

**History 600, Seminar 7**  
Spring Semester 2017  
Thurs. 1:20-3:15  
5255 Humanities

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**History 600, Seminar 7**  
**Borderlands in North American History**

In the early 21<sup>st</sup> century, people, products, ideas, and capital cross national borders with stunning speed and regularity. But the fluidity of borders and the mobility of borderland peoples have a long history in North America, one that predates the rise of nation-states like Canada, the United States, and Mexico. Understanding that history can provide perspective on our contemporary era of globalization. This course offers an introduction to the work historians have done to make sense of borderlands, homelands, frontiers, empires, and nations in North America, both before and after the solidification of national borders on the continent. We will be especially concerned with the historical processes by which the U.S. came into being and defined its relationship with Mexico and Mexican people, on the one hand, and Canada and Canadian people, on the other. As a result, the northern and southern borders of the U.S. and the people who have lived with and crossed those borders will be a key focus, but so, too, will be people who resided in earlier North American borderlands, places characterized by American Indian and European imperial contests for control and called by such names as *Anishinaabewaki*, *Alta California*, and *Comancheria*. In addition to reading book- and article-length scholarship on the history of borderlands and borders in North America, we will also learn about primary sources and research methods in borderlands history, all in preparation for a culminating project: a formal research paper on some aspect of North American borderlands history. Several class periods will be devoted entirely to individual research projects, and parts of many other class meetings will emphasize research. We will also meet with university and state historical society librarians to discuss how to find primary sources on borderlands history here at UW-Madison. Written work will include weekly “discussion-point” papers or other assignments for those weeks when we read scholarship together; a formal review essay in the first part of the semester; and a formal research paper in the latter part 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 all absences are strongly discouraged, and that unexcused absences will be reflected in your course participation grade.

**2. In class:** To facilitate collective learning, the following is required:

**Discussion-point papers:** For 5 of the 6 weeks in which we read a single-author, book-length work of historical scholarship (or monograph), you’ll 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 should be submitted by email (NO ATTACHMENTS; PLEASE TYPE YOUR REMARKS INTO THE BODY OF

YOUR EMAIL MESSAGE), and they must be submitted by 9 a.m. the day class meets to discuss that book. Prof. Johnson will read these papers before class to see what kinds of issues you want to discuss that week. Note that there are 5 of these papers required, even though there are 6 monographs 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. You're expected to complete the reading and participate fully in discussion whether or not you turn in a discussion-point paper in any given week. Your 5 papers won't be graded, but rather marked using a +, ✓, - system, and those marks will be considered in determining your course participation grade.

**Anatomy of a History Article assignments:** In addition to monographs, you'll be reading two collections of scholarly articles. The articles, while longer and more ambitious than your final papers, will serve as models for the kind of work you'll produce in those papers. Toward that end, in the weeks when these collections are assigned, you'll fill out and turn in "Anatomy of a History Article" worksheets on the articles, which will help you learn to identify the elements of a successful, shorter work of scholarship.

**Primary source punditry:** For the weeks in which we read a monograph together, one or two of you will serve as primary source pundit(s) for the class. In other words, you'll be responsible for paying particular attention to the book author's research strategies. You'll 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 about 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'll also be responsible for helping to facilitate discussion by reminding your classmates, whenever appropriate, of the author's research strategies.

**3. Formal written work:** In addition to the discussion-point papers, you'll 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'll write a 3-4 page (750-1000 word) review essay on the first three books we read together. We'll discuss the content of this paper in class, but your basic assignment is to reflect on how the three historians we've read have conceived of borders, borderlands, and the people who inhabited them before the consolidation of nation-states in North America. The paper must be turned in by 5 p.m. Fri. Feb. 10 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 unless you have made prior arrangements at least 48 hours in advance (prior arrangements involve a *conversation* or *email exchange* with the professor).

**Research paper (primary and secondary source-based):** During most of the semester, you'll also be working on a second assignment, a 12-14 page (3000 to 3500 word) research paper on some aspect of North American borderlands history in which you'll use both primary and secondary sources to make a historical argument. A topic statement and bibliography for this paper are due by 5 p.m. Fri. March 10 in Prof. Johnson's mailbox on the 5<sup>th</sup> floor of the Humanities Bldg. A rough draft of your paper is due between 1:20 and 3:15 p.m. on Thurs. April 20 in Prof. Johnson's office, 5117 Humanities. No late rough drafts accepted. If you don't turn in a rough draft then, your course participation grade will automatically drop to "F." Turn in your rough draft with an "Anatomy of a History Paper" worksheet as well as your topic statement and bibliography with Prof. Johnson's comments. You'll get your rough draft back

with Prof. Johnson's comments in class on Thurs. April 27. On Thurs. May 4, you'll make a brief presentation on your work in class. Your final, revised research paper is due by 12 noon on Tues. May 9 in Prof. Johnson's mailbox on the 5<sup>th</sup> floor of the Humanities Bldg. With your final paper, turn in your earlier draft as well as your original topic statement and bibliography. Late papers will be marked down by at least 1/2 of a letter grade unless you've made prior arrangements at least 48 hours in advance (prior arrangements involve a *conversation* or *email exchange* with the professor).

## Grades

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

Course participation (includes in-class discussion and discussion-point papers)	25%
Primary source punditry	5%
Anatomy of a History Article assignments	10%
Review essay	20%
Research paper	40%

## Readings

These required **books** can be purchased at the University Book Store and are on reserve at College Library:

Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands* (Chapel Hill: University of North Carolina Press, 2007).

Brian DeLay, *War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War* (New Haven: Yale University Press, 2008).

Kelly Lytle Hernández, *Migra!: A History of the U.S. Border Patrol* (Berkeley: University of California Press, 2010).

Anne Hyde, *Empires, Nations, and Families: A History of the North American West, 1800-1860* (Lincoln: University of Nebraska Press, 2011).

Benjamin Johnson and Andrew Graybill, eds., *Bridging National Borders in North America: Transnational and Comparative Perspectives* (Durham: Duke University Press, 2010).

Adele Perry, *On the Edge of Empire: Gender, Race, and the Making of British Columbia, 1849-1871* (Toronto: University of Toronto Press, 2001).

Samuel Truett and Elliott Young, eds., *Continental Crossroads: Remapping U.S.-Mexico Borderlands* (Durham: Duke University Press, 2004).

Michael Witgen, *An Infinity of Nations: How the Native New World Shaped Early North America* (Philadelphia: University of Pennsylvania Press, 2012).

For written assignments, these **reference works** and **writing guides** are highly recommended (copies can be purchased at the University Book Store):

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*, 8<sup>th</sup> ed., Revised by Wayne Booth, Gregory Colomb, Joseph Williams, and the University of Chicago Press Staff (Chicago: University of Chicago Press, 2013).

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

## Calendar and Assignments

### January 19: Introduction

### January 26: Indigenous and Imperial Borderlands

Barr, *Peace Came in the Form of a Woman*

### February 2: Indigenous Territorialities

Witgen, *An Infinity of Nations*

*Library workshop, David Null*

*Director of University Archives and Records Management, UW Libraries*

### February 9: Indigenous Peoples and National Borders

DeLay, *War of a Thousand Deserts*

*Library workshop, Lisa Saywell*

*Director of Public Services, Library-Archives, Wisconsin Historical Society*

*NOTE: Short Papers due by 5 p.m. Fri. Feb. 10 in Prof. Johnson's mailbox.*

### February 16: Toward a New History of North American Borderlands, Part I

Truett and Young, eds., *Continental Crossroads*

*Note: Instead of submitting a discussion-point paper in advance, please fill out Anatomy of a History Article worksheets and bring them with you to class.*

### February 23: Toward a New History of North American Borderlands, Part II

Johnson and Graybill, eds., *Bridging National Borders in North America*

*Note: Instead of submitting a discussion-point paper in advance, please fill out Anatomy of a History Article worksheets and bring them with you to class.*

### March 2: Territorialities of Trade

Hyde, *Empires, Nations, and Families*

**March 9: Struggles on the Edge of Empires**

Perry, *On the Edge of Empire*

*NOTE: Research paper topic statement & bibliography due by 5 p.m. Fri. March 10 in Prof. Johnson's mailbox.*

**March 16: Struggles on the Edge of Nations**

Lytle Hernández, *Migra!*

*Spring Break!!!*

**March 30: Research & Writing Week**

no class meeting

**April 6: Research & Writing Week**

no class meeting

**April 13: Research & Writing Week**

no class meeting

**April 20: Research & Writing Week**

*No class meeting, but rough drafts of final papers are due between 1:20 and 3:15 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 topic statement and bibliography with Prof. Johnson's comments.*

**April 27: Revision Week**

come to class to pick up & discuss rough drafts

**May 4: Harvest Time**

research presentations

*FINAL PAPERS are due by 12 noon Tues. May 9 in Prof. Johnson's mailbox. Turn in final paper with your rough draft with Prof. Johnson's comments, as well as your original topic statement and bibliography with comments.*