settler claims over Native claims, as the US government freely redistributed previously safeguarded Native lands to white farmers without opposition. For example, thirty-nine thousand square miles of land was set aside as a Moapa Paiute tribal reservation by the federal government in 1873, yet just two years later, the reservation was shrunk to a mere one thousand acres—a 99.9996 percent reduction.

Dr. William Bauer, Associate Professor of History at UNLV and scholar of Native history in the American west, will discuss the history of Native peoples in the area, the impact of the dam on Native Americans, their history of labor on reclamation projects including at Hoover Dam.

Educators will read Robert Campbell's "Newlands, Old Lands: Native American Labor, Agrarian Ideology, and the Progressive-Era State in the Making of the Newlands Reclamation Project, 1902-1926" (2002) which argues that, in fact, hundreds of Paiute and Shoshone farm workers provided much of the labor for the first federal Reclamation Act project sixty miles east of Reno, yet there is little recognition of this fact. For a perspective on the continued impact of the dam on Native peoples, educators will read from an American Indian ethnographic study for the Hoover Dam Bypass Project. This study evaluated the potential impacts to American Indian cultural resources of Mohave, Hualapai, and Southern Paiute people related to the three proposed alternatives to divert traffic from crossing over Hoover Dam.

Friday. From burgeoning cities made possible by access to drinking water, to desert landscapes transformed by irrigation water, Hoover Dam dramatically, some say irrevocably, altered the environment of the American southwest. The dam has impacted fish migrations, river flows, water salinity, the Colorado River Delta, and an eons-long natural flood-then-drought cycle. Some argue, however, that Hoover Dam has been a positive for the environment in that the electricity generated by hydropower requires no fossil fuels and has mitigated the pollution that would

otherwise be created by fossil fuel burning power plants. To gain a sense of Hoover Dam's environmental footprint, educators will take a trip to Lake Mead with environmental historian Dr. Andrew Kirk of UNLV and leading local geologist and archaeologist Dr. Kevin Rafferty of the College of Southern Nevada. Participants will read a selection from Dr. Kirk's book *Counterculture Green: The Whole Earth Catalog and American Environmentalism* (2007) in which he details the developing awareness by counterculture environmentalists of the perils of unbridled technology, particularly the dam-building boom in the US, and the attempts at redefining the environmental movement in the Whole Earth Catalog. Educators will also read a second essay from Donald Worster's book *Under Western Skies* (1992) titled "Hoover Dam: A Study in Domination." For a cultural studies perspective on water reclamation, educators will read Theodore Steinberg's article, "That World's Fair Feeling: Control of Water in Twentieth Century America" (1993). Educators will also read a *Los Angeles Times* article from 1937 that describes the filling of Lake Mead and the attempts to rescue the Native archeological treasures soon to be covered over by water.

Expectations of participants: In preparation for the workshop participants will be asked to read three books that will provide some historical and cultural context for Hoover Dam's construction (*see Appendix C for a full bibliography of readings.*) The first is Marc Reisner's *Cadillac Desert: The American West and Its Disappearing Water*, originally published in 1986 and revised in 1993. Widely considered to be one of the most important and influential works in American environmental history and history of the American west, it details the efforts of the Bureau of Reclamation and the Army Corps of Engineers to harness water in the west and the long-term consequences of past and present attempts to remake the land. The book is also the basis for the four-part PBS documentary of the same name. Second is *Colossus: Hoover Dam and the Making of the American Century* (2010) by Pulitzer Prize winning *Los Angeles Times* journalist Michael Hiltzik. *Colossus* frames the dam's construction as a microcosm

of America's emergence from the depths of the Great Depression from a hodgepodge of rugged individualists to a machine-age collectivist economic juggernaut. Hiltzik argues that Hoover Dam had far reaching societal consequences both positive and negative. Third is Anthony F. Arrigo's *Imaging Hoover Dam: The Making of a Cultural Icon* (2014) in which he traces this history of the dam's visual representations from the earliest illustrations to the documentary photography of its construction and later depictions of the structure in commercial promotions, fine art photography, and paintings. Arrigo tells the story of laborers, women, minority groups, and interactions between nature and technology, all through Hoover Dam's imagery. *Imaging Hoover Dam* is an important work in both visual rhetoric and media studies and covers Hoover Dam's relationship to such topics as the American southwest, the Great Depression and the New Deal, the environment, and race, class, and gender in America.

In addition to the preparatory books, workshop participants will be expected to complete assigned readings prior to each day and to participate in discussions and planned activities. Participants will also be expected to keep a daily diary of lessons learned, begin developing a curriculum project, discuss teaching ideas with partner educators, and on the last day of the workshop present to the group their reflections of the week, and their ideas for curricular integration of topics covered in the workshop.

Workshop Resources: Prior to the workshop, participants will receive a course packet that will include a syllabus and all of the assigned readings. At the workshop registration, participants will receive notebooks and pens for field notes.

C. FACULTY AND STAFF

Project directors (in alphabetical order): *(See Appendix D for CVs of project directors)*

Anthony F. Arrigo is an Assistant Professor of English at the University of Massachusetts Dartmouth. Dr. Arrigo graduated from the University of Minnesota with a Ph.D. in Rhetoric and Scientific and Technical Communication. Winner of the 2012 Provost's award for teaching with technology at the University of Massachusetts Dartmouth, and the 2008 James I. Brown Teaching Excellence Award at the University of Minnesota, he teaches undergraduate and graduate courses in rhetorical theory, popular culture, cultural studies, and environmental literature & communications. He is also the author of the book *Imaging Hoover Dam: The Making of a Cultural Icon* (2014).

Michael Green is an Associate Professor of History at the University of Nevada, Las Vegas. Dr. Green earned his Ph.D. at Columbia University and teaches history courses on nineteenth-century America, and on Nevada and Las Vegas for UNLV's Honors College. Winner of the American Historical Association's 2013 Eugene Asher Distinguished Teaching Award, he is the author or co-author of eight books, including the forthcoming *Nevada: A History of the Silver State* (2015), as well as *Nevada: A Journey of Discovery*, a middle school textbook (2004). From 2007-2011 he was the co-director of a \$1.998 million U.S. Department of Education Teaching American History grant, "Inside American History," for the Clark County, Nevada School District. He edits the Wilbur S. Shepperson Series on Nevada History for the University of Nevada Press and served as editor of the *Nevada Historical Society Quarterly* from 2004 to 2012.

Teaching Mentor *(See Appendix D for CV and letter of commitment of teaching mentor)*

Richard Mercurio is a recently retired educator with over 30 years of middle and high school teaching experience in the Los Angeles and San Diego public school systems. He received his

undergraduate degree in History from California State University, Long Beach, and a Masters in Geography from San Diego State University. He is the recipient of several teaching awards including a Fulbright Award in Teaching. He has taught AP American History, American History, World History, Civics, American Government, and Journalism, among other courses.

Scholars / Lecturers (in alphabetical order): *(See Appendix E for commitment letters and CVs)*

William Bauer is an Associate Professor of History at the University of Nevada, Las Vegas. Dr. Bauer received his Ph.D. from the University of Oklahoma. Dr. Bauer teaches classes on California Indian, American Indian, and American West history and is UNLV's faculty liaison to the Newberry Library's Consortium on American Indian Studies. Dr. Bauer is the author of "*We Were All Like Migrant Workers Here: Work, Community and Memory on California's Round Valley Reservation, 1850-1941*" (2009).

DeAnna Beachley is a Professor of History and Women's Studies at the College of Southern Nevada. Dr. Beachley received her Ph.D. in History from Northern Arizona University. She is lead faculty for Women's Studies and co-director of a Teaching American History grant with CCSD. She teaches American history, and the history of the American Women's Movement.

Sue Kim Chung is the Head of Public Services, Special Collections at the University of Nevada, Las Vegas. She received her Ph.D. in Information Science from UCLA and Masters in Art History from California State University, Fresno. The McPhee Librarian of the Year in 2014, she has also worked as a corporate archivist for Toyota and a manuscript librarian for UNLV's Special Collections. She has also published research on cartography, and archiving.

Gregory Hise is a Professor of History at the University of Nevada, Las Vegas. Dr. Hise received his Ph.D. from the University of California, Berkeley, and is the author of *Magnetic Los Angeles: Planning the Twentieth-Century Metropolis* (1997). He also co-authored *Eden by Design: The 1930 Olmsted-Bartholomew Plan for the Los Angeles Region* (2000) with William Deverell with whom he also co-edited *Land of Sunshine: An Environmental History of Los Angeles* (2005), and *A Companion to Los Angeles* (2010).

Andrew Kirk is a Professor of Environmental History at the University of Nevada, Las Vegas. He received his Ph.D. from the University of New Mexico. Dr. Kirk is the author of numerous scholarly articles and five books including *Counterculture Green: The Whole Earth Catalog and American Environmentalism* (2011) and *Reading American Horizons: Primary Documents in American History* with Michael Schaller, et al. (2013).

Eugene Moehring is a Professor of History at the University of Nevada, Las Vegas. Dr. Moehring received his Ph.D. from the City University of New York, and teaches courses in American urban history, history of Nevada, and the urban west. He is the author of several books including *Las Vegas: A Centennial History*, co-authored with Michael S. Green (2005), and *Urbanism and Empire in the Far West, 1840-1890* (2004) among others.

Kevin Rafferty is the Chair of the Department of Human Behavior at the College of Southern Nevada. Dr. Rafferty received his Ph.D. from SUNY-Stony Brook in Anthropology and Archaeology and is the author of numerous reports and scholarly articles on archeology and anthropology in southern Nevada and surrounding areas.

William Rowley is a Professor of History and the Grace A. Griffen Chair in Nevada and the West at the University of Nevada, Reno. Dr. Rowley teaches graduate seminars and undergraduate courses in American environmental history, history of Nevada, and the history of the westward movement. His books include *Reclaiming the Arid West: The Career of Francis G. Newlands* (1996), and *The Bureau of Reclamation: Origins and Growth to 1945* (2006) among others.

Michelle Turk received her Ph.D. in History from the University of Nevada, Las Vegas. Dr. Turk is a scholar of occupational health and labor in Nevada, and has published articles on labor at Hoover Dam and the Las Vegas strip, and occupational health during the New Deal. Dr. Turk has also given lectures on using Hoover Dam to teach history.

Claytee White is the Director of the Oral History Research Center at the University of Nevada, Las Vegas. She received her Masters in American History from UNLV, and is currently finishing her Ph.D. in African American History with a dissertation titled “‘Eight Dollars a Day and Workin’ in the Shade:’ The History of African Americans in Las Vegas 1905-1960.”

Richard Guy Wilson holds the Commonwealth Professor's Chair in Architectural History at the University of Virginia. Dr. Wilson received his Ph.D. from the University of Michigan. He has been a visiting fellow at Cambridge University in England, a Guggenheim fellow, and an honorary member of the American Institute of Architects (AIA). He has served as an advisor and commentator for a number of television programs on PBS and A&E, as well as for sixty-seven segments of the television show *America's Castles*. Wilson has been the curator for several major museum exhibitions and is the author of sixteen books on architecture.

D. AUDIENCE

The anticipated audience for this workshop will be middle and high school educators. Because of the diversity of themes in our workshop, we foresee *Hoover Dam and the Shaping of the American West* as being attractive to a wide range of educators including those who teach courses related to the environment, civics and government, 20th century American history, the Great Depression and the New Deal, the history of the American west and southwest, or the history of California or Nevada.

Participant Selection: A selection committee comprised of the project directors, teaching mentor, and Professor DeAnna Beachley will review applications to select a diverse group of educators representing a range of geographic locations, teaching experiences, grade levels, and subject areas. In addition to the NEH selection criteria and preferences for first-time applicants, we will seek applicants who demonstrate enthusiasm for the subject and who clearly state how the workshop will enhance their teaching practice or classroom curriculum. Because the workshop requires that educators participate in walking tours and other outdoor activities, a detailed description of required activities will be included with application information. Reasonable accommodations will be made whenever possible to ensure full participation of all workshop attendees.

E. PUBLICITY AND PROJECT WEBSITE

The Hoover Dam Landmarks project directors will publicize the workshop to a national audience of middle and high school educators. Outreach efforts will include wide use of social media, as well as targeted announcements to individual teachers, principals, and schools. In addition to direct outreach, a website will be developed with the application materials, descriptions of the programs, workshop syllabus, reading lists, bio pages, housing options, and links to other pertinent information. After the conclusion of the workshops, the website will be further developed to serve

as a repository for curriculum support materials, primary document materials, and lesson plans developed by educator participants.

Evaluation: The workshop will be evaluated at three different stages: 1) after individual sessions using feedback forms designed for each day's activities so that staff may make adjustments to the schedule, pace, and activities for subsequent days; 2) at the conclusion of the workshop using the online NEH evaluation form and a separate survey to indicate overall satisfaction and impact of the workshop; 3) six months after the workshop using an electronic survey to gather information about how educators have implemented workshop materials and topics into their curriculum.

F. PROFESSIONAL DEVELOPMENT

Service Credits: To provide documentation for CEU's or service credits, upon completion of the workshop participants will receive a letter with a workshop description and the number of workshop hours along with a syllabus and a certificate stating that they have completed the workshop.

Participants may use the documents to receive continuing education credits.

G. INSTITUTIONAL CONTEXT

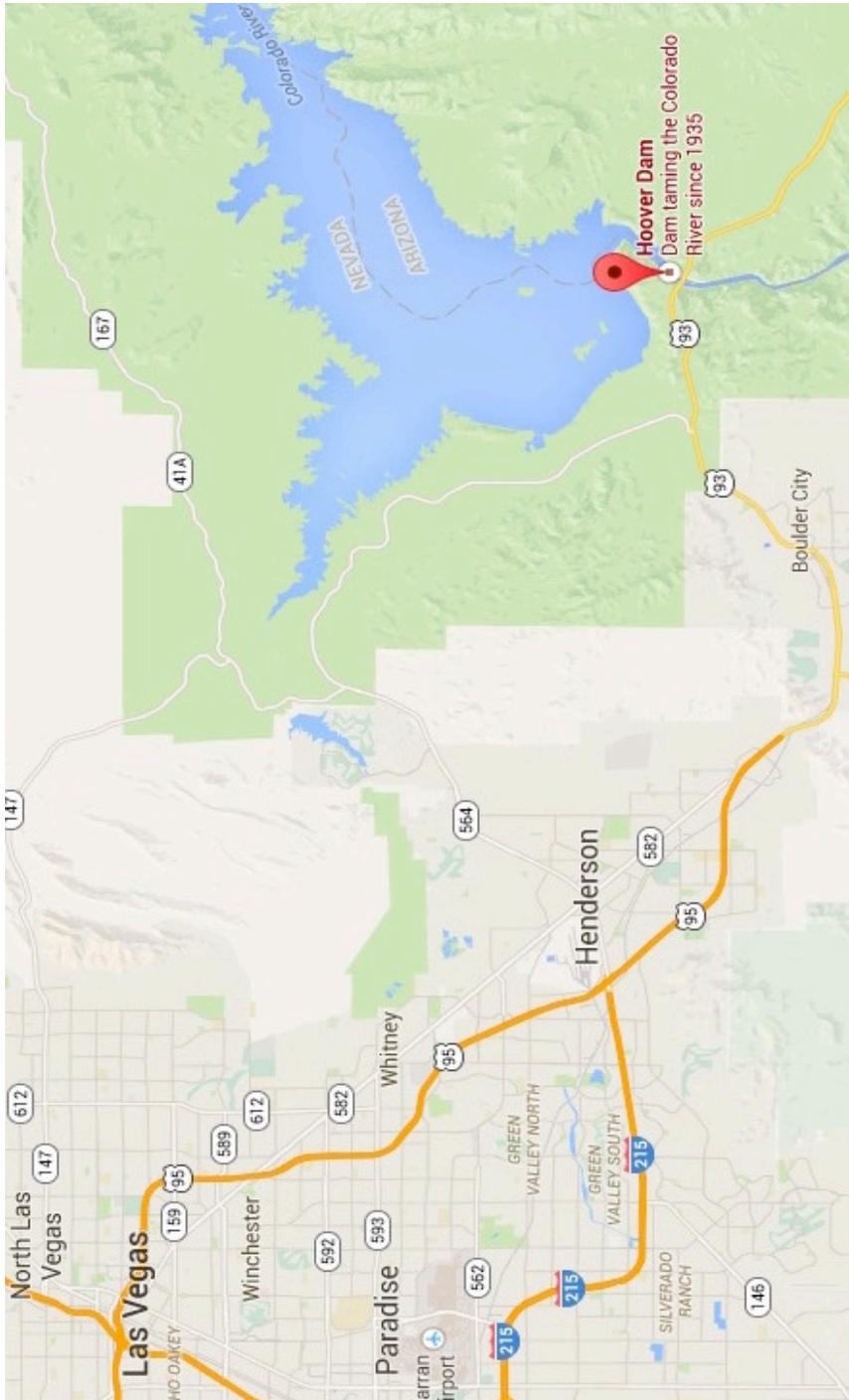
Workshop Facilities: Boulder City will serve as home base for the duration of the week and classroom work in Boulder City will take place primarily in the conference room of the Boulder Dam Hotel. Classroom work and lectures will also take place at the Nevada State Museum and the Lied Library on the campus of UNLV. Lecturers will have access to presentation tools including overheads and computers. Educators will also be given complimentary notebooks in which to record notes during sessions and site visits.

Meals and Housing: Only 7 miles from Hoover Dam and 25 miles from downtown Las Vegas, Boulder City, Nevada offers restaurants, parks, shops, and ample dam-related history. July is off-season for tourism, so participants will get very affordable rates on hotels and meals. Located in the historic and very walkable center of Boulder City is the Boulder Dam Hotel, which was built during the construction of Hoover Dam. Hotel guests enjoy a complimentary cooked-to-order breakfast, free Wi-Fi, and free admission to the Boulder City/Hoover Dam Museum.

The Boulder Dam Hotel was built during the 1930s and is a historic building, thus it has not expanded beyond its original configuration. Consequently, it cannot accommodate all educators and staff attending the workshop. There are, however, seven other hotels or motels within walking distance, and a large Quality Inn roughly one mile away. There are also more than fifty restaurants, coffee shops, and diners in Boulder City.

4. APPENDICES

APPENDIX A: MAP OF SITES



Boulder City to Hoover Dam = 8.2 miles
Boulder City to Las Vegas airport = 23 miles

Map accessed on Google Maps, Jan. 28, 2015.

APPENDIX B: EXTENDED WORKSHOP SCHEDULE

Day 1 / Sunday: Introduction and Host Welcome

Host event:

- Reception and meet and greet at Boulder Dam Hotel. Introduction to topic and overview of the week. Discuss the conceptions of the program. Keynote address.

Scholars/Lecturers:

- Dr. Anthony F. Arrigo, University of Massachusetts, Dartmouth
- Dr. William W. Rowley, University of Nevada, Reno

Required readings:

Prior to workshop

- Arrigo, Anthony F. *Imaging Hoover Dam: The Making of a Cultural Icon*. Reno and Las Vegas, Nevada: University of Nevada Press, 2014.
- Hiltzik, Michael. *Colossus: Hoover Dam and the Making of the American Century*. New York: Free Press, 2010.
- Reisner, Marc. *Cadillac Desert: The American West and Its Disappearing Water*. Revised ed. London and New York: Penguin, 1993.

Dr. Rowley's Lecture

- Rowley, William D. *Reclaiming the Arid West: The Career of Francis G. Newlands*. Bloomington, Ind: Indiana University Press, 1996. 1-21.
- Rowley, William D. *The Bureau of Reclamation: Origins and Growth to 1945*. Denver, CO: US Department of the Interior, 2006. 13-19, 241-248, 261-285.

Questions:

- What was the impact of Hoover Dam on 20th century western America?
- What is the role Hoover Dam in the future of the American southwest?
- What is the intellectual rationale for this workshop?
- What are the expectations for the week?

Sunday Schedule:

5:30 pm	Registration/Introduction Meet and Greet, registration, reception at the Hoover Dam Hotel.
6:00	Welcome Address Dr. Anthony Arrigo will provide a welcome talk, an overview of the week, the intellectual rationale for the workshop, and expectations of the participants.
6:30 - 7:30	Lecture/Discussion Dr. William D. Rowley will give a keynote dinner lecture that provides a macro-level overview of the dam's construction.

Day 2 / Monday: Politics, Law, Economics, Nevada State Museum, UNLV**Themes of the day:**

- Politics & Law, Economics, Using primary materials in the classroom

Scholars/Lecturers:

- Dr. Gregory Hise, University of Nevada, Las Vegas
- Mr. Dennis McBride, Director, Nevada State Museum
- Dr. Su Kim Chung, University of Nevada, Las Vegas
- Dr. Eugene Moehring, University of Nevada, Las Vegas

Required readings for the day:

Dr. Hise lecture

- Erie, Steven P., and Harold Brackman. *Beyond Chinatown: The Metropolitan Water District, Growth, and the Environment in Southern California*. Stanford: Stanford University Press, 2006.
- Hise, Greg. *Magnetic Los Angeles: Planning the Twentieth-Century Metropolis*. Johns Hopkins University Press, 1999. 1-13.
- Starr, Kevin. *Material Dreams: Southern California Through the 1920s*. New York: Oxford University Press, 1990. vii-x, 45-64.
- Worster, Donald. "Hydraulic Society in California" in Worster, Donald. *Under Western Skies: Nature and History in the American West*. New York: Oxford University Press, 1992. 53-63.

Dr. Moehring Lecture

- Billington, David P., and Donald C. Jackson. *Big Dams of the New Deal Era: A Confluence of Engineering And Politics*. Norman: University of Oklahoma Press, 2006. 3-12, 102-151.
- Hall, Chapin. "Arizona 'Wars' on California Dam." *The New York Times* 18 Mar. 1934.
- Pisani, Donald J. *Water and American Government: The Reclamation Bureau, National Water Policy, and the West, 1902-1935*. Berkeley and Los Angeles: University of California Press, 2002. 236-271.
- Seavey, Clyde L. "What the Boulder Dam Project Means to California and to the Nation." *Annals of the American Academy of Political and Social Science* 135 (1928): 127-132.

Questions:

- What were the political and legal roadblocks to Hoover Dam's construction?
- What are the economic impacts of Hoover Dam for Nevada, southern California, and the American southwest?
- How did Hoover Dam's construction contribute to the development of Nevada and southern California?

Site study: The Nevada State Museum, UNLV Special Collections archives

Monday Schedule:

- 9:00 am** **Introduction of the theme/overview of the day**
Dr. Anthony Arrigo
- 9:15 - 9:45** Travel to Las Vegas
- 9:45 - 10:45** **Nevada State Museum**
Mr. Dennis McBride, Director of the Nevada State Museum will lead educators in an exploration of the museum and its archives.
- 11:00 - 12:30** **Lecture/Discussion**
Dr. Gregory Hise will discuss the economic impacts of Hoover Dam and how the dam shaped the astounding growth of southern California.
- 12:30 - 1:00** Travel to UNLV
- 1:00 - 2:15** Lunch on your own at UNLV
- 2:15 - 3:45** **Lecture/Workshop**
Dr. Eugene Moehring will discuss the historical politics surrounding the Hoover Dam including the legal battles between Nevada, California and Arizona, the Colorado Compact and the legislation that appropriated the funds to build the dam.
- 3:45 - 4:00** Break
- 4:00 - 4:15** **UNLV Special Collections**
Dr. Su Kim Chung will guide educators through one of the most important repositories of Nevada history, the University of Nevada, Las Vegas' Special Collections archives.
- 4:15 - 5:15** **Curriculum development with teaching mentor**
Using UNLV's archives, Mr. Mercurio, Dr. Eugene Moehring, and Dr. Su Kim Chung will lead educators in a workshop on using primary documents to teach history. Educators will work with their peers and Mr. Mercurio on curriculum development using lessons learned from the day's activities.
- 5:15 - 5:45** Travel back to Boulder City
- 5:45** Dinner on your own

Day 3 / Tuesday: Bureau of Reclamation, Dam Construction, Hoover Dam

Theme of the day: Dam Construction and Design

Scholars/Lecturers:

- Dr. Michael Green, University of Nevada, Las Vegas
- Dr. Anthony Arrigo, University of Massachusetts, Dartmouth
- Dr. Richard Guy Wilson, University of Virginia
- Bureau of Reclamation personnel

Required readings for the day:

- Kaufmann, Gordon B. "The Architecture of Boulder Dam." *Architectural Concrete* 2 (1936): 2–5.
- Wilson, Richard Guy. "Machine-Age Iconography in the American West: The Design of Hoover Dam." *The Pacific Historical Review* 54 (1985): 463–493.
- Wilson, Richard Guy. "Massive Deco Monument." *Architecture* LXXII (1983): 45–47.
- Wilson, Richard Guy. "American Modernism in the West: Hoover Dam." in *Images of An American Land: Vernacular Architecture in the Western United States*. Ed. Thomas Carter. Albuquerque: University of New Mexico Press, 1997. 291–319.

Questions:

- What are the significant aspects of Hoover Dam's construction and its architectural design?

Site study: Hoover Dam

Tuesday Schedule:

- 9:00 am** **Introduction of the theme/overview of the day**
Anthony F. Arrigo
- 9:15 - 10:30** **Lecture/Discussion**
Dr. Richard Guy Wilson will lead a workshop on the design, engineering, and architectural features of the dam.
- 10:30 - 10:45** Break
- 10:45 - 12:00** **Lecture/Discussion**
Dr. Richard Guy Wilson continued.
- 12:00 - 12:30 pm** Travel to Hoover Dam
- 12:30 - 1:30** Lunch at the dam and pre-tour lecture by Dr. Michael Green
- 1:30 - 4:00** **Hoover Dam guided tours, explore site on your own**
Guided tour by the Bureau of Reclamation accompanied by Dr. Anthony Arrigo, Dr. Michael Green, and Dr. Richard Guy Wilson, which will include access to the visitor's center, and a tour of the power plant, generators, penstocks, inspection galleries, spillways, and observation decks.
- 4:00 - 5:00** **Lecture/Discussion**
Dr. Michael Green, Dr. Anthony Arrigo, and Dr. Richard Guy Wilson will lead a post-tour discussion to address some additional aspects of the dam's construction not covered by the Bureau tour.
- 5:00- 5:30** Travel back to Boulder City
- 5:30** Dinner on your own

Day 4 / Wednesday: Labor, Gender, Boulder City**Themes of the day:** Labor and Gender**Scholars/Lecturers:**

- Dr. Michelle Turk, University of Nevada, Las Vegas
- Dr. Diana Beachley, College of Southern Nevada
- Dr. Michael Green, University of Nevada, Las Vegas

Required readings for the day:

Waking tour of Boulder City

- Dunar, Andrew J., and Dennis McBride. *Building Hoover Dam: An Oral History Of The Great Depression*. Reno and Las Vegas: University of Nevada Press, 1993.

Dr. Turk lecture

- Carmody, D.L. "A Visit to the Hoover Dam Site." *New Reclamation Era* 22 (1931)
- King, Judson. "Open Shop at Boulder Dam." *The New Republic* 24 June 1931: 147–148.
- Turk, Michelle F. "Dead Roses and Blooming Deserts: The Medical History of a New Deal Icon." *The Nevada Historical Society Quarterly* 50.3 (2007): 239–264.
- Turk, Michelle F. "Work on the River: Employment at the Hoover Dam." *Journal of the West* 52.2 (2013): 66–76.

Dr. Beachley lecture

- Carmody, D.L. "What the Reclamation Women Do in Las Vegas." *New Reclamation Era* 22 (1931): 202–203.
- Bethune, Mary McLeod. "A Century of Progress of Negro Women." 1933.
- Hembold, Louis Rita. "Downward Occupational Mobility during the Great Depression: Urban Black and White Working Class Women." *Labor History* 29 (1988): 135–172.
- Le Sueur, Meridel. "The Despair of Unemployed Women." 1932.
- Mitchell, Louise. "Slave Markets in New York City." 1940.
- Shallcross, Ruth. "Shall Married Women Work?" 1936.
- Triece, Mary. *On the Picket Line: Strategies of Working-Class Women during the Depression*. University of Illinois Press, 2007. 1-12.
- Ware, Susan. *Beyond Suffrage: Women in the New Deal*. Cambridge, Mass.: Harvard University Press, 1987. 1-17.
- Wieck, Agnes Burns. "The March and Petition of Ten Thousand Miners' Wives." 1933.

Questions:

- What were the living and working conditions at the damsite like for laborers?
- How did laborers describe their experiences?
- What roles did women play in Hoover Dam's construction?
- What was life like for women in Las Vegas and Boulder City during the early 20th century?

Site study: Boulder City

Wednesday Schedule:

9:00 am	Introduction of the theme/overview of the day Dr. Anthony Arrigo
9:15 - 10:45	Tour of Boulder City Dr. Michael Green will lead educators on a walking tour of Boulder City.
10:45 - 11:00	Break
11:00 - 12:30	Lecture/Discussion Dr. Michelle Turk of UNLV will discuss the role of labor in building the dam, what it was like to work at the dam, how laborers described their experiences, how Boulder City was built and run as a federal reservation, the working and living conditions that laborers faced, and the challenges to unionizing at the dam.
12:30 - 1:45 pm	Lunch on your own
1:45 - 3:15	Lecture/Discussion Dr. DeAnna Beachley will discuss working women in the Great Depression, women and the New Deal, the role of women in Nevada history and at Hoover Dam.
3:15 - 3:30	Break
3:30 - 5:00	Curriculum development with teaching mentor Educators will work with their peers and Mr. Mercurio on curriculum development using lessons learned from the day's activities.
5:00	Dinner on your own

Day 4 / Thursday: Race**Theme of the day:** Race**Scholars/Lecturers:**

- Claytee White, University of Nevada, Las Vegas
- Dr. William Bauer, University of Nevada, Las Vegas

Required readings for the day:

Claytee White lecture

- Fitzgerald, Roosevelt. "Blacks and the Boulder Dam Project." *Nevada Historical Society Quarterly* 24 (1981): 255–261.
- Fitzgerald, Roosevelt "The Evolution of a Black Community in Las Vegas, 1905-1940." *Nevada Public Affairs Review* 2 (1987): 23–28.
- Sundstrom, William. "Down or Out?: Unemployment and Occupational Shifts of Urban Black Men during the Great Depression." *Research in Economic History* 16 (1996): 127–155.
- Sears, James M. "Black Americans and the New Deal." *The History Teacher* 10 (1976): 89–105.

Dr. Bauer lecture

- Campbell, Robert B. "Newlands, Old Lands: Native American Labor, Agrarian Ideology, and the Progressive- Era State in the Making of the Newlands Reclamation Project, 1902 – 1926." *Pacific Historical Review* 71.2 (2002): 203–238.
- Stoffle, Richard W. et al. *Ha`tata (The Backbone of the River): American Indian Ethnographic Studies Regarding the Hoover Dam Bypass Project*. Tucson: Bureau of Applied Research in Anthropology, 2000. arizona.openrepository.com. Web.
- "Archeologists Racing to Unearth Indian City That Dam Will Flood." *Los Angeles Times* 8 Sept. 1937.

Questions:

- What roles did minorities play in Hoover Dam's construction?
- What was life like for African Americans, and Native Americans in Las Vegas and Boulder City during the early 20th century?
- What were the ramifications of Hoover Dam's construction for proximate Native communities and peoples?

Site study: Boulder City

Thursday Schedule:

9:00 am	Introduction of the theme/overview of the day Dr. Anthony Arrigo
9:15 - 10:30	Lecture/Discussion Claytee White will discuss the history of African Americans in Nevada, the segregation of Las Vegas, and attempts by African Americans and the NAACP to secure jobs at the dam site.
10:30 - 10:45	Break
10:45 - 12:00	Lecture/Discussion Claytee White will lead educators in an oral history workshop.
12:00 - 1:15 pm	Lunch on your own
1:15 - 2:30	Lecture/Discussion Dr. William Bauer will discuss the history of Native peoples in Nevada, the impact of the dam on Native Americans, Native contributions to building the dam, as well as the Native communities displaced by Lake Mead.
2:30 - 3:00	Break
3:00 - 4:15	Lecture/Discussion Dr. William Bauer will continue his discussion focusing on areas around Lake Mead in preparation for educators' trip to the lake on Friday.
4:00 - 4:15	Break
4:15 - 5:30	Curriculum development and discussions with teaching mentor Educators will work with their peers and Mr. Mercurio on curriculum development using lessons learned from the day's activities.
5:30	Dinner on your own

Day 5 / Friday: Environment, Lake Mead

Theme of the day: Environment

Scholars/Lecturers:

- Dr. Andy Kirk, University of Nevada, Las Vegas
- Dr. Kevin Rafferty, College of Southern Nevada
- Dr. Michael Green, University of Nevada, Las Vegas

Required readings for the day:

- Worster, Donald. "Hoover Dam: A Study in Domination." in Worster, Donald. *Under Western Skies: Nature and History in the American West*. New York: Oxford University Press, 1992. 64-78.
- Kirk, Andrew G. *Counterculture Green: The Whole Earth Catalog and American Environmentalism*. Lawrence, Kan.: University Press of Kansas, 2007. 13-42.
- Steinberg, Theodore. "That World's Fair Feeling': Control of Water in Twentieth Century America." *Technology and Culture* 34 (1993). 410-409.

Questions:

- How was Lake Mead formed?
- What is the environmental history of the Colorado River?
- What are the environmental impacts (positive and negative) of Hoover Dam and Lake Mead?
- What are the impacts of US water policy on the environment?
- What are the archeological significances of the area?

Site study: Lake Mead

Friday Schedule:

9:00 am	Introduction of the theme/overview of the day Dr. Anthony Arrigo
9:15 - 10:00	Travel to Lake Mead
10:00 - 12:00	Lecture/Discussion Dr. Andy Kirk and Dr. Kevin Rafferty will lead educators on a trip to Lake Mead (the man-made lake created by Hoover Dam) for an environmental tour and a discussion of the environmental history of the Colorado River, the topography of Black Canyon and surrounding areas, and the important anthropological and archeological aspects of the area.
12:00 - 1:00	Bag lunch at Lake Mead
1:00 - 3:45 pm	Lecture/Discussion Dr. Kirk and Dr. Rafferty continue their workshop at Lake Mead
3:45 - 4:30	Travel back to Boulder City
4:30 - 5:30	Curriculum development and discussions with teaching mentor Educators will work with their peers and Mr. Mercurio on curriculum development using lessons learned from the day's activities.
5:30 - 5:45	Break
5:45 – 8:30	Overview of the week and Presentations Working dinner and wrap up. Dr. Anthony Arrigo will provide a look back on the week and ideas for reflection. Educators will give presentations about their thoughts on the week and integration of materials into their curriculum. Wrap up and dismiss following completion of presentations

APPENDIX C: BIBLIOGRAPHY OF READINGS

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- Arrigo, Anthony F. *Imaging Hoover Dam: The Making of a Cultural Icon*. Reno and Las Vegas, Nevada: University of Nevada Press, 2014.
- Bethune, Mary McLeod. *A Century of Progress of Negro Women*. 1932.
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- Carmody, D.L. “A Visit to the Hoover Dam Site.” *New Reclamation Era* 22 (1931): 172–174.
- . “What the Reclamation Women Do in Las Vegas.” *New Reclamation Era* 22 (1931): 202–203.
- Dunar, Andrew J., and Dennis McBride. *Building Hoover Dam: An Oral History Of The Great Depression*. Reno and Las Vegas: University of Nevada Press, 1993.
- Elkind, Sarah S. *How Local Politics Shape Federal Policy: Business, Power, and the Environment in Twentieth-Century Los Angeles*. The University of North Carolina Press, 2011.
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- Triece, Mary. *On the Picket Line: Strategies of Working-Class Women during the Depression*. University of Illinois Press, 2007.
- Turk, Michelle F. "Dead Roses and Blooming Deserts: The Medical History of a New Deal Icon." *The Nevada Historical Society Quarterly* 50.3 (2007): 239–264.

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