



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: The Transcontinental Railroad: Transforming California and the Nation

Institution: University of California, Davis

Project Directors: Eric Rauchway and Ari Kelman

Grant Program: Landmarks of American History and Culture Workshops

The Transcontinental Railroad: Transforming California and the Nation

[The History Project at University of California, Davis](#), in partnership with California State Parks (including the California State Railroad Museum, Old Sacramento State Historic Park and the Leland Stanford Mansion State Historic Park), the Historic Old Sacramento Foundation, Crocker Art Museum, and Stanford University seeks \$180,000 to fund two, week-long Landmarks of American History and Culture workshops for teachers in 2013. *The Transcontinental Railroad: Transforming California and the Nation* will be held at historic sites in Sacramento on June 23-28 and July 7-12, 2013, with day trips to Donner Pass (90 miles east of Sacramento) and to the San Francisco Bay Area with visits to Stanford University (117 miles west) and the Chinese Historical Society of America.

INTELLECTUAL RATIONALE

On the morning of May 10, 1869, the rail lines of the Union Pacific Railroad joined those of the Central Pacific to form a single transcontinental route. As he commemorated the moment in poetry, Bret Harte wondered:

*“What was it the Engines said,
Pilots touching,--head to head
Facing on the single track,
Half a world behind each back?”*

If those Engines had any foresight, they were talking about the ways in which the transcontinental railroad, and the entire national railroad network, inaugurated a national transportation and communications network, a truly national marketplace for the passage of goods, a much larger-scaled industrial capitalism than ever before, and a larger-scaled labor movement to oppose it. They were discussing the various groups whose lives were transformed and in some cases destroyed by the railroad: immigrant railroad workers and settlers of the West, Plains Indians, bison, and captains of industry. That rail line made possible the mass settlement of the West, and, as those who conceived it may have predicted, it changed the course of American history.

A railroad linking the east and west coasts of the United States was a dream for American citizens, industrialists, and federal officials almost since the first steam locomotive made its appearance in the early 1830s. With the discovery of gold in California in 1848, the arrival of tens of thousands of newcomers to the West Coast turned that dream into what felt to Westerners like a necessity. At that time, only two routes to the Pacific coast were available: by wagon across the Great Plains or by ship around or across South America. Traveling via either of these methods could take four months or more to complete.

Although observers generally agreed that a transcontinental railroad was crucial to fostering regional development and national unity, deep disagreement over its most appropriate path emerged from and then exacerbated sectional tensions. In the years leading up to the Civil War, Northerners favored a northern route while Southerners pushed for a southern route. This stalemate broke in 1861 when secession of the Confederate states allowed Congress to select a route running across the continent's midsection: from Nebraska to California. By May 1869, the transcontinental railroad linked the Atlantic and Pacific coasts with a single rail line, collapsing time and space and transforming the nation as a whole and California—the end of the line—in particular.

Workshop Setting and Context

Over the course of six days, academic historians, museum professionals, and educational leaders associated with The History Project at the University of California, Davis, will lead educators on an investigation of the transcontinental railroad from its conceptual origins, through feats of labor and engineering, and on to its social, political, and economic impact during the Gilded Age. The Landmarks workshop will be based in Sacramento, which, prior to the transcontinental railroad, was significant as the entrance point to the gold fields, where wagon train, stagecoach, and riverboat terminals converged, and which served as the last stop of the Pony Express. Thus established as a commercial and agricultural center, Sacramento became the starting point for building the Central

Pacific Railroad heading east to meet the rails of the Union Pacific, which stretched west from Omaha. Here, five civic and business leaders—Leland Stanford (who would be governor from 1863 to 1865), Collis P. Huntington, Mark Hopkins, Charles Crocker, and Charles's brother, attorney and former judge Edwin Crocker—emerged as the Central Pacific's powerful "Associates." In less than a decade, the era of stagecoach travel to California came to an end; journeys which had once taken months could now be accomplished in days and at a fraction of their former cost.

Historic Old Sacramento, a unique 28-acre National Historic Landmark District and State Historic Park located along the scenic Sacramento River, provides an incomparable backdrop for our workshop. "Sacramento City" was a center of 19th-century commerce, western terminus of the first transcontinental railroad, the transcontinental telegraph, and the Pony Express. The site includes more than fifty restored or reconstructed mid-19th-century commercial structures including the 1849 Eagle Theatre; the 1853 B. F. Hastings Building, once home to the California Supreme Court; and the 1855 Big Four Building. Much of the historic district sits on former Central Pacific port and yard land. Its flagship venue, the California State Railroad Museum (CSRM), draws more than half a million visitors annually.

The CSRM is a vital partner on this project. Tours of the museum and historic railroad buildings and a train ride will consume much of the first full workshop day, and the museum will host sessions in their Stanford Gallery each day we are in Sacramento. No ordinary conference room, the Stanford Gallery is on the first floor of the Big Four Buildings, comprised of the Huntington, Hopkins & Company Hardware Store and the Stanford Brothers Store (though the structure was relocated from two blocks away during redevelopment of Old Sacramento in the 1970s). The CSRM Library—North America's largest independent research center for railroad history and technology—is upstairs. Recent acquisitions include additions to the effects and papers of legendary transcontinental railroad surveyor Theodore Judah (1825–63), including his gold scale,

correspondence, plant pressings, and Sierra Nevada paintings by his wife, Anna, as well as the extensive corporate records of the Central Pacific Railroad.

The goal of the workshop is to assist K-12 educators in acquiring new content knowledge, experiences that will translate to classroom instruction, resources for lesson planning, and tools for using the transcontinental railroad as a lens for examining the Gilded Age. Studying the forces that shaped the transcontinental railroad and the myriad ways the railroad shaped Americans' lives, will help participating teachers see the railroad as a vehicle for moving through the curriculum associated with the Gilded Age. As a teaching device, the transcontinental railroad provides a useful device, allowing students to marvel at the innovations in technology, engineering, labor, and business of this era; to understand how the railroad was seen as a symbol of American progress and reunion in the late-19th century; and to critically assess the railroad's political, social, economic, and environmental impact.

Workshop participants will be expected to read the assigned scholarly literature prior to each day's activities and to participate in all activities and discussions. Participants will also be expected to begin developing a curriculum project while in Sacramento, and to complete the project, which will be posted to our website, when they return home.

CONTENT and DESIGN

The weeklong workshop will meet daily over the course of six days (*See Appendix A, page 24 for a detailed schedule*). Daily workshop themes, grounded in current scholarship, supported by selected readings and field studies, and explored in lively talks, will lead participants to a deeper understanding of how the first transcontinental railroad transformed America. Our scholars, public historians, and museum curators will provide academic talks and lead discussions of important themes and readings. Guided observations of selected landmarks will illuminate workshop themes and introduce a variety of evidence—artifacts, primary source documents, art, and the sites

themselves—that will be used to build a more complex understanding of important issues in the history of the transcontinental railroad. To support participants in developing lessons that apprentice students to think historically, History Project staff will introduce and model rigorous and engaging instructional strategies, derived from 20 years of experience conducting professional development programming for history/social science teachers.

Sunday / Day One: Welcome & Orientation

Our landmark study begins as we set the stage for what pulled people and the railroad to California. Participants will immerse themselves in the context preceding the construction of the transcontinental railroad, beginning with a reception hosted by the Sacramento History Museum, located in a reproduction of the 1854 City Hall and Waterworks in historic Old Sacramento. After light refreshments and introductions, participants will tour the museum’s galleries, tracing Sacramento’s past, from the era before the Gold Rush to the present. We will focus on the mid-to-late 19th century for an understanding of how the area developed and the contrasts that mark the Gold Rush era: riches and scarcity; generosity and greed; violence and tranquility.

As the sun goes down, the group will enjoy a walking tour of the historic district, above and below ground. Sacramento History Museum curators and History Project leaders have customized a tour specifically for this workshop. It includes elements from three tours in the Museum’s regular repertoire—California’s Gold Rush Legacy, the Architectural Tour, and the Underground Tour—selected to provide additional context for our study of the transcontinental railroad. In addition to providing an orientation to our summer scholars’ home base for the week, the group will have the opportunity to explore the excavated first floor of the historic district and see artifacts that document the lives of courtesans, seamstresses, a bootblack, and a tinsmith who occupied this space before it was raised 9.5 feet to avoid catastrophic flooding in 1862.

Monday / Day Two: From Rivers to Rails

Summer scholars will spend the first full day of the workshop exploring the intersection of history and material culture. Perhaps no object better symbolizes this intersection than the Central Pacific Railroad Locomotive No. 1 (known as the *Governor Stanford* locomotive). Built in Philadelphia in 1862, the year Congress authorized construction of Theodore Judah's grand dream, the *Governor Stanford* had to be disassembled and shipped in crates around Cape Horn and then pieced back together upon its arrival in Sacramento. Unfortunately, Judah would never see the locomotive engaged in the enterprise that was his life's work; he died of yellow fever on November 2, 1863, contracted while crossing the Isthmus of Panama on the way to New York to seek alternative financing which would have allowed him to buy out his partners and take control of the Central Pacific Railroad. Four days later, engineers fired the *Stanford's* boiler for the first time. Nine days after Judah's death, the locomotive began to haul materials toward the Sierra Nevada to be used for the construction of the Central Pacific.

Today, the *Governor Stanford* occupies a prominent place on exhibit in the California State Railroad Museum, just a short distance from where it began its life under steam on the banks of the Sacramento River. After docents lead us on a tour of the CSRM, our co-directors will help participants make connections between the restored train cars and their historical and social context. The Smithsonian's Curator Emeritus Bill Withuhn will then discuss the Pacific Railway Act of 1862 and its antecedents with the group. Historian Richard Orsi will follow with his talk, "The Iron Horse in the Garden: Railroads and the Western Environment."

After touring the CSRM and engaging in discussions with scholars and workshop colleagues, participants will experience railroading in the most dynamic way possible: by riding a period-correct train. Starting in the reconstructed Central Pacific Railroad Passenger Station on its historic site in Old Sacramento, participants will ride behind a steam locomotive on the Sacramento Southern

Railroad, operated by the CSRM on the historic Walnut Grove line which parallels the Sacramento River. Participants will experience railroad operations, including fueling and watering the steam locomotive and a “runaround” maneuver in which the locomotive is moved from one end of the line of cars to the other to bring the train back to the station from the end of track. During the ride, participants will reflect on the significance of the location of Sacramento, viewing the river leading to the Pacific laden with replica steamboats on the western side of the car and the horse-drawn carriages (also replicas), period buildings, and vistas of the daunting Sierra Nevada to the east. The train ride will provide fodder for discussion of Wolfgang Schivelbusch’s *The Railway Journey: The Industrialization of Time and Space in the 19th Century*, as we consider the promise of the transcontinental railroad as a democratizing technology and force to reunify a post-Civil-War nation.

Tuesday / Day Three: Technology and Labor meets the Landscape

The landscape, labor, and technology necessary to surmount the geographic barriers that constrained the transcontinental railroad figure prominently in Day Three. A talk from Co-Director Eric Rauchway will explore “Immigration, Migration, and the People Who Built the Transcontinental Railroad.” Participants will learn about the severe working conditions, the economic benefits of employing Chinese over other immigrant groups, and resulting exploitation. The grueling and extreme conditions laborers endured while completing the project will be evident in our field work.

After Rauchway’s talk and a discussion of assigned readings and primary sources, we will depart Sacramento and follow the tracks of the first transcontinental railroad east into the Sierra. We will stop in towns that formed and grew along the busy rail lines, some of them established by the Central Pacific. These places provide direct evidence of how the railroad permanently changed the landscape of the West. After stops in Colfax, Dutch Flat, and Alta, we will climb to Donner Pass, elevation 7,200 feet. Nothing testifies more effectively to the enormity of the task of building rail

lines across the Sierra than being surrounded by this spectacle of granite. We will disembark to examine the Central Pacific's now-abandoned tunnel number 6, where a center shaft was bored to speed construction of what was—at 1,564 feet—the longest railroad tunnel in the world at the time. Inside the tunnel, we will examine marks that provide evidence of how the rock was drilled and split by black powder or nitroglycerin. Here the danger and back-breaking labor involved become easy to imagine. Moving down the hill, we will observe the 75-foot high retaining wall—known as “China Wall,” honoring the efforts of the thousands of Chinese laborers who did the majority of the construction of the Central Pacific across the Sierra and into Nevada and Utah. The human toll of this back-breaking work, accomplished with picks, shovels, black powder and single axle carts, cannot be precisely enumerated, but fatalities were certainly in the hundreds and perhaps the thousands due to workplace accidents, exposure, and illness in this environment. Today's incomparable beauty and popularity for outdoor recreation strike an ironic contrast.

Wednesday / Day 4: The Railroad and the West in American Memory and Imagination

On Day Four, summer scholars will visit the Crocker Art Museum to consider the railroad and the post-Civil War west in American memory and imagination. The wealth generated from the Gold Rush and the railroads created a profitable environment for artists and collectors. E.B. Crocker and his wife, for instance, assembled renowned holdings of Western landscapes. Chief Curator Scott Shields will lead us through the Crocker's wing of Californian and Western art and provide context as we explore the contrast between the nation's conception of a “romantic West” and the reality of changes brought on by railroad-driven westward expansion. We begin by viewing works from artists Thomas Hill and Norton Bush, known for paintings of California and for their association with the Big Four. Shields will place these works in the larger context of the “Rocky Mountain School” of artists and explain how railroad companies presented these and other western landscapes to eastern

viewers, enticing them with visions of the wondrous beauty of the West, even as they altered the very landscape depicted.

Though most Americans never made the trip cross-country themselves, these paintings became proxies for the West in the American imagination. Shields will provide a glimpse of how artists portrayed California's diverse society and commercial enterprises around the time of the transcontinental railroad's completion, as we view and discuss Charles Christian Nahl's *Sunday Morning in the Mines* (1872) and William Hahn's *Market Scene, Sansome Street, San Francisco* (1872).

Shields will then leave us in the Crocker History wing to contemplate Stephen W. Shaw's portraits of the Associates. There, we will also reflect on our journey from Day Three with a set of stereographs by Alfred A. Hart taken at Donner Lake. Hart was paid by the Central Pacific to document progress for the railroad financiers and "influencing popular perception" about the railroad. According to the Crocker, the stereographs, deliberately staged where the desperate Donner party had cut stumps to survive the winter, suggest the transcontinental railroad's potential to transform daunting western landscapes.

Next, the Crocker's education and teacher professional development staff and the HP team will join forces to model methods for analyzing images including paintings, lithographs, and photographs. Using resources from the Crocker Museum and the CSRM archive, participants will learn to observe painters' use of light, color, and scale in order to compare, contrast, and analyze visual art. HP staff will demonstrate a historical investigation analyzing Thomas Hill's painting depicting the driving of the golden spike paired with a staged photograph of the same. HP staff will then model how to help students consider the significance of the golden spike moment as it was remembered by the wealthy Associate who commissioned Hill's painting and as staged and captured in photography.

Even as the transcontinental railroad sutured the nation together, it brought negative consequences for the environment and for Native people. After lunch, historian Ari Kelman will lead us as we consider these effects. Throughout the afternoon, we will work with additional visuals from the CSRM's collection, and selections from other online collections including the Library of Congress, University of California's [Calisphere](#) website, and photographs by [A. J. Russell](#), Carleton E. Watkins, and Alfred A. Hart. Kelman will discuss how massive land grants awarded to the Central and Union Pacific through the Pacific Railroad Act continue to be evident in the checkerboard of public/private lands that parallel these rail lines. We will visualize this physical legacy through maps and aerial photographs and through images captured by Russell, Watkins, and Hart. These images celebrated the achievement of railroad construction side by side with the wonders of nature. They also reveal how the construction of the railroad changed the landscape, accelerating timber harvest due to the need for materials, for example.

Kelman will also focus on the Plains Indians, viewed by many of the railroad's builders as obstacles to be removed from the path of progress. We will analyze Herbert Schuyler's *The First Train*, which depicts the railroad, hurtling toward tribal peoples, suggesting an uncertain future, and transforming their lives. The influx of settlers transported by the railroad into the West created serious consequences, including hastening the depletion of the plains' bison herds, a major food source for the region's Native peoples. Primary source selections from the CSRM's collection document how bison were shot for sport from moving trains and show alterations to migration routes as the railroad facilitated the settlement of formerly uninhabited areas. By 1880, most bison had disappeared from the Plains, and almost all of the region's indigenous people had been gathered onto reservations. Our time at the Crocker concludes with a final reflection on the railroad's role in the romance and reality of westward expansion, as participants curate their own mini-collection,

selecting images and primary sources from the day's activities that hold the most promise for classroom use.

We will end Day Four with a tour and reception at the Leland Stanford Mansion, California State Park's stunning restoration of the splendor and elegance of the Victorian era in California. Built between 1856 and 1872, the mansion served as the Stanfords' residence and Leland Stanford's office as governor. Our co-directors will provide background on the Stanford family's complicated legacy for California and the West prior to visiting Stanford University on Day Five.

Thursday / Day Five: Social and Economic Impact

On Day Five, we will journey to Stanford University, founded by Associate and former Governor Leland Stanford and wife Jane after the death of their only child. One of the world's leading research and teaching institutions, Stanford is also the academic home of Richard White, Margaret Byrne Professor of American History. White is widely regarded as one of the nation's leading scholars in three related fields: the American West, Native American history, and environmental history. He will give a talk and lead our summer scholars in a discussion of his book *Railroaded: The Transcontinentals and the Making of Modern America*, of which participants will have read excerpts. He will focus on how the Associates financed the Central Pacific Railroad, how they cultivated "friends" in Washington and their quid pro quo approach to friendship in politics. He will reframe the concept of the Robber Barons and deconstruct the metaphor of the "Octopus" as mythologized in Frank Norris' 1901 novel of that name. White will argue that markets and insider contracts represented the true source of the wealth that fueled the growth of the transcontinental railroad.

After the session with White, participants will tour the Bill Lane Center for the West, where Executive Director Jon Christensen will introduce them to the Spatial History Lab, home of the precursor to White's book, the "Railroaded Spatial History Project." "Railroaded" and the lab's

“Shaping the West Project” explore the construction of space by transcontinental railroads in North America during the late nineteenth century. They trace the railroad’s impact as a conduit for the movement of ideas, peoples, and goods, suggesting how these technologies influenced how people experienced the West in the 19th century. Our final stop on the Stanford campus will be a visit to the Cantor Arts Center, where we will explore the permanent exhibit on “The Life and Legacy of the Stanford Family” and see one of the golden spikes created to commemorate the joining of the Union and Central Pacific Railroads at Promontory Summit, Utah Territory on May 10, 1869.

We will end our day by visiting the Chinese Historical Society of America in San Francisco for an after-hours tour of the main gallery exhibit: “The Chinese of America, Toward a More Perfect Union.” The photographs and artifacts of this exhibit focus on the contributions Chinese laborers made to the construction of the railroad and to the development of the fishing, mining, and agriculture industries in the American West. Participants will have some free time to explore San Francisco’s Chinatown and Nob Hill neighborhoods. Though the earthquake and fire of 1906 destroyed the Associates’ mansions, the luxury hotels built in their place during the 1920s are named for them: The Huntington Hotel, its “Big Four Restaurant”, and The Mark Hopkins Hotel (and the incomparable views at the “Top of the Mark”).

Friday / Day Six: The Impact

The transcontinental railroad changed the United States in ways unimagined as it reunified a nation that had been shattered by Civil War just a decade prior to its completion. The rail lines bound the wounds of the nation as they connected western products to markets and brought settlers to what was previously considered a desert wasteland. Rail lines joining the far west territories to the Midwest and East seemed to quell fears of disunion and combined powerfully with the notion of Manifest Destiny. Shortened travel times had the effect of knitting the nation together culturally as news, postal services, and family members could travel across the country faster. The 1890 Census

concluded that the American frontier was fast diminishing as settlement in the West expanded. The railroad was a major cause of such claims. Equally significant, the construction of the railroad demonstrated the effectiveness of complex military-like organization and assembly-line processes, and its success fueled Americans' faith that with money, determination, and organization anything could be accomplished.

The train became a gateway to the world, ushering in political, economic, and cultural changes faster than ever before. In our final day of the workshop, we will explore the impact of the railroad in its many forms. We will discuss what the movement of goods, people, and ideas meant for the nation; how women found new spaces to occupy as the train was transformed from a masculine and dangerous space to an orderly and comfortable space, a "public domesticity," not quite feminized but no longer masculine. In a talk titled, "How the Transcontinental Railroad Changed California and the Nation," Co-Director Eric Rauchway will explore the railroad's impact and discuss the international connections and consequences of the railroad's completion.

Our discussions of excerpts from Amy Richter's *Home on the Rails: Women, the Railroad, and the Rise of Public Domesticity* (2005) will focus on women. Richter argues that despite the dominance of men in the construction of the transcontinental railroad, women had a strong connection to the railroad as well. Train travel afforded both swiftness and safety. Bringing independent women of good moral character to the West as school teachers, for example, illuminates cultural changes taking place at the end of the nineteenth century. A *Godey's Lady's Book* editorial celebrating the completion of the transcontinental railroad suggests a connection between women, commercial life, and national identity: "The great works of modern civilization, the Pacific Railway, for example, are chiefly made in the interest of those humane and peaceful employments in which the feminine element is so prominent; for the advancement of trade, the intercourse of friends, the binding together of the

nation.” On this final day of our week-long workshop, we will examine how talking about women and the railroad was, and is, a way to talk about larger cultural changes.

Yet even as modernity ushered in progress and healed over injuries of the past, it simultaneously opened new wounds. In California, for example, rising conflicts over available jobs between incoming whites from eastern states and the thousands of Chinese laborers who had toiled on the rail lines created hostility and new political parties. The Workingman’s Party of California, for instance, touted anti-Chinese sentiments in their opposition to Chinese laborers, lodged concerns over the expanding influence of the railroads, and combated the political corruption they saw running rampant in the state. In response to the outcry against railroad corruption, a regulatory commission was established to combat corruption and regulate taxes for railroads in the controversial 1879 Constitution. We will unpack the railroad’s influence on labor and politics as we discuss selected readings.

Finally, we will examine the changes brought to the ecology of mountains, forests, and valleys alike in the years following the railroad’s construction. A growing urban population increased demand for building materials and encouraged logging. Hydraulic mining for minerals caused an economic boom but left toxins in its wake. Expanding markets for farm products encouraged large-scale agriculture and ranching, and led to innovations in irrigation and water saving techniques. In sum, the railroad contributed both constructively and destructively to the relationship between people and the natural environment. This final discussion of the workshop seeks to provide a well-rounded perspective of the transcontinental railroad. We will encourage a similarly balanced approach in the participants’ curriculum projects.

Projects and Products

Just as the railroad brought rapid change to the 19th century, so too, the Internet is transforming the nature of teaching and learning. Throughout the workshop, participants will avail

themselves of 21st century tools as they synthesize and prepare to disseminate what they learn. While our project website will offer a stable warehouse for materials and the option to password protect copyrighted materials, Tumblr, a blogging platform will offer a dynamic and interactive platform for collaboration and peer review.

Tumblr will provide participants a way to experiment with an online project in a supportive environment with the most user-friendly interface available for collecting, sharing, and discussing resources. From the web browser of any computer, a smart phone, or via email, participants will be able to post images, text, video, and their own writing. Through Tumblr, they will build a collective resource pool, an annotated bibliography, and discussion forum. In addition, Tumblr will provide a portal for timely reflection and feedback on activities throughout the workshop

Participants will use the resources on the project website along with resources and writings compiled through the Tumblr sites to transform their workshop experience into a product that is directly applicable to their teaching. Each participant will create a lesson or unit plan using materials from the institute. In the month following the institute, all summer scholars will polish and post their lessons to their Tumblr site and will review and comment on at least two of their peers' posted lessons. In the four months following the institute, each participant will revise their lesson plans in response to peer review, feedback from institute staff, and classroom testing. Final projects will be posted to the main Tumblr site and to the university-hosted website so they can be accessed by anyone interested in the project.

FACULTY AND STAFF

NOTE: Please refer to specific pages within **Appendix C: Curricula Vitae (CV)** and **Appendix D: Letters of Commitment (LoC)** for additional information on the qualifications and experience of our faculty and staff and the specific support and commitment they have offered.

Workshop Co-Directors

Ari Kelman, Ph.D. is an Associate Professor of History at the University of California, Davis specializing in historical memory, environmental history, the built environment, landscape theory and history, the Civil War and Reconstruction, and Native American Studies. Professor Kelman is Principal Investigator and Faculty Advisor for the History Project and will act as Co-Director of the Landmarks workshop. He is author of *A River and Its City: The Nature of Landscape in New Orleans* (University of California Press, 2003) and *A Misplaced Massacre: Struggling over the Memory of Sand Creek* (Harvard University Press, in press). (CV: page 33; LoC: page 59.)

Eric Rauchway, Ph.D. is a Professor of History at the University of California, Davis focusing on economic history, international relations, and policy. Professor Rauchway has been a long-time contributor to the History Project and will serve as Co-Director of the Landmarks workshop. He is author of one of our assigned texts: *Blessed Among Nations: How the World Made America* (Hill & Wang, 2006), as well as *The Great Depression and the New Deal: A Very Short Introduction* (Oxford University Press, 2008), *Murdering McKinley: The Making of Theodore Roosevelt's America* (Hill & Wang, 2003), *The Refuge of Affections: Family and American Reform Politics, 1900-1920* (Columbia University Press, 2001). (CV: page 38; LoC: page 60.)

Project Team

[The History Project](#) team, including Director Pamela Tindall, Academic Coordinators Letty Kraus and Phillip Barron, and teacher leader Jeff Pollard, bring a wealth of relevant experience to the enterprise outlined in this proposal. They will ensure that participating teachers, the Co-Directors, and contributing scholars and community partners will have adequate support to carry out all activities and will provide specific attention and support to translating the experience into classroom applications, assuring that teachers will benefit both intellectually and professionally. **Pamela Tindall** brings expertise in running grant-funded programs, having overseen the History Project's work on grants from the U.S. Department of Education, the California Post-Secondary Education

Commission, the Conference on Jewish Claims against Germany, and the Spencer Foundation, as well as a materials development grant from the National Endowment for the Humanities. **Letty Kraus**'s experience with recruiting teachers and planning high-quality programs, including field study trips to four US cities and Library of Congress "Teaching with Primary Sources" workshops will be critical to the success of our workshop. **Jeff Pollard** lends in-the-trenches credibility to our team as a current middle- and high-school teacher; his commitment to high-quality history education is evident from his ongoing contributions to HP programs and engagement in a variety of programs for his own professional growth. **Phillip Barron** is experienced in using digital tools for humanistic enterprises both in his recent work at UC Davis and his previous work at the National Humanities Center. Barron will be vital to supporting the workshop's website and teachers' use of technology. (CVs: 43-49; LoC: 65.)

Distinguished Guest Lecturers

Richard Orsi, Ph.D. is Professor Emeritus of History at California State University, East Bay and editor of the California History Sesquicentennial Series. He is author of *Sunset Limited: The Southern Pacific Railroad and the Development of the American West, 1850-1930* (University of California Press, 2005) and of "Railroads and the Urban Environment: The Sacramento Story," forthcoming, in *Valley Life: An Environmental History of Sacramento* (University of Pittsburgh Press). (CV: 51; LoC: 61.)

Phil Sexton is a professional interpreter of cultural and natural resources for the California State Railroad Museum. He has over 30 years in natural and historic resource management and interpretation with the US Forest Service, the US National Park Service, and California State Parks. (CV: 52; LoC: 66.)

Scott Shields is one of the world's leading authorities on California art from the 1870s to the 1920s and author of *Artists at Continent's End: The Monterey Peninsula Art Colony 1875-1907* (University of California Press, 2006). Associate Director and Chief Curator at the Crocker Art Museum, he earned his doctorate in art history from the University of Kansas. He has 15 years of professional

experience in museums and has curated numerous exhibitions, developed catalogues for various exhibitions, and written articles for scholarly journals, including the Smithsonian's *American Art*. (CV: 53; LoC: 67.)

Richard White, Ph.D. is the Margaret Byrne Professor of American History at Stanford University concentrating on the history of the American West, Native Americans, and the environment.

Professor White is the Principal Investigator for the “Shaping the West” Spatial History Lab at Stanford University, which studies historic perception of space in the West. He is author of one of our assigned texts *Railroaded: The Transcontinentals and the Making of Modern America* (Norton, 2011). (CV: 55; LoC: 62.)

William L. Withuhn is Curator Emeritus of transportation history at the Smithsonian Institution’s National Museum of American History, where he curated *America on the Move*, a major exhibition of the social history of American mobility, and a travelling exhibit now on the road, *Journey Stories*. His many publications include two books: *Rails Across America* and *The Spirit of Steam* an album of historic photographs of railroading in the U.S. and Canada, 1920-1960, and interpretive essays. He has been a licensed locomotive engineer, senior executive of a group of regional railroads, historical adviser on a PBS special on the transcontinental railroad, and consultant to the National Park Service on various topics including transportation's social history. (CV: 57; LoC: 63.)

PARTICIPANT RECRUITMENT AND SELECTION

We will attract a sizeable pool of qualified applicants from across the nation by coordinating a multi-pronged publicity campaign. The UCD History Project routinely networks with humanities education leaders from coast to coast; they will share workshop information with their contacts. We will post information on the workshop to relevant online discussion networks including several of the Humanities and Social Sciences Online (H-Net) lists. In addition, we have prepared a small advertisement for *Social Education*, a publication of the National Council for the Social Studies. The November/December 2012 issue will be distributed at its national conference planned for Seattle in

November of 2012 as well as by mail to its more than 24,000 members and subscribers, representing a broad cross-section of teachers in all social science disciplines.

All announcements will direct interested teachers to the website we have established both to recruit participants and to support professional learning. The site [<http://railroad.historyproject.ucdavis.edu/>] provides application instructions, a general outline of the workshop's content, expectations of participants, and information on lodging, logistics, and academic credits. Once funded and before the publicity campaign for the summer 2013 workshops begins, we will add detailed daily schedules, faculty information, reading selections and other resources. Additional materials, including teacher-created curriculum projects, will be posted during and after the workshop.

Our selection committee—comprised of the workshop's co-directors, project team members, and master teacher Jeff Pollard, a previous NEH Landmarks participant—will review applicants' essays, resumés, and letters of recommendation. The committee members will select applicants with a range of teaching and professional development experience, teachers who are committed to fulfilling the academic and curricular expectations of the institute and are in need for the opportunities provided by the workshop.

PROFESSIONAL DEVELOPMENT

Upon completion of the workshop, we will award participants with certificates documenting attendance and specifying contact hours. Teachers can use this information along with the course syllabus to earn professional development credit from their home school districts and/or CEU certification. We will also have the course approved for academic credit through UC Davis Extension; teachers interested in earning academic units will pay a fee directly to UCD Extension.

INSTITUTIONAL CONTEXT

Sacramento's proximity to the University of California, Davis (UCD) makes the UCD History Project (HP) the ideal institutional and intellectual host for a landmark study of the

transcontinental railroad. The UCD History Department established The History Project (HP) in 1991 to coordinate the department's outreach efforts to K-12 educators. For more than two decades, the HP has provided exceptional professional development to Northern California history/social science teachers. HP serves as the link between the K-12 context and the academy, informing classroom practice through scholarly research and directing that research to meet the needs of teachers and their students. In summer institutes and academic-year seminars, teachers are exposed to the latest scholarship and use it as the basis for designing engaging curriculum that reflects the academic state of the art and active learning methods. With more than 20 years' experience, HP has the infrastructure to coordinate the *Railroad* workshop and to manage grant funds responsibly.

Accommodations

We have reserved a room block on the *Delta King*, a historic riverboat that plied the Sacramento River between 1926 and 1940. Today she serves as a floating hotel, reflecting her heritage as a riverboat. The *Delta King* will extend their negotiated state-employee rate, currently \$84 a night, to our summer scholars. Free Wi-Fi will also be useful for participants' after-hours work on their curriculum projects. Participants are strongly encouraged to stay there as a way to foster community. There are other hotels and motels in the general vicinity, however, so they are free to choose other accommodations. There are a variety of restaurants within walking distance of the river boat hotel and other workshop venues, with a range in price and cuisine to meet any taste or budget. Box lunches will be available during field sessions.

The Transcontinental Railroad: Transforming California and the Nation

June 23-28 and July 7-12, 2013

The following schedule provides an overview of the topics addressed in each day of the week-long workshop, the general flow of activities, and the readings associated with each day. Workshop readings include articles and selected chapters—some considered classics, some more recent interpretations, some written by guest faculty presenters. Together, they provide valuable background and varying perspectives on our topic.

Required readings should be read in advance of the workshop. Optional related readings provide additional information on selected topics. You may refer to them as appropriate to your curriculum project or interest.

The course reader will be available to download from the project's website upon acceptance. If you prefer hard copies, we will take orders for printed and bound readers through April 15. The materials will be sent to you by May 1 and the costs—estimated at \$75—will be taken out of your stipend before it is processed.

Additional handouts—mostly primary sources and curriculum support—will be posted on the project website and handed out over the course of our week together.

Sunday / Day One: Welcome & Orientation

- Late Afternoon: Project Co-Directors, two of our Distinguished Visiting Scholars, and Curriculum Leaders will be in the Delta Bar & Grill aboard the Delta King to welcome teachers and assist with check-in.
- Evening: Meet and greet reception hosted by the Sacramento History Museum includes a guided tour of the museum galleries, plus coffee and dessert. Walking tour of Old Sacramento

Required Readings

1. Schwantes, Carlos A. and James P. Ronda. "The Magician's Rod: Railroads, The West, and Manifest Destiny" in *The West the Railroads Made*, 3-36.
This selection discusses the demands for a transcontinental railroad beginning in the 1820s. Includes discussion of Manifest Destiny, railroad promoters, and the connection between war and railroad construction.
2. Richardson, Heather Cox. "It Was Statesmanship to Give Treeless Prairies Value': The Transcontinental Railroad" in *The Greatest Nation of the Earth: Republican Economic Policies during the Civil War*, 170-208.
This chapter looks at the processes through which the federal government became involved in building the transcontinental railroad and shows the popularity at the Congressional level for the railroad and the political process toward construction.
3. Orsi, Richard J. "These Mountains Look Too Ugly and I See Too Much Work Ahead': Building the Southern Pacific Company, 1850-1930" in *Sunset Limited: The Southern Pacific Railroad and the Development of the American West, 1850-1930*, 3-44.
This excerpt details the origins of the Central Pacific Railroad, completion of the Transcontinental Railroad, and the birth of the Southern Pacific Railroad with a focus on the "Big Four."

4. Deverell, William. "What Is This Railroad to Do for Us?" in *Railroad Crossing: Californians and the Railroad, 1850-1910*, 9-32.

This piece discusses opposition to the railroads and takes the reader through the process of construction to highlight the concerns of California citizens.

Optional Related Readings

1. Orsi, Richard J. "Railroads in the History of California and the Far West: An Introduction" *California History*, Vol. 70, No. 1, (Spring 1991), pp. 2-11.

This article, published as part of a special theme issue for California History created to celebrate the 10th anniversary of the California State Railroad Museum, provides an overview of the various topics, themes, and historical discussions that surrounded Western railroad construction.

2. Taylor, George Roger. "Railroads" in *Transportation Revolution, 1815-1860*, 74-103.

Provides background to the development of the transcontinental railroad from an eastern perspective. Focuses primarily on the early years of railroad development back into the 1820s and ends with a glimpse at the success of the industry in the 1860s. Discusses early railroad sponsorship and the reasons railroads were seen as having revolutionized transportation.

3. Fogel, Robert William. "The Paradox of Premature Enterprise" in *Union Pacific Railroad: A Case of Premature Enterprise*, 17-24.

According to Fogel, the Union Pacific Railroad was a paradox: prematurely built, but lagging behind national need; essential for national defense, but impracticable, as it was not yet driven by profit. This paradox forced federal government involvement. Fogel explains the motivations of railroad promoters, the process by which railroads eventually found financial backing, and the roots of the financial scandals that rose from railroad construction.

Monday / Day Two: From Rivers to Rails

- Welcome & Overview [Ari Kelman]
- Intro to Tumblr and Curriculum Project [HP Team]
- Train Ride
- Background to the Pacific Railway Act of 1862 [Bill Withuhn]
- California State Railroad Museum Tour
- Lunch
- Discussion [Eric Rauchway & Ari Kelman]
- The Iron Horse in the Garden: Railroads and the Western Environment [Richard Orsi]

Required Readings

1. Orsi, Richard J. "Railroads and the Urban Environment: The Sacramento Story," forthcoming in *History of the Urban Environment*.

In this excerpt, Orsi uses Sacramento as a case study to look at the environmental impact of railroads on cities. He argues that the railroad fundamentally reoriented urban spaces and changed individuals relationship and access to the environment. He indicates that while the railroad created problems such as landscape degradation, pollution, and disturbed environmental patterns, it also had the constructive consequence of encouraging a sustainable equilibrium with nature.

2. Cronon, William. "Rails and Water" in *Nature's Metropolis: Chicago and the Great West*, 63-93.

This excerpt discusses how the railroad altered society's relationship with time and space, specifically the standardization of time after 1883.

- Schivelbusch, Wolfgang. "Railroad Space and Railroad Time" and "The American Railroad" in *The Railway Journey: The Industrialization and Perception of Time and Space in the 19th Century*, 41-50 and 93-97.

The first excerpt identifies three ways the railroad was an "annihilation of space and time": opening up new spaces that were unavailable with previous travel methods due to time of travel, eliminating spaces between destinations that previously had been part of the journey, and ending isolation of remote regions whether in their best interest or not. The second excerpt explains the development of American railroads in comparison to English railroads. Schivelbusch argues that changes to transportation in the United States were seen as efforts to civilize the wilderness rather than the destruction of non-mechanized culture since roads and other forms of transportation were minimal in many parts of the nation. The railroad was a productive development as it opened up new territories rather than destructive and replacing an older way of life.

Optional Related Readings

- Schivelbusch, Wolfgang. *The Railway Journey: The Industrialization and Perception of Time and Space in the 19th Century*.

This book provides details on train specifications from the type of wheels to the compartment arrangement. Schivelbusch also suggests that the advent of rail travel transformed peoples' understanding of space and time, ushering in a new era of industrial perceptions of geography and society.

Tuesday / Day Three: Technology and Labor Meets the Landscape

- Lecture & Discussion: Immigration, Migration, and the People Who Built the Transcontinental Railroad [Rauchway]
- Field Study: Travel to Colfax, Alta, Dutch Flats, Donner Pass

Required Readings

- Saxton, Alexander. "Mines and Railroads" in *The Indispensable Enemy: Labor and the Anti-Chinese Movement in California*, 60-66.

This excerpt provides a brief synopsis of the role of Chinese labor in building the railroad, some of the reasons Chinese laborers were preferred by management, and the inequalities that existed between Chinese workers and their white counterparts.

- Takaki, Ronald. "Gam Saan Haak: The Chinese in Nineteenth-Century America" in *Strangers from a Different Shore: A History of Asian Americans*, 84-87 and 103-112.

This selection identifies the crucial part Chinese laborers played in the construction of the railroad. Takaki asserts that the railroad was a Chinese achievement as their labor and skill completed the tunnels through Donner Summit. This short selection offers additional discussion on working conditions and includes a description of Chinese laborers striking. Finally, Takaki discusses life after the railroad for workers, suggesting that the completion of the railroad placed newly arrived white workers and former Chinese railroad workers into direct competition in the labor market. This led to significant anti-Chinese racism and eventually the 1882 Chinese Exclusion laws.

- Andrews, Thomas G. "'Made by Toile'? Tourism, Labor, and the Construction of the Colorado Landscape, 1858-1917." *Journal of American History*, Vol. 92, No. 3 (Dec., 2005), pp. 837-863.

Andrews explores the historical circumstances that made railroad workers invisible to their contemporaries. He focuses on tourists from the beginning of leisure travel during the gold rush era (pre-railroad) when laborers appeared frequently in travel logs, through the early twentieth century when railroads made leisure travel easier and laborers became obscured in favor of detailing engineering genius.

Optional Related Readings

4. Saxton, Alexander. *The Indispensable Enemy: Labor and the Anti-Chinese Movement in California*.
Offers a detailed discussion of anti-Chinese sentiments and clashes in the labor market with white laborers.

Wednesday / Day Four: The Railroad and the West in American Memory and Imagination

- Presentation by Chief Curator Scott Shields of the Crocker Art Museum.
- Workshop: Analyzing Art by Crocker Art Museum Education Staff with commentary from Prof Eric Rauchway
- Lunch and time to explore the Crocker collection
- The Railroad, the Plains Indians, and the Destruction of the Bison [Kelman] – lecture, discussion
- Curriculum idea exchange
- Tour and reception at the Stanford Mansion

Required Readings

1. Anderson, Nancy K. “The Kiss of Enterprise’: The Western Landscape as Symbol and Resource” in *The West as America: Reinterpreting Images of the Frontier, 1820-1920* edited by William Truettner, 237-283.
Using photographs, paintings, and advertisements from the late nineteenth century, this selection presents changes to the western landscape by the railroad and other forms of progress. Includes a wide range of images and primary sources for classroom use.
2. Hills, Patricia. “Picturing Progress in the Era of Westward Expansion” in *The West as America: Reinterpreting Images of the Frontier, 1820-1920* edited by William Truettner, 126-147.
This excerpt deconstructs some important railroad-inspired paintings in the 1860s that are excellent for classroom use.
3. Isenberg, Andrew C. “The Wild and the Tamed” in *The Destruction of the Bison: An Environmental History, 1750-1920*, 123-163.
Details the variety of factors that contributed to the destruction of the bison, one of them being the railroad.
4. Orsi, Richard J. “Promoting the Far West” in *Sunset Limited: The Southern Pacific Railroad and the Development of the America West, 1850-1930*, 130-165.
This excerpt discusses how promotion of California relied heavily on the Southern Pacific Railroad’s services: transportation of individuals west, organizing abilities, and financing.
5. Sandweiss, Martha. “Picture Stories: Photography and the Nineteenth-Century West” and “Westward the Course of Empire: Photography and the Invention of an American Future” in *Print the Legend: Photography and the American West*, 1-14 and 155-206.
These excerpts explore the relationship between photography and popular understanding of the West and how they influenced and changed one another. The second excerpt looks specifically at the railroad and its impact.

Optional Related Readings

1. Orsi, Richard J. “Shall This Destruction Proceed?’ Wilderness Preservation” in *Sunset Limited: The Southern Pacific Railroad and the Development of the America West, 1850-1930*, 349-358.

Orsi discusses the development of the conservation moment and indicates that from the beginning, the Southern Pacific Railroad was a partner as the line's directors realized their company's sustainability hinged on the protection of the West's natural resources. Train tourism into the wilderness was a powerful way to popularize the wild and encourage conservationist ethics.

2. Richter, Amy G. "Narrative Lines: Railroad Stories in Victorian Culture" in *Home on the Rails: Women, the Railroad, and the Rise of Public Domesticity*, 11-31.
Discusses the variety of railroad narratives appearing in the late-nineteenth century.
3. Schwantes, Carlos A. and James P. Ronda. *The West the Railroads Made*.
Includes a significant number of images from ads, paintings, photographs, and maps that would be useful for teacher lessons.

Thursday / Day Five: Social and Economic Impact

- Travel to Stanford University
- Explore the Spatial History Project
- Talk from Professor Richard White on *Railroaded*
- Lunch
- Tour of the Bill Lane Center for the West with Executive Director Jon Christensen
- Discussion, Q&A
- Travel to the Chinese Historical Society of America in SF, tour main gallery exhibit "The Chinese of America, Toward a More Perfect Union"
- Free time for self-guided walking tours in San Francisco's Chinatown
- Travel to Sacramento

Required Readings

1. White, Richard. "Introduction," "Genesis," and "Men in Octopus Suits" in *Railroaded: The Transcontinentals and the Making of Modern America*, xxi-xxxiv, 1-38, and 230-269.
These selections discuss railroad corporations, arguing that railroads were political animals that influenced public policy to further private gain. Together, these excerpts detail how railroad owners obtained financing for their endeavors and influenced their 'friends'.
2. Orsi, Richard J. "Preface" and "The Mussel Slough Affair" in *Sunset Limited: The Southern Pacific Railroad and the Development of the America West, 1850-1930*, xiii-xix and 92-104.
Studies the intersection of public and corporate interests, Orsi moves the discussion away from a dichotomous model that characterizes the Southern Pacific Railroad as either all corporate and selfish or democratic and publically minded. Instead, he demonstrates how at times the company pursued its own interests that also aligned with public welfare. The second excerpt looks at the Mussel Slough affair and discusses The Octopus as a primary source.
3. Norris, Frank. *The Octopus: A Story of California*. 1901 (Excerpts)
Anti-Southern Pacific Railroad novel written in 1901. A prime example of Progressive era muckraking, this source appears frequently in histories of the railroad's influence. It also serves as an excellent example to discuss using primary sources in classrooms.

Friday / Day Six: The Impact

- How the Transcontinental Railroad Changed California and the Nation [Rauchway]
- Discussion of readings
- Share Curriculum Projects in Process & next steps

Required Readings

1. Deverell, William. "Introduction," and "California Netted with Iron Tracks" in *Railroad Crossing: Californians and the Railroad, 1850-1910*, 1-8 and 34-60.
Discusses opposition to railroads. This selection touches on issues in the 1870s such as the Workingman's Party of California development, the rewriting of the state's Constitution in 1879, and Mussel Slough.
2. Rauchway, Eric. "Capital" in *Blessed Among Nations: How the World Made America*, 30-57.
Rauchway discusses the vital role of foreign markets in the development of the American frontier, especially the construction of the railroad. He argues that the American West, and railroads in particular, appealed to foreign investors as relatively stable opportunities with immense returns. However, the intense investment led to an unpredictable and unstable railroad industry.
3. Richter, Amy G. "Introduction" and "At Home Aboard: Railway Travel and the Rise of Public Domesticity" in *Home on the Rails: Women, the Railroad, and the Rise of Public Domesticity*, 1-10 and 59-85.
Richter's introduction asks interesting questions about the cultural and social ramifications of the railroad. She engages with the idea of public and private spheres and argues that the railroad continuously redrew those spheres. She suggests that the redefining of the public railroad from masculine and dangerous to orderly and comfortable—not feminized but no longer masculine—created a 'public domesticity.'
4. Schwantes, Carlos A. and James P. Ronda. "Manifest Destinies: The Railroad West and the Modern World" in *The West the Railroads Made*, 149-175.
A wide-lens discussion of the impact of the railroad, focusing on both physical changes such as new towns in the once seemingly empty prairies, and the invisible changes made to society, such as the standardization of time. Includes wonderful ads, maps, and images as well.

Optional Related Readings

1. Deverell, William. *Railroad Crossing: Californians and the Railroad, 1850-1910*.
Speaks to the consequences the railroad had on California's development into the twentieth century.
2. Isenberg, Andrew C. *Mining California: An Ecological History*.
Focuses on the alterations made to California's ecology in the early years following the gold rush. It discusses the effects of progress on the land—logging of the redwoods, hydraulic mining and its consequences, large-scale ranching, and urban development.

Sample Primary Documents

Monday/Day Two: From Rivers to Rails

1. Pacific Railway Act July 1, 1862: “An Act to aid in the Construction of a Railroad and Telegraph Line from the Missouri River to the Pacific Ocean, and to secure to the Government the Use of the same for Postal, Military, and Other Purposes.”
2. “American Progress” painting by John Gast, 1872.
3. “A Good Square American Smile” *Frank Leslie’s Illustrated Newspaper*, June 5, 1869.
4. “East and West shaking hands at the laying of the last rail,” by Andrew J. Russell, May 10, 1869
5. “Does not SUCH a meeting make a mends?” *Frank Leslie’s Illustrated Newspaper*, May 29, 1869.
6. “Across the continent” Currier and Ives Lithograph, 1868.

Tuesday/Day Three: Technology and Labor Meets the Landscape

1. “Work on the Last Mile of the Pacific Railroad –Mingling of European with Asian Laborers,” *Harper’s Weekly*, Vol 13, 1869.
2. “Across the Continent: The Snow Sheds on Central Pacific Railroad, in the Sierra Nevada Mountains” by Joseph Becker.
3. “John Chinaman on the rail road: Union Pacific Rail Road,” photograph, 1867.
4. “Great Link” *Harper’s Weekly*, May 29, 1869.

Wednesday/Day Four: The Railroad and the West in American Memory and Imagination

1. “Sunday Morning in the Mines” painting by Charles Christian Nahl, 1872.
2. “Market Scene, Sansome Street, San Francisco” painting by William Hahn, 1872.
3. “Donner Lake, Tunnels no. 7 and 8” photo by Alfred A. Hart
4. “Views on the Central Pacific R. R. in California” photo by Alfred A. Hart.
5. “Driving the Last Spike” painting by Thomas Hill, 1881.
6. “The First Train” painting by Herman Schuyler, 1880.
7. “Westward the Star of Empire” by Theodore Kaufmann, 1867.

Thursday/Day Five: Social and Economic Impact

1. Frank Norris, *The Octopus*, 1901.
2. Huntington, Collis Potter, “How Congressmen are Bribed: The Colton Letters: Declaration of Huntington that Congressmen Are For Sale,” 1895.
3. “The Curse of California” *The Wasp*, August 19, 1882.
4. “Stanford’s Trap” *The Wasp*, April 6, 1878.
5. “The Tournament of To-Day—A Set-To Between Labor and Monopoly” *Puck*, August 1, 1883.

Friday/Day Six: Impact

1. “In the Hollow of His Hand,” *The Wasp*, February 19, 1881.
2. “A Picture for Employers,” *Puck*, August 21, 1878.
3. “San Francisco, A.D. 1900,” *The Wasp*, September 4, 1880.
4. “Look at the Map,” *Godey’s Lady Book*, no date.

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