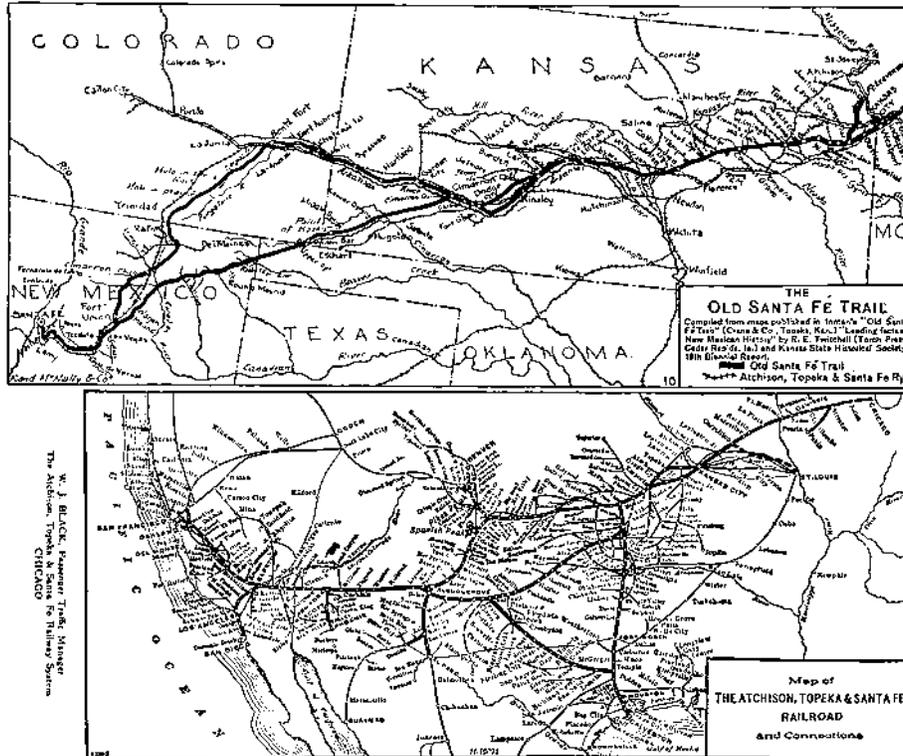


History 600, Seminar 7  
Fall Semester 2009  
Tues. 3:30-5:30  
5257 Humanities

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**Trail and Rail:  
How the Santa Fe Trail and the Atchison, Topeka, and Santa Fe Railroad  
Created and Connected North American Peoples and Places**



The purpose of this seminar is to investigate how two very different transportation systems created and connected peoples and places in North America during the nineteenth and twentieth centuries. When Mexico achieved its independence from Spain in 1821, economic policies in the new nation allowed frontier outposts to open up trade relations with the United States. As a result, Conestoga wagons began to create the rutted road that came to be called the Santa Fe Trail. The trail linked Santa Fe, in the Mexican North, to Missouri River towns in the American West. The trail itself changed over time; by the time of the Civil War, Santa Fe itself had become the capital of the new U.S. Territory of New Mexico, and the trail a key thoroughfare for military transport. But it did not fall into disuse until the end of the 1870s, when the Atchison, Topeka, and Santa Fe Railroad (ATSF), tracing much the same route, superseded wagon-based transport. If the Santa Fe Trail was largely a trade and military transport route, the ATSF moved both people and goods, and it stretched its tentacles far to the northeast and southwest of the old wagon road, from Chicago all the way to both California and Mexico. While freight continued to pass across the route—indeed, in much greater variety and quantity—passenger service on the ATSF had a tremendous new impact. Discounted fares allowed prospective purchasers to inspect land along the railroad, for example. Just as important, the ATSF was an innovator in rail transport for tourists, advertising an “exotic” and “primitive” Southwest for passenger consumption and contracting with the Fred Harvey Company to provide signature dining and lodging facilities that helped to define the Southwest for outsiders.

In this seminar, we will spend several weeks reading scholarly work about these two routes and the worlds they connected, with the greatest emphasis placed on the place and peoples of New Mexico, first as part of the Mexican North and then as part of the U.S. West. During these weeks, we will also learn about primary sources and research methods. We will meet with university and state historical society librarians to discuss how to find primary sources on the history of the Santa Fe Trail; the Atchison, Topeka, and Santa Fe Railroad; and the peoples and places they connected. Written work will include weekly “discussion-point” papers for those weeks when we read scholarship together; a short, secondary source-based paper in early October; a formal research proposal in early November; and a formal research paper toward the end of the semester that uses both primary and secondary sources.

## Course requirements

**1. General:** Class is a place for collective learning. Because this course is reading-intensive and discussion-oriented, it will only work if we all contribute the following: Faithful attendance; prompt completion of weekly readings; interactive and respectful participation in discussion. Please note that unexcused absences will be reflected in your course participation grade.

**2. In class:** In order to facilitate collective learning, the following is required of all students:

**Discussion-point papers:** For seven of the eight weeks in which we read a single-author, book-length work of historical scholarship, you will turn in a short (one-page), informal paper in which you describe two or three issues raised by the reading that particularly interested you and that you would like the class to discuss. These informal papers can be submitted by email (NO ATTACHMENTS; JUST TYPE YOUR REMARKS INTO THE BODY OF YOUR EMAIL MESSAGE). If you submit your paper by email, you must do so no later than 11 a.m. the day class meets to discuss that book. If you prefer to submit a hard copy of your paper (handwritten or computer-generated), you must do so no later than 11 a.m. the day class meets, and you must turn the paper in to Prof. Johnson’s mailbox on the 5<sup>th</sup> floor of Humanities. Prof. Johnson will read these papers before Tuesday’s class to see what kinds of issues you would like to discuss that week. Note that there are seven of these papers required of you, even though there are eight books assigned. This means that you can choose one week not to write a discussion-point paper and still receive full credit for this aspect of the course. The papers will not be graded, but will be marked with a ✓, +, - system, and will be considered in determining your course participation grade.

**Primary source punditry:** For most of the weeks in which we read a book-length work of historical scholarship, one or more of you will serve as primary source pundits for the class. In other words, you will be responsible for paying particular attention to the book author’s research strategies. Where possible, you should identify and locate at least one primary source the author used to make his or her argument, and report to the class about the use the author has made of this source (your report should last 5 minutes). If possible, bring the source or a copy of it to class for the other students to see (this won’t be possible if the sources you find are manuscript sources or fragile rare books). You will also be responsible for helping to facilitate discussion by reminding your classmates, whenever appropriate, of the author’s research strategies.

**3. Written work:** In addition to the discussion-point papers, you will write two formal papers for this class. Please note that these papers may only be submitted in hard copy (no electronic submissions) as specified below.

**Short paper (secondary source-based):** In the first part of the semester, you will write a 3-4 page (750-1000 word) essay based on the on the first four books and two articles we read together as a class. Your essay will consider the following: Think about the New Mexican borderlands from the mid-eighteenth century to the mid-nineteenth century. According to the scholars who we have read, what kinds of changes did the opening of the Santa Fe Trail Trail in 1821 bring to that world and its peoples? The paper must be turned in by 5 p.m. Thurs. Oct. 8 in Prof. Johnson’s mailbox on the 5<sup>th</sup> floor of the Humanities Bldg. Late papers will be marked down by at least 1/2 of a letter grade per day unless you have made prior arrangements at least 48 hours in advance (prior arrangements involve a conversation with the professor).

**Research paper (primary and secondary source-based):** During most of the semester, you also will be working on a second assignment, a 10-12 page (2500 to 3000 word) research paper in which you use both primary and secondary sources to make a historical argument. A research proposal for this paper, consisting of a topic statement and bibliography, is due by 5 p.m. Thurs. Nov. 5 in Prof. Johnson’s mailbox on the 5<sup>th</sup> floor of the

Humanities Bldg. A rough draft of your research paper is due by between 3:30 and 4:30 p.m. on Tues. Dec. 1 in Prof. Johnson's office, 5117 Humanities (also turn in a completed "Anatomy of a History Paper" sheet, as well as your research proposal with Prof. Johnson's comments). *Late rough drafts will not be accepted. If you do not turn in a rough draft at this time, your course participation grade will automatically drop to "F."* You will get your rough draft back with Prof. Johnson's comments in class on Tues. Dec. 8. The final research paper is due by 12 noon on Thurs. Dec. 17 in Prof. Johnson's mailbox on the 5<sup>th</sup> floor of the Humanities Bldg. (also turn in your rough draft with Prof. Johnson's comments). Late papers are strongly discouraged, and will be marked down by at least 1/2 of a letter grade per day unless you have made prior arrangements at least 48 hours in advance (prior arrangements involve a conversation with the professor).

## Grades

Your final grade for the course will be determined as follows:

Course participation (includes discussion-point papers and in-class discussion)	25%
Primary source punditry	10%
Short paper	25%
Research paper	40%

## Readings

**1) The following books are required**, and can be purchased at the University Bookstore. They are also on reserve at College Library:

Stephen Aron, *American Confluence: The Missouri Frontier from Borderland to Border State* (Bloomington: Indiana University Press, 2006).

Susan Calafate Boyle, *Los Capitalistas: Hispano Merchants and the Santa Fe Trade* (Albuquerque: University of New Mexico Press, 1997).

James F. Brooks, *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* (Chapel Hill: University of North Carolina Press, 2002).

Leah Dilworth, *Imagining Indians in the Southwest: Persistent Visions of a Primitive Past* (Washington, D.C.: Smithsonian Institution Press, 1996).

Victoria E. Dye, *All Aboard for Santa Fe: Railway Promotion of the Southwest, 1890s to 1930s* (Albuquerque: University of New Mexico Press, 2005).

Pekka Hämäläinen, *Comanche Empire* (New Haven: Yale University Press, 2008).

John M. Nieto-Phillips, *The Language of Blood: The Making of Spanish-American Identity in New Mexico, 1880s-1930s* (Albuquerque: University of New Mexico Press, 2004).

Carlos Arnaldo Schwantes, *Going Places: Transportation Redefines the Twentieth-Century West* (Bloomington: Indiana University Press, 2003).

**2) The following articles are required**, and will be available on the Learn@UW site for this course:

*Santa Fe Trail-related articles*

Andrews, Thomas G. "Tata Atanasio Trujillo's Unlikely Tale of Utes, Nuevomexicanos, and the Settling of Colorado's San Luis Valley." *New Mexico Historical Review* 7, no. 1 (2000): 4-41.

Blackhawk, Ned. "The Displacement of Violence: Ute Diplomacy and the Making of New Mexico's Eighteenth-Century Northern Borderlands." *Ethnohistory* 54, no. 4 (2007): 723-755.

Isenberg, Andrew C. "The Market Revolution in the Borderlands: George Champlin Sibley in Missouri and New Mexico, 1808-1826." *Journal of the Early Republic* 21, no. 3 (2001): 445-465.

O'Brien, William Patrick. "'Olam Katan' (Small World): Jewish Traders on the Santa Fe Trail." *Journal of the Southwest* 48, no. 2 (2006): 211-231.

Valencius, Conevery Bolton. "Gender and the Economy of Health on the Santa Fe Trail." *Osiris* 19 (2004): 79-92.

#### *ATSF-related articles*

Brégent-Heald, Dominique. "Primitive Encounters: Film and Tourism in the North American West." *Western Historical Quarterly* 38, no. 1 (2007): 47-67.

Deutsch, Sarah. "Women and Intercultural Relations: The Case of Hispanic New Mexico and Colorado." *Signs: Journal of Women in Culture and Society* 12, no. 4 (1987): 719-739.

Ducker, James H. "Workers, Townsmen, and the Governor: The Santa Fe Enginemen's Strike, 1878." *Kansas History* 5, no. 1 (1982): 23-32.

McMillen, Christian. "The Birth of an Activist: Fred Mahone and the Politicization of the Hualapai, 1918 to 1923." *American Indian Culture & Research Journal* 27, no. 1 (2003): 33-60.

Menninger, Constance Libbey. "The Gospel of Better Farming According to Santa Fe." *Kansas History* 10, no. 1 (1987): 43-66.

Peters, Kurt M. "Continuing Identity: Laguna Pueblo Railroaders in Richmond, California." *American Indian Culture & Research Journal* 22, no. 4 (1998): 187-198.

Weigle, Marta. "From Desert to Disney World: The Santa Fe Railway and the Fred Harvey Company Display the Indian Southwest." *Journal of Anthropological Research* 45, no. 1 (1989): 115-137.

**3) The following books are highly recommended** as writing and research aids, and can be purchased at the University Bookstore:

William Strunk Jr., E.B. White, and Maira Kalman, *The Elements of Style Illustrated* (New York: Penguin, 2007).

Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7<sup>th</sup> ed., Revised by Wayne Booth, Gregory Colomb, Joseph Williams, and the University of Chicago Press Staff (Chicago: University of Chicago Press, 2007).

*Merriam-Webster's Collegiate Dictionary*, 11<sup>th</sup> ed. (Springfield, Mass.: Merriam-Webster, 2003).

## Resources

With the help of Honors Summer Sophomore Research Apprentice Mindy Cummings, I have been assembling as many resources as I can to assist you with your research and writing. These resources include citations for primary sources and secondary sources relevant to the Santa Fe Trail and/or the ATSF Railroad, as well as links to online collections and websites that may be helpful. These resources are available to you on the Learn@UW site for our

course. I will continue adding new material all semester long as I run across it. Likewise, if you find helpful materials in the course of your research, please send me an email message with detailed information (bibliographic citation, URL, etc.) and I will add it to our growing resource collection.

### Calendar and Assignments

#### September 8: Introduction

#### September 15: New Mexican Borderlands

James Brooks, *Captives and Cousins*

#### September 22: Missouri Borderlands

Stephen Aron, *American Confluence*

*Library workshop*

#### September 29: Trail Merchants

Susan Calafate Boyle, *Los Capitalistas*

*Note:* The following articles should be read *this week*, but we will discuss them *next week* in conjunction with *Comanche Empire*:

Ned Blackhawk, "The Displacement of Violence: Ute Diplomacy and the Making of New Mexico's Eighteenth-Century Northern Borderlands."

Thomas Andrews, "Tata Atanasio Trujillo's Unlikely Tale of Utes, Nuevomexicanos, and the Settling of Colorado's San Luis Valley."

*Library workshop*

#### October 6: Trade Empires

Pekka Hämäläinen, *Comanche Empire*

*NOTE: Short papers due by 5 p.m. Thurs. Oct. 8 in Prof. Johnson's mailbox.*

#### October 13: Anatomy of a History Article

*Santa Fe Trail-related articles:*

Andrew Isenberg, "The Market Revolution in the Borderlands: George Champlin Sibley in Missouri and New Mexico, 1808-1826."

William Patrick O'Brien, "'Olam Katan' (Small World): Jewish Traders on the Santa Fe Trail."

Conevery Bolton Valencius, "Gender and the Economy of Health on the Santa Fe Trail."

*ATSF-related articles:*

Sarah Deutsch, "Women and Intercultural Relations: The Case of Hispanic New Mexico and Colorado."

James Ducker, "Workers, Townsmen, and the Governor: The Santa Fe Enginemen's Strike, 1878."

Christian McMillen, "The Birth of an Activist: Fred Mahone and the Politicization of the Hualapai, 1918 to 1923."

Constance Libbey Menninger, "The Gospel of Better Farming According to Santa Fe."

Kurt Peters, "Continuing Identity: Laguna Pueblo Railroaders in Richmond, California."

*NOTE: No discussion point paper due. Instead, please fill out "Anatomy of a History Article" sheets and bring them with you to class.*

**October 20: From Trail to Rail and Beyond**

Carlos Schwantes, *Going Places*

**October 27: Inventing the Southwest**

Victoria Dye, *All Aboard for Santa Fe*

Marta Weigle, "From Desert to Disney World: The Santa Fe Railway and the Fred Harvey Company Display the Indian Southwest."

Dominique Brégent-Heald, "Primitive Encounters: Film and Tourism in the North American West."

**November 3: Inventing "Spanish-American" Identity**

John Nieto-Phillips, *The Language of Blood*

*NOTE: Research paper proposal due by 5 p.m. Thurs. Nov. 5 in Prof. Johnson's mailbox.*

**November 10: Inventing Indians**

Leah Dilworth, *Imagining Indians in the Southwest*

**November 17: Research & Writing Week**

no class meeting

**November 24: Research & Writing Week**

no class meeting

**December 1: Research & Writing Week**

*No class meeting, but rough drafts of final research papers due between 3:30 and 4:30 p.m. in Prof. Johnson's office, 5117 Humanities. No late rough drafts accepted. Turn in rough draft with "Anatomy of a History Paper" sheet, as well as your research paper proposal with Prof. Johnson's comments.*

**December 8: Revision Week**

no required reading; come to class to pick up & discuss rough drafts

**December 15: Harvest Time**

research presentations

*NOTE: Final papers due by 12 noon on Thurs. Dec. 17 in Prof. Johnson's mailbox. You must also turn in your rough draft with Prof. Johnson's comments.*