

**History 461**  
Fall Semester 2011  
Lecture: MoWeFr, 11:00-11:50 AM, 1121 HUM

**Instructor: Libby R. Tronnes**  
lrtronnes@wisc.edu

**MEGGAN BILOTTE**  
E-mail: [bilotte@wisc.edu](mailto:bilotte@wisc.edu)  
Mail Box # 4032  
Office: 4272 HUM • Office Phone #: 263-1939  
Office Hours: Friday 1pm-3pm  
Section #301: T 1:20 Hum 2241  
Section #302: T 2:25 Hum 2231  
Section #306: TR 1:20 Hum 2101  
Section #307: TR 2:25 Hum 2111

**BRENDON GEORGE**  
E-mail: [bggeorge@wisc.edu](mailto:bggeorge@wisc.edu)  
Mail Box # 5073  
Office: 4272 HUM • Office Phone #: 263-1939  
Office Hours: Thurs. 1pm-3pm  
Section #303: T 3:30 Hum 2611  
Section #304: M 2:25 Hum 2619  
Section #305: M 3:30 Hum 2231  
Section #308: R 3:30 Hum 2211

## History of the American West to 1850

“The American West is a product of conquest and of the mixing of diverse groups of peoples.”—Richard White, *Your Misfortune and None of My Own*

"This country will kill you in a heartbeat and still people love it."—Cormac McCarthy, *No Country for Old Men*

This is not your grandfather’s American West. There will be no Wild Bill Hickok, Sitting Bull and Custer, or the transcontinental railroad. Rest assured, there will be gold, equestrian Plains Indians, buffalo, and explorers. Such lists do not so easily define the “West,” however. This course presumes a liberal definition of the West, one that existed in many places over time and one that is as much a human and historical creation as it is a geographical designation. The West we visit in this class may sometimes be a familiar or strange place, but whatever West we find ourselves in, common themes emerge. The historian Richard White depicts an American West as a place of collaboration and co-existence, integration and rejection, mediation and creative misunderstandings while Cormac McCarthy reminds us that violence has also always been a part of this history, too. Our history focuses on the ways people of European, Indian, African and Asian descent claimed and contested place and belonging in shared landscapes. Examining such meetings and relationships among diverse and distinct cultures uncover the making of the American West as a gradual, human creation and not a place already in existence or one that suddenly emerged. This course will challenge students to think about such questions as “Where is the West?” and “When did the West Begin?” Our West begins in the pre-“discovery” Americas occupied by Indigenous peoples, continues with a constellation of encounters between Native and non-Native cultures, the eventual creation of two new nations, Mexico and the United States, and concludes with the U.S. conquest in the nineteenth century.

Although the course is intended to be challenging, it is also meant to be fun: any student willing to attend lectures, participate in discussion section, do the readings, and work hard should be able to enjoy and do well in History 461.

## ***COURSE REQUIREMENTS & FORMAT***

**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 people 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.

**General:** Faithful attendance; prompt completion of weekly readings, respectful participation in section; and completion of assignments when they are due.

**Lecture:** This is a large lecture course. It meets three days a week, MWF, for 50 minutes. There are 144 of you and one of me. This is an antiquated model for teaching. I refuse to talk at you for 50 minutes, so expect some in-class participation (see Active Learning Exercises below). The course also features a number of documentary and feature films, and other media. Class begins promptly.

**Section:** Section is a crucial component of this course and it is imperative that you attend. A full 20% of your final grade will reflect your class participation, which is largely measured by your involvement in your assigned discussion section. Sections meet once a week to clarify the content and meaning of course texts and assignments. More than that, sections offer you, your classmates, and your TA an invaluable space for intelligent discussion based on your critical reading of texts and their bearing on course themes. Please read over the section syllabus designed by your teaching assistant carefully.

**Active Learning Exercises:** I will use activities during class to break up the monotony of lectures (even if they are awesome). These will also help me gauge your understanding of the course material. Little surprises around every corner, but nothing dangerous!

## ***COURSE ASSIGNMENTS & EXAMS:***

**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 250-500 word (or 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 250-500 word (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 250-500 (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 250-500 word (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 **Mon. Dec. 5**, **UNLESS** you're writing about the film *Lone Star*. Some of the lectures and sections that follow may help you think about the film in new ways, so if you write about *Lone Star*, you can wait until the beginning of lecture on **Wed. Dec. 14** to turn in your journal entry. The entry can be computer-generated or handwritten. It won't be graded, but it will be marked use a +, √, - system, and this mark will be used to help determine your course participation grade. Please note, *Black Robe* is scheduled for Wednesday evening **September 28** and *Lone Star* is scheduled for Monday evening **November 21**.

**Short Paper: 500-600 words (ca 2 pages):** 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 **Mon. Sept. 26**. This paper is designed to give you hands-on experience with the building blocks of history, that is, original primary source materials. You will have the chance to consider in depth two (2) primary resources related to course topics from The West reader and analyze the different points of view of their authors. 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.

**Long Paper (Book Review) 1250-1300 words (ca. five pages):** 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: Du Val, Native Ground; Ramos, Beyond the Alamo; 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 **Wed. Sept 14**, 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, **Wed. Oct. 5**; Beyond the Alamo, **Mon. Nov. 14**; Roaring Camp, **Mon. Dec 5**). 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 papers. 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, **Wed. Oct. 12**; Beyond the Alamo, **Mon. Nov. 21**; Roaring Camp, **Fri. Dec. 12**). Papers must adhere to the word count, be computer-generated, and double-spaced. 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, later papers will drop by one-half of a grade for each day that they are late.

**Exams:** There will be two take-home exams, a Midterm and a Final. The Midterm questions will be handed out at the end of lecture on **Fri. Oct. 14** and your answers must be handed in at the *beginning* of lecture on **Fri. Oct. 21**. There will be no lecture on **Mon. Oct 17**, but the instructor 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 in class on **Fri. Dec. 9**, and your answers are due during the regularly scheduled final exam period for this course, which is **Mon. Dec. 19, from 12:25pm to 2:25pm**. There will be no lecture on **Wed. 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 computer-generated, double spaced, and they may not exceed the required word counts. While it is okay to exchange ideas through dialogue with your classmates, the work you turn in must be entirely your own. Writing is best done in solitude. This university takes academic dishonesty seriously. Evidence of collaboration, plagiarism, or other academic dishonesty will result in automatic failure. *Late exams cannot be accepted.*

### ***COURSE POLICIES AND RESOURCES***

**Laptops and Notetaking:** The use of laptop computers is permitted. Laptops may be used during lecture *for notetaking purposes only*. Because many of our classes will rely on various forms of media that require a slightly darkened room, I do request that you reduce the brightness of your screens. Please make sure the volume on your device is muted. You may not use laptop computers or other screen-based devices during in-class or evening films. Remember, notetaking by hand is okay, too. In either case, we encourage you to share your notes with one another. In addition, lecture outlines and key terms will be 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 download and/or print these materials out and bring them with you to class. \*\*Laptops are generally not permitted in discussion sections where human interaction is a core goal. Check with your teaching assistant. \*\*If it comes to my attention that students are using laptops during lecture for purposes other than notetaking, I reserve the right to prohibit laptops for the remainder of the semester.

**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 the midterm and final exams, which will be distributed in hard copy during regularly schedule lecture periods.

**Accessibility:** Everyone, regardless of disabilities or special needs, is welcome in this course. Please let me know if you need any accommodations in the instruction or evaluation procedures in order to facilitate your full participation. The McBurney Center provides useful assistance and documentation.

**General Writing & Assignment Guidelines:** With the exception of in-class Active Learning Exercises all work must follow these guidelines: Abide by the word count for each assignment and provide your essay’s exact word count at the bottom/end of your document. Papers must be computer-generated, double-spaced with standard 1-inch margins. Avoid “**cartoonish typefaces.**” Stick to **Times New Roman, Cambria,** or similar typefaces please, with font size set at 12. All assignments in this class—papers and exams—must be turned in at the *beginning* of lecture on the scheduled due date. Please include your section and TA information on your paper.

**Writing Syllabus:** In addition to the course syllabus and reading calendar (this document), you also received a “writing syllabus.” The “writing syllabus” provides a general rubric on good writing. Specifically, it outlines the qualities of an “A” essay, a “B” essay, a “C” essay, and so on. You’ll want to read over and refer back to this rubric when preparing and writing all papers and exams. The “writing syllabus” also offers some advice on *thinking through writing*.

**Academic Misconduct:** This class will strictly follow and enforce the university’s policies on academic misconduct. UWS 14.03 defines academic misconduct to include acts in which a student seeks to claim credit for the work or efforts of another without authorization or citation. Examples include but are not limited to:

- a) Cutting and pasting text from the web without quotation marks or proper citation.
- b) Paraphrasing from the web or written texts without crediting the source.
- c) Using notes in an exam when such use is not allowed.
- d) Using another person’s ideas, words, or research and presenting it as one’s own.

Complete information on academic misconduct is at [www.wisc.edu/students/saja/misconduct/academic\\_misconduct.html](http://www.wisc.edu/students/saja/misconduct/academic_misconduct.html).

**Grades:** Your final grade will be determined using the following formula:

Course Participation	20%
Short Paper	15%
Long Paper	20%
Midterm Exam	20%
Final Exam	25%

**Office Hours:** Office hours exist to clear up any misunderstandings about the course or its materials, to address a student’s scholarship and, most importantly, to allow for one-on-one contact between students and their instructor. I cordially invite you to visit me.

Instructor	Libby R. Tronnes
Meeting Hours Location	Fair Trade Coffee (State Street)
Meeting Hours	Monday 8:30 to 10:30 am & by appt.
Office Phone	
E-Mail	<a href="mailto:ltronnes@wisc.edu">ltronnes@wisc.edu</a>

**Role of Teaching Assistants:** Your teaching assistants are your primary contact person for any concerns regarding this course. I request that you always address your *specific* questions and concerns regarding your performance in the course (clarification of comments on written work, explanation of grade, etc.) in the course with your teaching assistant first. Below is a procedure for you to follow in regard to issues that may arise:

- 1) Your TA will have his or her own process & guidelines for handling help with assignments prior to their due date, extensions, grade disputes, and other issues related to course work in this class. Follow these first. Remember, your TA is your advocate, not your opponent.
- 2) If you are unsatisfied with the feedback and/or results of this meeting with your TA and wish to involve the instructor in the matter, please follow these steps:
  - a. Step 1: To request a review of your grade on an assignment or exam by the instructor, I will require the original assignment with your TA's comments and grade as well as a computer-generated document written by you outlining your concerns regarding your performance on the assignment and why you were unsatisfied with your first meeting. You may place these materials in hard copy in my humanities mailbox, fourth floor, #4113. (Please send an email notifying me of the same)
  - b. Step 2: We will arrange a meeting that includes the three of us—you, your TA, and me—and we will discuss the matter together once I've reviewed the materials.

**Helpful Student-Centered Websites (essay organization, writing, etc):**

<http://www.schrag.info/teaching/index.html>

<http://www.williamcronon.net/handouts.htm>

**Required Readings:**

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

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

Raul A. Ramos, *Beyond the Alamo: Forging Mexican Ethnicity in San Antonio, 1821-1861* (Durham: University of North Carolina Press, 2008).

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

**Recommended Readings:**

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

***READING & ASSIGNMENT CALENDAR***

*Week 1*

Fri. Sept. 2: Course Introduction & Concepts: Defining the West

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

*Week 2*

- Mon. Sept. 5: Labor Day (no class)
- Wed. Sept. 7: Native North America: Concepts
- Fri. Sept 9: Native North America: Peoples & Places
- Reading: Native Ground, Intro. & chap. 1, pp. 1-28  
The West: chaps. 1 & 2, pp. 2-45

*Week 3*

- Mon. Sept 12: Native North America: Peoples & Places II
- Wed. Sept.14: Special library workshop on finding primary sources (held in regular classroom) David Null, Director, University Archives
- Fri. Sept. 16: Imperial Designs: England, France
- Reading: Native Ground, chaps. 2-3, pp. 29-102  
The West: chap. 3, pp. 46-65

*Week 4*

- Mon. Sept. 19: Imperial Designs: Spanish in the New World
- Wed. Sept. 21: Spanish in California and Texas
- Fri. Sept. 23: Spanish in New Mexico
- Reading: Native Ground, chaps. 4-6, pp. 103-195  
The West, chap. 4, pp. 66-87

*Week 5*

- Mon. Sept. 26: Empires in the Woods  
*Short Paper due in lecture*
- Wed. Sept. 28: The Middle Ground  
*\*Wednesday Evening: Special Screening of the Film "Black Robe," TBA*
- Fri. Sept. 30: Wars of Empire
- Reading: Native Ground, chaps. 7-8 & Conclusion, pp. 196-248  
The West: chap. 5, pp. 88-109

*Week 6*

- Mon. Oct. 3: Coming of the Centaurs
- Wed. Oct. 5: discussion of and reports on Native Ground
- Fri. Oct 7: Winning the West
- Reading: The West: chap. 6, pp. 110-127

*Week 7*

- Mon. Oct. 10: Violence over the Land
- Wed. Oct. 12: On the Trail of the Buffalo  
Native Ground papers due at beginning of lecture
- Fri. Oct. 14: Film: *The West*, part 1 “The People”  
MIDTERM EXAM HANDED OUT AT END OF LECTURE
- Reading: Beyond the Alamo, Intro., Prologue, pp. 1-26

*Week 8*

- Mon. Oct. 17: work on exams; instructor and TAs available in classroom for consultation
- Wed. Oct. 19: New Nations: The United States
- Fri. Oct. 21: Film, *The West*, part 2, *Empire Upon the Trails*  
MIDTERM EXAM DUE AT BEGINNING OF LECTURE

*\*Note: no section meetings this week*

*Week 9*

- Mon. Oct. 24: New Nations: U.S. Mexico
- Wed. Oct. 26: Visions of the West
- Fri. Oct. 28: The Science of Conquest & Exploration
- Reading: Beyond the Alamo, chaps. 1-3, pp. 27-110  
The West: chaps. 7-8, pp. 128-75



*Week 10*

- Mon. Oct. 31:           The Business of Conquest: Trade
- Wed. Nov. 2:           Engines of Conquest: Farms, Factories, Plantations
- Fri. Nov. 4:           Engines of Conquest: II
- Reading:           Beyond the Alamo, chaps. 4 & 5, pp. 11-166  
The West: chaps. 9-10, pp. 176-219

*Week 11*

- Mon. Nov. 7:           Prairie du Chien & the Black Hawk War
- Wed. Nov. 9:           Inventing Aztalan: Storying Indians out of the Land
- Fri. Nov. 11:           Wisconsin and the Great West
- Reading:           Beyond the Alamo, chaps. 6, 7, & Conclusion, pp. 167-238  
The West, chap. 11, pp. 220-39

*Week 12*

- Mon. Nov. 14:           discussion of Beyond the Alamo
- Wed. Nov. 16:           Manifest Design: U.S. Imperialism and the War with Mexico
- Fri. Nov. 18:           Indian Raiding, Scalp Hunters, and Unexpected Origins of the Mexican American War
- Reading:           Roaring Camp, Prologue & chap. 1, pp. 23-95  
The West: chaps. 12, pp. 240-51 only

*Week 13*

- Mon. Nov. 21:           Manifest Design: U.S. Imperialism and the Pacific Northwest  
Beyond the Alamo papers due at beginning of lecture

*\*Mon Evening: Special screening of the film "Lone Star," TBA*

- Wed. Nov. 23:           Trail's End: Santa Fe and Salt Lake
- Fri. Nov. 25:           *Thanksgiving Recess: no class*

Reading:           Roaring Camp, chaps. 2-4, pp. 97-234

*Note: no discussion section meetings this week*

*Week 14*

- Mon. Nov. 28: Trail's End: Willamette Valley
- Wed. Nov. 30: Film, *The West*, part 3, *Speck of the Future*
- Fri. Dec. 2: Finnish Film, *The West*, part 3 & Trail's End: Sutter's Fort
- Reading: Roaring Camp, chap. 5-6 & Epilogue, pp. 235-344  
The West: chap. 12, pp. 251-65 only

*Week 15*

- Mon. Dec. 5: discussion of Roaring Camp  
*Film Journals Due at beginning of lecture*
- Wed. Dec. 7: The Pacific World
- Fri. Dec. 9: The Pacific World II  
FINAL EXAM HANDED OUT AT END OF LECTURE
- Reading: *no reading*

*Week 16*

- Mon: Dec. 12: Your Grandfather's West: History and Memory  
Roaring Camp papers due at beginning of lecture
- Wed: Dec. 14: Wrap-up, work on exams; instructor and TAs available in classroom for consultation  
*Last day to turn in film journals*
- Fri. Dec. 16: Study Day

*Final Exam Period: Mon. Dec. 19 12:25pm - 2:25pm FINAL EXAMS DUE*