

History 461
Chican@ & Latin@ Studies 461
 Fall Semester 2012
 Lecture: Tues.-Thurs. 8:00-9:15
 1121 Humanities

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The American West to 1850

This course explores the history of places that have been called the American West, focusing on the period before 1850. We start with the era of American Indian occupation; continue with European invasion and the eventual creation of two new occupying nations, Mexico and the United States; and end with the U.S. conquest in the nineteenth century. At the outset, we consider the varied and changing world of Native North America before the arrival of Europeans, and then watch as that land and those peoples became the object of Spanish, French, Russian, and English imperial designs. As we enter the eighteenth and nineteenth centuries, we see how European incursions gave way to the hopes and dreams of new nations, particularly Mexico and the U.S., and also of increasingly powerful Native peoples, such as Osages, Lakotas, Cheyennes and Arapahos, and Comanches. After studying the trails and trades that brought more and more newcomers from the U.S. into lands claimed by Mexicans and Indians, we approach the end of the semester with a key convergence of transformative events: the U.S. conquest of the Mexican North, the resolution of the Oregon boundary controversy, the discovery of western gold, the West Coast arrival of Chinese immigrants, and the Mormon exodus to the Great Basin. We study all of this from a number of perspectives, using styles of analysis developed by environmental, economic, political, cultural, social, ethnic, and gender historians. Throughout, we attend to the aspirations of a variety of western peoples, including those of North American, Latin American, European, African, and Asian origin or descent, and we look at how such varied aspirations both clashed and coalesced, sometimes producing new peoples and new economies. We study all of this through lectures, discussions, scholarly books, primary sources, feature films (*Black Robe* and *Lone Star*), and episodes of the documentary film *The West*.

Course requirements

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

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

3. Laptops and notetaking: The use of laptop computers, tablets, smart phones, or other screen-based devices is not permitted during lecture (including when films are screened) or in discussion sections, unless

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

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

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

6. Film Journals: Each of you should keep a journal about your *intellectual reactions* to the documentary and feature films that will be screened for this class (keeping such a journal will help jog your memory about the film content when exam time comes around). You'll have an opportunity to turn in a 1-2 page journal entry that discusses the films and their *relationship to readings and lectures*. You don't need to focus equally on all of the films screened, but your journal entry should discuss *at least two* of the films, and it should relate the films to other course materials. Here are the three options for your journal entry:

1) Write a 1-2 page journal entry in which you discuss at least two episodes of the documentary film *The West* and their relationship to other course materials (readings, lectures, and/or other films).

2) Write a 1-2 page journal entry in which you discuss both feature films, *Black Robe* and *Lone Star*, and their relationship to other course materials (readings, lectures, and/or other films).

3) Write a 1-2 page journal entry in which you discuss at least one of the episodes of the documentary film *The West* and one of the two feature films, *Black Robe* or *Lone Star*, and their relationship to other course materials (readings, lectures, and/or other films).

Your journal entry is due at the *beginning* of lecture on Tues. Dec. 11, UNLESS you're writing about *Lone Star*. The lecture on Dec. 11 may help you think about the film in new ways, so if you write about *Lone Star*, you should wait until the beginning of lecture on Thurs. Dec. 13 to turn in your journal entry. The entry can be computer-generated or handwritten. It won't be graded, but it will be marked using a +, ✓, - system, and this mark will be used to help determine your course participation grade.

7. Papers: You'll write two papers for this class, a brief 2-page paper on assigned primary sources, and a longer 5-page paper on one of the three single-author books assigned. Both papers are designed to give you hands-on experience with the building blocks of history, that is, original primary source materials.

a. First paper: Two pages, double-spaced. You'll receive guidelines for this paper early in the semester. This paper will give you a chance to consider in depth some of the primary source readings from *The West in the History of the Nation*, those reprinted in chap. 1, "Cultures in Conflict: First Encounters," chap. 2, "Colonization: Religion and Economy in Frontier Regions," and chap. 3, "The Late Seventeenth Century: Rebellion on Two Frontiers." You'll choose at least two of the primary sources from any of these chapters and analyze the different points of view of the Spanish and/or French and/or English colonial projects and Native responses represented by each. Your paper will be due at the *beginning* of lecture on Tues. Sept. 25. Papers must be computer-generated, double-spaced, with standard one-inch margins. Late papers will be accepted without penalty only if you negotiate an alternative due date with your teaching

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

b. Second paper: Five pages, double-spaced. You'll receive guidelines for this paper early in the semester. This paper will be written individually, but there will be teamwork involved in your initial research. For this paper, you'll use as your starting point one of the three single-author books assigned to the class as a whole: DuVal, *Native Ground*; Reséndez, *Changing National Identities*; or Johnson, *Roaring Camp*. We'd like to have roughly equal numbers of students writing on each of these books. So during the second week of class, we'll ask you to designate your top two book choices, and then we'll divide the class into three similarly sized groups, each one assigned to a different book. We'll make every effort to assign you to your top choice book. The three mega-groups (each assigned one of the three books) will have time in class to organize themselves into smaller research teams (we suggest 2-4 students on each team). Each research team will then plan a research strategy for identifying primary source materials relevant to the book assigned. These primary sources should be found in libraries on campus. (Note that on Tues. Sept. 18, we'll have a librarian come to teach us how to find such materials.) The research teams from each mega-group will report on the primary sources they've found during the class period in which we'll be discussing the book assigned to that mega-group (*Native Ground*, Tues. Oct. 2; Reséndez, *Changing National Identities*, Tues. Nov. 13; *Roaring Camp*, Thurs. Dec. 6). Meanwhile, each individual should be deciding on one or two of the primary sources identified to use in the preparation of his or her individual paper. The actual paper, then, will be both a review of the book and an exploration of how the author uses primary sources to make a historical argument. You'll use the source(s) you've chosen to demonstrate in detail how the author makes use of primary materials. Your paper will be due at the *beginning* of lecture a week after the book you've read is discussed in class (*Native Ground*, Tues. Oct. 9; Reséndez, *Changing National Identities*, Tues. Nov. 20; *Roaring Camp*, Thurs. Dec. 13). Papers must be computer-generated, double-spaced, with standard one-inch margins. Late papers will be accepted without penalty only if you negotiate an alternative due date with your teaching assistant at least *48 hours prior to the due date* specified here. Otherwise, late papers will drop by one-half of a grade for each day that they are late.

8. Exams: There will be two take-home essay exams, a Midterm and a Final. We won't give out exam questions before the times specified here under any circumstances. The Midterm questions will be handed out at the *end* of lecture on Thurs. Oct. 11, and your answers must be handed in at the *beginning* of lecture on Thurs. Oct. 18. There will be no lecture on Tues. Oct. 16, but the professor and teaching assistants will be available in the classroom to answer any questions you may have about the Midterm. The Final questions will be handed out at the *end* of lecture on Tues. Dec. 11, and your answers must be handed in between 7:45 and 9:45 a.m. on Mon. Dec. 17—that is, during the regularly scheduled final exam period for this course. There will be no lecture on Thurs. Dec. 13, but the professor and teaching assistants will be available in the classroom to answer any questions you may have about the Final. Midterm and Final exams must be computer-generated, double-spaced, with standard one-inch margins, and they may not exceed the page limits established. You must work individually and independently on these exams; evidence of collaboration, plagiarism, or other academic dishonesty will result in automatic failure. *Late exams won't be accepted* (no exceptions made for computer difficulties or transportation problems).

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

Grades

Your final grade will be determined using the following formula:

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

From time to time, you may be given the chance to enhance your course participation grade by attending a campus event relevant to the history of the American West and writing up a *one-page response paper that relates that event to course content*. These events will be announced in class and/or over the class email list. If you want extra credit for an event that has not been announced in class or over the class email list, please check with Professor Johnson to make sure that the event that interests you is sufficiently relevant to course content before writing a response paper and turning it in.

Readings

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

William Deverell and Anne Hyde, eds., *The West in the History of the Nation: A Reader*, Vol. 1, *To 1877* (Boston: Bedford/St. Martin's, 2000).

Kathleen DuVal, *Native Ground: Indians and Colonists in the Heart of the Continent* (Philadelphia: University of Pennsylvania Press, 2006).

Susan Lee Johnson, *Roaring Camp: The Social World of the California Gold Rush* (New York: W.W. Norton, 2000).

Andrés Reséndez, *Changing National Identities at the Frontier: Texas and New Mexico, 1800-1850* (Cambridge: Cambridge University Press, 2004).

The following book *isn't required*, but it's *ever-so-highly recommended*. Those of you who purchase it may find it something you'll be happy to have on your bookshelf for years to come. Still, it's expensive, so you may want to use one of the copies on reserve at College Library. *The assignments in this book aren't required*, but once you start reading them, you might get hooked. You'll also find the book useful when you work on your take-home exams. This is no boring compendium of useless facts, but rather a curious collection of brief, readable essays on an extraordinary range of topics written by some of the leading practitioners in the field of western history (the same can't be said for all *Wikipedia* entries). Was Daniel Boone saint or sinner? What are the roots of contemporary Chicanas and Chicanos? Before Wisconsin was known for cheese, for what was it known (a question for out-of-state students)? Where were the seven cities of gold, or Cíbola? How did Lakota people become known as the Sioux? Where did the Santa Fe Trail begin and end, and who and what traveled along it? Who were the first people of African descent in what we now call the West? Who invented scalping? Who cried on the Trail of Tears? Why were mountain men hooked on beavers? Why does so much of the Midwest look like a checkerboard when you fly over it? Why do so many Mormons live in Utah? Why is Texas so weird? You'll find the answers in:

Howard Lamar, ed., *The New Encyclopedia of the American West* (New Haven, Conn.: Yale University Press, 1998). [Abbreviated as NEAW in syllabus. Remember, all NEAW entries are recommended rather than required reading. You'll find the entries particularly helpful when you're working on your Midterm and Final exams.]

Calendar and Assignments

Week 1

Tues. Sept. 4: Course Introduction

Thurs. Sept. 6: Native North America: Concepts

Reading: The West: Intro., pp. xv-xvi

NEAW: Physiography of the U.S.; Frontier theory; Turner, Frederick Jackson; Frontier, Canada; western history, 1970s-90s

Week 2

Tues. Sept. 11: Native North America: Peoples and Places

Thurs. Sept. 13: Imperial Designs

Reading: Native Ground, Intro. & chap. 1, pp. 1-28

The West: chaps. 1-2, pp. 2-45

NEAW: Indian languages; Indians of California, of Texas, of the Great Basin, of the Great Plains, of the Northwest, of the Southwest; Powhatan; see also entries for various Indian peoples, nations, & confederacies, such as Sioux (Dakota, Lakota), Ute, Iroquois Confederacy, "Five Civilized Tribes," Pueblo, Cheyenne & Arapaho, Apache, Navajo, Modoc & Klamath; Exploration, Spanish; Exploration, English; Exploration, French; Exploration, Russian; Arkansas River; Siouan tribes, Southern; DeSoto; Coronado

Week 3

Tues. Sept. 18: Special library workshop on finding primary sources
(held in regular classroom)
David Null, Director, University Archives

Thurs. Sept. 20: Spanish Colonies and Indian Peoples: New Mexico

Thurs. evening: special screening of the film "Black Robe," TBA

Reading: Native Ground, chaps. 2-3, pp. 29-102

The West: chap. 3, pp. 46-65

NEAW: Cabeza de Vaca; Oñate; Cíbola; Acoma Pueblo; New Mexico (thru Spanish period); Santa Fe (thru Spanish period); Rio Grande; Mexican Americans; Indian-captivity narratives; Jolliet; Marquette; Tonti; La Salle; Natchez War

Week 4

Tues. Sept. 25: Spanish Colonies and Indian Peoples: Texas and California
First paper due in lecture

Thurs. Sept. 27: Empires in the Woods

Reading: Native Ground, chaps. 4-6, pp. 103-195
The West: chap. 4, pp. 66-83 only

NEAW: Texas (thru the Spanish period); San Antonio; San Francisco de las Tejas; Alamo (thru 1793); California (thru the Spanish period); Serra; missions, California (read entries for missions that interest you); Alaska, thru European explorers and the rise of Russian Alaska; Baranov; Roman Catholic missionaries, thru the borderlands of New France & New Spain; French heritage; Mississippi Valley, French & Spanish periods; St. Louis; Laclède; Chouteau; Chouteau family; New Orleans; Louisiana (thru early 19th century); O'Reilly; beaver; fur trade, in the colonies; Hudson's Bay Co.; Boone; Kentucky, settlement of; Kentucky frontier stations

Week 5

Tues. Oct. 2: discussion of and reports on Native Ground

Thurs. Oct. 4: Film, *The West*, part 1, *The People*

Reading: Native Ground, chaps. 7-8 & Conclusion, pp. 196-248
The West, chap. 5, pp. 88-109

NEAW: Tecumseh; Tenskwatawa; War of 1812; Lewis; Clark; Lewis & Clark Expedition; Charbonneau; Sacagewea

Week 6

Tues. Oct. 9: Pushing into the Plains
Native Ground papers due at beginning of lecture

Thurs. Oct. 11: Wars of Empire
MIDTERM EXAM HANDED OUT AT END OF LECTURE

Reading: The West, chap. 4, pp. 84-87 only; chap. 6, pp. 110-27

NEAW: horse; buffalo; Sioux (Lakota, Dakota); Cheyenne & Arapaho; Comanche; Colonial wars; Indian-white relations, British Indian policy, 1763-75; Pontiac's Rebellion; land policy in the colonies (1607-1775); King Philip's War; Bacon's Rebellion; Utah (thru mid-19th century)

Week 7

- Tues. Oct. 16: work on exams; professor and TAs available in classroom for consultation
- Thurs. Oct. 18: New Nations: United States
MIDTERM EXAM DUE AT BEGINNING OF LECTURE

NOTE: *no discussion section meetings on Tues. & Wed., Oct. 16 & 17*

Week 8

- Tues. Oct. 23: New Nations: Mexico
- Thurs. Oct. 25: The Science of Conquest: Exploration
- Reading: Changing National Identities, Intro. & chap. 1, pp. 1-55
The West, chaps. 7-8, pp. 128-75

NEAW: American Revolution; land policy, 1780-1860 (thru 1850); Northwest Ordinance; territorial system; U.S. Indian policy, 1775-1860 (to 1820s); Indian Wars, 1789-1865; Little Turtle; Whiskey Rebellion; Missouri Compromise; Adams-Onís Treaty; New Mexico (thru the Mexican period); Texas (thru the Mexican period); Austin, Moses; Austin, Stephen; empresario system; Fredonian Rebellion; California (thru the Mexican period); Anza; Vial; Exploration, U.S.; Jefferson; Louisiana Purchase; Pike; Long, Stephen; Fremont, Jessie & John C.

Week 9

- Tues. Oct. 30: The Business of Conquest: Trade
- Thurs. Nov. 1: Engines of Conquest: Farms, Factories, Plantations
- Reading: Changing National Identities, chaps. 2-4, pp. 56-145
The West, chap. 9, pp. 176-97

NEAW: fur trade, in the U.S.; trappers; North West Co.; McLaughlin, John; American Fur Co.; Astor; Missouri Fur Co.; Lisa; Ashley; Rocky Mountain Fur Co.; Smith, Jedediah; California rancho system; Bryant, Sturgis & Co.; Dana; Santa Fe and Chihuahua Trail; Alvarez; Becknell; Gregg; Bent brothers; Bent's Fort; Carson; canal era; agricultural expansion; cotton culture; cotton production, the antebellum years; transportation on the Mississippi R. system; Jackson, Andrew; U.S. Indian policy, 1775-1860 (from 1820s); Cherokee Indians; Black Hawk; Black Hawk War

Week 10

Tues. Nov. 6: Manifest Design: The Mexican North
ELECTION DAY: DON'T FORGET TO VOTE!!!

Thurs. Nov. 8: Manifest Design: The Oregon Country

Reading: Changing National Identities, chaps. 5-6, pp. 146-196
The West, chaps. 10-11, pp. 199-239; chap. 12, pp. 240-47 only

NEAW: Texas (thru 1850); Texas Revolution; Alamo; Bowie; Crockett; Travis; Texas annexation; Bear Flag Rebellion; Mexican War; Santa Anna; Houston, Samuel; Kearny; Guadalupe Hidalgo, Treaty of; Gadsden Purchase; Oregon (to 1850); Cayuse Indians; Whitman; Oregon Controversy; Kelley, Hall Jackson; Wyeth, Nathaniel; Walker, William; Lee, Jason; De Smet; Roman Catholic missionaries, U.S. thru 1875; Benton, Thomas Hart (1792-1858); manifest destiny; African Americans on the frontier (to 1850); Armijo; Martínez, Antonio José

Week 11

Tues. Nov. 13: discussion of and reports on Changing National Identities

Thurs. Nov. 15: Trail's End: Santa Fe and Salt Lake

Reading: Changing National Identities, chaps. 7-8 & Conclusion, pp. 197-271
The West, chap. 12, pp. 247-55 only

NEAW: Santa Fe (thru 1850); Magoffin; Mormon Trail; Salt Lake City (thru 1850); Deseret; Young, Brigham; Latter-Day Saints (thru 1850); Hafen

Week 12

Tues. Nov. 20: Trail's End: Willamette Valley and Sutter's Fort
Changing National Identities papers due at beginning of lecture

Thurs. Nov. 22: *Thanksgiving, no class*

NOTE: *no discussion section meetings on Tues. & Wed., Nov. 20 & 21*

Reading: Roaring Camp, Prologue & chap. 1, pp. 21-95

NEAW: Oregon Trail; Willamette River; California Trail; California (thru 1850); American River; gold & silver rushes; gold towns in California; Wilmot Proviso; Compromise of 1850; Sutter; Marsh; Murieta

Week 13

Tues. Nov. 27: Film, *The West*, part 2, *Empire Upon the Trails*

Thurs. Nov. 29: A Pacific World

Reading: Roaring Camp, chaps. 2-4, pp. 97-234
The West, chap. 12, pp. 256-65 only

NEAW: China trade; Hawaii (thru 1850)

Week 14

Tues. Dec. 4: Film, *The West*, part 3, *Speck of the Future*

Thurs. Dec. 6: discussion of and reports on Roaring Camp

Thurs. evening: special screening of the film "Lone Star," TBA

Reading: Roaring Camp, chaps. 5-6 & Epilogue, pp. 235-344

NEAW: Chinese immigration (early years); women in western history; men & manhood in western history; Fort Laramie, Treaty of

Week 15

Tues. Dec. 11: "Forget the Alamo": History, Memory, and the West
Film journals due at beginning of lecture
(Note: if you're writing on "Lone Star," you should wait to turn in your film journal until Thurs. Dec. 13)
 FINAL EXAM HANDED OUT AT END OF LECTURE

Thurs. Dec. 13: Wrap-up
 work on exams; professor and TAs available in classroom for consultation
Last day to turn in film journals
Roaring Camp papers due at beginning of lecture

NOTE: *no discussion section meetings on Tues. & Wed., Dec. 11 & 12*

Reading:

NEAW: western films; Cooper, James Fennimore; Indian painters; Peale; Seymour; Stanley; Abert, James W.; Kern bros.; Catlin; Bodmer; Miller, Alfred Jacob; Bingham; Bierstadt; Moran

Final Exam Period

Mon. Dec. 17,
 7:45 to 9:45 a.m. FINAL EXAMS DUE

The American West—land west of the Mississippi River in the continental United States—inspired artists of all media—painters, photographers, illustrators, and sculptors—to explore its vast thematic potential. While many artists focused on the breathtaking beauty of the natural landscape, sculptors working in three dimensions were drawn to human and animal subjects. Citation. Tolles, Thayer. "Bronze Statuettes of the American West, 1850–1915." In Heilbrunn Timeline of Art History. New York: The Metropolitan Museum of Art, 2000. http://www.metmuseum.org/toah/hd/bsaw/hd_bsaw.htm (October 2006). Further Reading. Broder, Patricia Janis. *Bronzes of the American West*. New York: Abrams, 1974. The history of the United States is what happened in the past in the United States, a country in North America. Native Americans lived in the Americas for thousands of years. English people in 1607 went to the place now called Jamestown, Virginia. Other European settlers went to the colonies, mostly from England and later Great Britain. France, Spain, and the Netherlands also colonized North America. In 1775, a war between the thirteen colonies and Britain began when the colonists were upset over... Hodder GCSE history for edexcel. The American West, c.1836–c.1895. Dave Martin. Introduction Chapter 4 The development of settlement in the West Chapter 5 Ranching and the cattle industry Chapter 6 Changes in the way of life of the Plains Indians. 50 51 68 74. Key topic 3 Conflicts and conquest, c.1876–c.1895.