

History 461
Chicana/o Studies 330
 Fall Semester 2004
 Lecture: Tues.-Thurs. 2:30-3:45
 145 Birge

Professor Susan L. Johnson
 Office: 5117 Humanities
 Office Phone: 263-1848
 Office Hours: Tues. 10-12 & by appt.
 E-mail: SLJOHNSON5@wisc.edu

Teaching Assistant Ikuko Asaka
 E-mail: iasaka@wisc.edu
 Office: 5266 Humanities
 Office Phone: 263-8547
 Office Hours: Thurs. 9-11 a.m.
 Mailbox: #5062, 5th floor Humanities

Teaching Assistant Kori Graves
 E-mail: kgraves@wisc.edu
 Office: 5266 Humanities
 Office Phone: 263-8547
 Office Hours: Wed. 8-10 a.m.
 Mailbox: #5063, 5th floor Humanities

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 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 discovery of western gold, and the West Coast arrival of Chinese immigrants. 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 three episodes of the 1996 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 will discuss their availability in class.
2. 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 will have one opportunity to turn in a 1-2 page journal entry or extract that discuss the films and their *relationship to readings and lectures*. You do not need to focus equally on all of the films screened, but your journal entry should discuss *at least two* of the films or film episodes, and it should relate the films to other course materials. Here are some options for your journal entry assignment:
 - 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 the 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 film journal entry is due on at the beginning of lecture on Wed. Dec. 9. It can be word-processed, typed, 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.

3. Papers: You will 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 to the class as a whole. Both papers are designed to give you hands-on experience with the building blocks of history, that is, original primary source materials.

a. First paper: Two pages, double-spaced. This paper will give you a chance to consider in depth one week's primary source readings from The West in the History of the Nation, those reprinted in chap. 1, "Cultures in Conflict: First Encounters," and chap. 2, "Colonization: Religion and Economy in Frontier Regions." You'll choose at least two of the primary sources from these chapters and analyze the different points of view of the Spanish and/or French conquest represented by each. Your paper will be due at the beginning of lecture on Thurs. Sept. 16. Papers must be word-processed or typed, double-spaced, with standard one-inch margins. Late papers will be accepted without penalty only if you negotiate an alternative due date with your teaching assistant at least *48 hours prior to the due date* specified here. Otherwise, late papers will drop by one-half of a grade for each day that they are late.

b. Second paper: Five pages, double-spaced. You'll receive detailed guidelines for this paper early in the semester. This paper will be written individually, but there will be teamwork involved in your initial research. For this paper, you'll use as your starting point one of the three single-author books assigned to the class as a whole: Gutiérrez, When Jesus Came; White, The Middle Ground; 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 one of the two books you've chosen. The three mega-groups (each assigned one of the three books) will have time in class to organize themselves into smaller research teams (we suggest 2-4 students on each team). Each research team will then plan a research strategy for identifying primary source materials relevant to the book assigned. These primary sources should be found in libraries on campus. (Note that on Thurs. Sept. 16, we will 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 will be discussing the book assigned to that mega-group (When Jesus Came, Tues. Sept. 28; Middle Ground, Thurs. Oct. 21; Roaring Camp, Thurs. Dec. 2). 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 unless you are writing on Middle Ground; in that case, you will have a later due date so that your work won't conflict with your midterm exam (When Jesus Came, Tues. Oct. 5; Middle Ground, Thurs. Nov. 4; Roaring Camp, Thurs. Dec. 9). Papers must be word-processed or typed, 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.

4. Exams: There will be two take-home essay exams, a Midterm and a Final. We will not give out exam questions prior to the dates specified here under any circumstances. The Midterm questions will be handed out at the end of lecture on Thurs. Oct. 21, and your answers must be handed in at the beginning of lecture on Thurs. Oct. 28. There will be no lecture on Tues. Oct. 26, 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 Thurs. Dec. 9, and your answers must be handed in between 5:05 and 7:05 p.m. on Tues. Dec. 21--that is, during the regularly scheduled final exam period for

this course. There will be no lecture on Tues. Dec. 14, 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 word-processed or typed, double-spaced, with standard one-inch margins, and they may not exceed the page limits established. You are to work individually and independently on these exams; evidence of collaboration will result in automatic failure. *Late exams will not be accepted* (no exceptions made for computer difficulties or transportation problems).

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. This year, the History Department is sponsoring a series of lectures that may be especially relevant to our class. These are the Curti Lectures, delivered by the author of one of the books assigned for this class, preeminent western historian Richard White. The three Curti Lectures are scheduled for Mon., Oct. 18; Tues. Oct. 19; and Wed., Oct. 20, from 4 to 5:30 p.m. in the Red Gym. You are encouraged to attend all three lectures. If you can only attend one or two lectures, you can still receive extra credit if you turn in a one-page response paper. If you attend *all three lectures* and turn in a *two-page response paper*, you will receive *double extra credit*. If you want extra credit for an event that has not been announced in class or over the class email list, please check with your instructor 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).

Ramón Gutiérrez, *When Jesus Came, The Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846* (Stanford, Calif.: Stanford University Press, 1991).

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

Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (Cambridge: Cambridge University Press, 1991).

There is also a brief course pack required, which you may purchase at Bob's Copy Shop at Randall Tower, 1314 W. Johnson St, or use on reserve at College Library in Helen C. White Hall:

Native American Studies Center at the University of New Mexico, comp., "Commentaries: *When Jesus Came, the Corn Mothers Went Away: Marriage, Sex and Power in New Mexico, 1500-1846*, by Ramón Gutiérrez," *American Indian Culture and Research Journal* 17, no. 3 (1993): 141-77.

The following book is *not required*, but it is *ever-so-highly recommended*. Those of you who purchase it at the University Book Store or elsewhere may well find it to be a book you'll be happy to have on your bookshelf for years to come. Still, it is quite expensive, so you might consider either sharing with a

classmate or using one of the copies on reserve at College Library in Helen C. White Hall. None of the assignments in this book are actually required, but once you start reading them, you might get hooked. This is no boring compendium of useless facts, but rather a curious collection of brief, readable essays on an extraordinary range of topics written by some of the leading practitioners in the field of western history. 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? Who was Lola Montez, and why were they saying such awful things about her? Why is Texas so weird? You'll find the answers here:

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

Calendar and Assignments

Week 1

Thurs. Sept. 2: Course Introduction

Week 2

Tues. Sept. 7: Native North America: Concepts

Thurs. Sept. 9: Native North America: Peoples and Places

Reading: The West: Intro., pp. xv-xvi, & chaps. 1 & 2, pp. 2-45
When Jesus Came: Intro., pp. xvii-xxxii; chap. 1, pp. 3-36

NEAW: Physiography of the U.S.; Frontier theory; Turner, Frederick Jackson; western history, 1970s-90s; Powhatan; Indian languages; Indians of California, of Texas, of the Great Basin, of the Great Plains, of the Northwest, of the Southwest; see also entries for various Indian nations, groups, & confederacies, such as Sioux (Dakota, Lakota), Ute, Iroquois Confederacy, "Five Civilized Tribes," Pueblo, Cheyenne & Arapaho, Apache, Navajo, Modoc & Klamath

Week 3

Tues. Sept. 14: Imperial Designs

Thurs. Sept. 16: Special presentation on finding primary sources
 David Null, Head, University Archives
First paper due in lecture

Reading: When Jesus Came: chaps. 2-4, pp. 39-175
 "Commentaries: *When Jesus Came*," in course pack

NEAW: Cabeza de Vaca; Coronado; DeSoto; Oñate; Cíbola; Acoma Pueblo; Exploration, Spanish; Exploration, English; Exploration, French; Exploration, Russian

Week 4

Tues. Sept. 21: Spanish Colonies and Indian Peoples: New Mexico

Thurs. Sept. 23: Spanish Colonies and Indian Peoples: Texas and California

Reading: The West: chap. 3, pp. 46-65
When Jesus Came: chaps. 5-9, pp. 176-297

NEAW: New Mexico (thru Spanish period); Santa Fe (thru Spanish period); 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, European explorers and the rise of Russian Alaska; Baranov; Roman Catholic missionaries, thru the borderlands of New France & New Spain; Indian-captivity narratives

Week 5

Tues. Sept. 28: discussion of When Jesus Came

Thurs. Sept. 30: Empires in the Woods
Thurs. evening: special screening of the film "Black Robe," TBA

Reading: When Jesus Came: chap. 10 & Epilogue, pp. 298-340 (finish by Tues. lecture)
The West: chap. 4, pp. 66-87 (finish by section)
Middle Ground: Intro., pp. ix-xvi, & chaps. 1-3, pp. 1-141 (finish by section)

NEAW: land policy in the colonies (1607-1775); Boone; King Philip's War; Bacon's Rebellion; French heritage; Mississippi Valley, French & Spanish periods; St. Louis; Laclède; Chouteau; Chouteau family; New Orleans; Vial; fur trade, in the colonies; Hudson's Bay Co.; beaver

Week 6

Tues. Oct. 5: Pushing into the Plains
When Jesus Came papers due in lecture

Thurs. Oct. 7: Wars of Empire

Reading: The West, chap. 5, pp. 88-109
Middle Ground, chaps. 4-6, pp. 142-268

NEAW: horse; buffalo; Sioux (Lakota, Dakota); Cheyenne & Arapaho; Comanche; Colonial wars; Indian-white relations, British Indian policy, 1763-75; Pontiac's Rebellion

Week 7

Tues. Oct. 12: New Nations: United States

Thurs. Oct. 14: Film, *The West*, part 1, *The People*

Reading: The West, chap. 6, pp. 110-27
Middle Ground, chaps. 7-9, pp. 269-412

NEAW: land policy, 1780-1860 (thru 1850); U.S. Indian policy, 1775-1860 (to 1820s); Northwest Ordinance; territorial system; Whiskey Rebellion

Week 8

Tues. Oct. 19: New Nations: Mexico

Thurs. Oct. 21: discussion of The Middle Ground
 MIDTERM EXAM QUESTIONS HANDED OUT

Reading: The West, chap. 7, pp. 128-53
Middle Ground, chaps. 10-11 & Epilogue, pp. 413-523

NEAW: New Mexico (thru the Mexican period); Texas (thru the Mexican period); California (thru the Mexican period); Anza; Austin, Moses; Austin, Stephen; Tecumseh; Tenskwatawa

NOTE: *historian Richard White will deliver the Curti Lectures Mon.-Wed., 4-5:30, Red Gym*

Week 9

Tues. Oct. 26: work on exams; professor and TAs available for consultation

Thurs. Oct. 28: The Science of Conquest: Exploration
 MIDTERM EXAM DUE IN LECTURE

NEAW: Exploration, U.S.; Lewis; Clark; Lewis & Clark Expedition; Charbonneau; Sacagewea; Pike; Long, Stephen; Louisiana Purchase; Fremont, Jessie & John C.

NOTE: *no discussion section meetings on Wed. Oct. 27*

Week 10

- Tues. Nov. 2: The Business of Conquest: Trade
- Thurs. Nov. 4: Engines of Conquest: Farms, Factories, Plantations
Middle Ground papers due in lecture
- Reading: The West, chaps. 8-9, pp. 154-97

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; China trade; California rancho system; Bryant, Sturgis & Co.; Dana; Santa Fe and Chihuahua Trail; Alvarez; Becknell; Gregg; Bent brothers; Bent's Fort; Carson; U.S. Indian policy, 1775-1860 (from 1820s); Cherokee Indians; Black Hawk; Black Hawk War; canal era; agricultural expansion; cotton culture; cotton production, the antebellum years; transportation on the Mississippi R. system

Week 11

- Tues. Nov. 9: Manifest Design: The Mexican North
- Thurs. Nov. 11: Manifest Design: The Oregon Country
- Reading: The West, chaps. 10-11, pp. 198-239

NEAW: Missouri Compromise; Wilmot Proviso; Compromise of 1850; African Americans on the frontier (to 1850); frontier life to 1850; empresario system; Texas (thru 1850); Bowie; Crockett; Travis; Texas annexation; Bear Flag Rebellion; Mexican War; Santa Anna; Houston, Samuel; Guadalupe Hidalgo, Treaty of; Gadsden Purchase; Mexican Americans; Benton, Thomas Hart (1792-1858); manifest destiny; Magoffin; Young, Brigham; Oregon (to 1850); Oregon Controversy; Kelley, Hall Jackson; Wyeth, Nathaniel; Walker, William; Whitman; Lee, Jason; De Smet; Adams-Onís Treaty

Week 12

- Tues. Nov. 16: Film, *The West*, part 2, *Empire Upon the Trails*
- Thurs. Nov. 18: Trail's End: Santa Fe and Salt Lake
- Reading: The West, chap. 12, pp. 240-51 only
Roaring Camp, Prologue & chap. 1, pp. 23-95

NEAW: Santa Fe (thru 1850); Latter-Day Saints (thru 1850); Mormon Trail; Salt Lake City (thru 1850); Deseret; Murieta

Week 13

Tues. Nov. 23: Trail's End: Willamette Valley and Sutter's Fort

Thurs. Nov. 25: *Thanksgiving, no class*

Reading: The West, chap. 12, pp. 251-65 only
Roaring Camp, chaps. 2-4, pp. 97-234

NEAW: Oregon Trail; California Trail; California (thru 1850); Sutter; Marsh; gold & silver rushes; gold towns in California

Week 14

Tues. Nov. 30: Film, *The West*, part 3, *Speck of the Future*

Thurs. Dec. 2: discussion of Roaring Camp

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

NEAW: women in western history; men & manhood in western history; Chinese immigration (early years)

Week 15

Tues. Dec. 7: "Forget the Alamo": History, Memory, and the West
Tues. evening: special screening of the film "Lone Star," TBA

Thurs. Dec. 9: Wrap-up
Roaring Camp papers due in lecture
 Film journals due in lecture (Roaring Camp paper writers may turn their film journals in Tues. Dec. 14)
 FINAL EXAM QUESTIONS HANDED OUT

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

NOTE: *no discussion section meetings on Wed. Dec. 8 or 15*

Week 16

Tues. Dec.14 work on exams; professor and TAs available for consultation

Final Exam Period

Tues. Dec. 21,
 5:05 to 7:05 p.m. FINAL EXAMS DUE