

History 901
Spring Semester 2016
Thurs. 11:00 – 12:55
5255 Humanities

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Homelands, Frontiers, and Borders: National and Transnational Perspectives on North American Wests

This seminar introduces scholarship that troubles the distinctions we make among histories of homelands and nations, of intimacies and empires, and of frontiers and borders. The readings' chronological coverage ranges from the seventeenth through the twentieth centuries, but is concentrated in the nineteenth century. Each text focuses on a geographic site that, at one time or another, was defined as a West in North America, though some texts pointedly ignore or even reject such identification, while others think comparatively or else trespass borders as promiscuously as their historical subjects did. The readings are grouped by themes—homelands and nations, intimacies and empires, frontiers and borders—but they speak to one another across these categories as much as within them.

Course requirements

1. General: Faithful attendance, careful completion of weekly readings before class meets, interactive and respectful participation in discussion. Class is a place for collective learning, and collective learning requires both active listening and thoughtful speaking. It also requires your presence, so please do not to miss any seminar meetings. If you absolutely, unavoidably must miss a meeting, please inform me well in advance (unless you face an emergency, of course), and we'll work out an alternative assignment for you to complete for that day (which will take you longer to complete than it would take you to prepare for and attend the scheduled class).
2. Cofacilitation: Most weeks, one of you will serve as cofacilitator for class discussion. In the week that you cofacilitate, you'll also read and report on one of the supplemental texts assigned. Your report should last no more than 10 minutes, and it should serve as both an introduction to the book you've read and a discussion-launcher for the reading assigned to the whole class. So, you'll need to make connections between the reading you've done on your own and the assigned weekly reading.
3. Written work: You will write two kinds of papers for this class.

First, you will write a 2-3 page (500-750 word) book review of one of the books assigned to the class as a whole (of the style you might find in American Historical Review, Journal of American History, Western Historical Quarterly, or Pacific Historical Review). Please choose a book that you are not likely to consider in depth in your second paper. This paper should be single-sided, double-spaced, with standard one-inch margins. It should have no grammatical or typographical errors or misspellings (that's right: none at all). When in doubt, please consult: William Strunk Jr. and E.B. White, Elements of Style, illustrated by Maira Kalman; and Merriam Webster's Collegiate Dictionary, 11th ed. (If you don't own these reference works, I suggest that you purchase them, as you'll use them throughout your career.) Your review is due Thursday, March 3, during the individual meeting when we'll be discussing your second paper.

Your second paper will be an 18 – 20 page (4500 – 5000 word) historiographical essay on a topic of your choosing that is relevant to course themes. Feel free to think comparatively (across regions) and transnationally (across imperial and national borders), and to include interdisciplinary scholarship that has historical content or uses historical method. You should begin by identifying book- and article-length scholarship relevant to your topic, including both recent and older works. Please discuss your interests with me on Thursday, March 3, when we will not have a regular seminar meeting but instead individual meetings in my office. Then, turn in a topic statement and complete bibliography in class on Thursday, March 10. The completed essay is due on Friday, April 15, at 4 p.m. in my mailbox. Please also submit your original topic statement and bibliography with my comments. Unless you turn

in a perfect paper, expect to receive this draft back with my comments in class on Thursday, April 21. You will have until Monday, May 9 at 12 noon to revise your paper and turn it in to my mailbox. Please also submit your original draft with my comments as well as your original topic statement and bibliography. Your historiographical essay should be single-sided, double-spaced, with standard one-inch margins. It should have no grammatical or typographical errors or misspellings (that's right: none at all). It must include footnotes or endnotes, and a formal bibliography. Please use the standard humanities style of documentation as detailed in Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed., or *The Chicago Manual of Style*, 16th ed. (If you don't own one of these guides, I suggest that you purchase one, as you'll use it throughout your graduate career.)

A note about scholarly writing: In the interests of full disclosure, I must make two confessions. First, in a former life, I worked as an editor in scholarly publishing. Second, and more important, I simply love writing: the sound and feel of words, the rhythm and texture of a sentence. As a result, I'm a stickler for clear, evocative prose that invites readers in rather than shuts them out. So I pay close attention to the form, as well as the content, of scholarly writing. Sometimes graduate students experience this attention as oppressive, and assume mistakenly that I'm *more* interested in form than content. Nothing could be further from the truth. What I want to encourage is writing that illuminates rather than obscures the intellectual content of your work. Still, it can be daunting to receive a paper back with ample editorial as well as analytical suggestions. Please consider my suggestions in the spirit in which they are given—as evidence of my deep engagement in your intellectual project and in your ongoing attempt to communicate that project effectively to your readers.

Readings

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

- David Chang, *The Color of the Land: Race, Nation, and the Politics of Landownership in Oklahoma, 1832-1929* (Chapel Hill: University of North Carolina Press, 2010).
- Brenda Child, *Holding our World Together: Ojibwe Women and the Survival of Community* (New York: Viking Penguin, 2012).
- Brian DeLay, *War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War* (New Haven, Conn.: Yale University Press, 2008).
- Grace Peña Delgado, *Making the Chinese Mexican: Global Migration, Localism, and Exclusion in the U.S.-Mexico Borderlands* (Stanford, Calif.: Stanford University Press, 2012).
- Michel Hogue, *Metis and the Medicine Line: Creating a Border and Dividing a People* (Chapel Hill: University of North Carolina Press, 2015).
- Anne Hyde, *Empires, Nations, and Families: A History of the North American West, 1800-1860* (Lincoln: University of Nebraska Press, 2011).
- Margaret Jacobs, *White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940* (Lincoln: University of Nebraska Press, 2009).
- Erika Lee and Judy Yung, *Angel Island: Immigrant Gateway to America* (New York: Oxford University Press, 2010).
- Adele Perry, *Colonial Relations: The Douglas-Connolly Family and the Nineteenth-Century Imperial World* (Cambridge: Cambridge University Press, 2015).
- Bethel Saler, *The Settlers' Empire: Colonialism and State Formation in America's Old Northwest* (Philadelphia: University of Pennsylvania Press, 2015).
- Nayan Shah, *Stranger Intimacy: Contesting Race, Sexuality, and Law in the North American West* (Berkeley: University of California Press, 2012).
- Michael Witgen, *An Infinity of Nations: How the Native New World Shaped Early North America* (Philadelphia: University of Pennsylvania Press, 2012).

Calendar and Assignments

January 21 Course introduction

I. Homelands and Nations

January 28 Witgen, *An Infinity of Nations*

Supplemental:

Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands* (2007)
 Ned Blackhawk, *Violence Over the Land: Indians and Empires in the Early American West* (2006)
 Kathleen DuVal, *The Native Ground: Indians and Colonists in the Heart of the Continent* (2007)

February 4 Saler, *The Settlers' Empire*

Supplemental:

Lucy Eldersveld Murphy, *A Gathering of Rivers: Indians, Métis, and Mining in the Western Great Lakes, 1737-1832* (2000)
 Honor Sachs, *Home Rule: Households, Manhood, and National Expansion on the Eighteenth-Century Kentucky Frontier* (2015)
 Omar Valerio-Jiménez, *River of Hope: Forging Identity and Nation in the Rio Grande Borderlands* (2013)

February 11 Chang, *The Color of the Land*

Supplemental:

Neil Foley, *The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture* (1999)
 Tiya Miles, *Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom* (2005)
 Claudio Saunt, *Black, White, and Indian: Race and the Unmaking of an American Family* (2005)

February 18 Child, *Holding our World Together*

Supplemental:

William Bauer, *We Were All Like Migrant Workers Here: Work, Community, and Memory on California's Round Valley Reservation, 1850-1941* (2009)
 Jennifer Nez Denetdale, *Reclaiming Diné History: The Legacies of Navajo Chief Manuelito and Juanita* (2007)
 K. Tsianina Lomawaima, *They Called It Prairie Light: The Story of Chilocco Indian School* (1994)

II. Intimacies and Empires

February 25 Hyde, *Empires, Nations, and Families*

Supplemental:

Lucy Eldersveld Murphy, *Great Lakes Creoles: A French-Indian Community on the Northern Borderlands, Prairie du Chien, 1750-1860* (2014)

Louise Pubols, *The Father of All: The de la Guerra Family, Power, and Patriarchy in Mexican California* (2010)

Tanis Thorne, *The Many Hands of My Relations: French and Indians on the Lower Missouri* (1996)

March 3 No seminar; individual meetings about historiographical essays
First paper due (please bring to your individual meeting)

March 10 Perry, *Colonial Relations*
First paper returned in class
Turn in topic statement & bibliography for historiographical essay

Supplemental:

Jennifer S.H. Brown, *Strangers in Blood: Fur Trade Company Families in Indian Country* (1980)

Sylvia Van Kirk, *Many Tender Ties: Women in Fur-Trade Society* (1980)

Heather Devine, *The People Who Own Themselves: Aboriginal Ethnogenesis in a Canadian Family, 1660-1900* (2004)

March 17 Shah, *Stranger Intimacy*

Susan Lee Johnson, *Roaring Camp: The Social World of the California Gold Rush* (2000)

Eithne Luibheid, *Entry Denied: Controlling Sexuality at the Border* (2002)

Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America* (2010)

March 19 – 27 Spring Break

March 31 Jacobs, *White Mother to a Dark Race*

Brenda Child, *Boarding School Seasons: American Indian Families, 1900-1940* (1998)

Katherine Ellinghaus, *Taking Assimilation to Heart: Marriages of White Women and Indigenous Men in the United States and Australia, 1887-1937* (2006)

Jennifer Thigpen, *Island Queens and Mission Wives: How Gender and Empire Remade Hawai'i's Pacific World* (2014)

April 7 No seminar; independent work on historiographical essays

III. Frontiers and Borders

April 14 DeLay, *War of a Thousand Deserts*

Supplemental:

Pekka Hämäläinen, *The Comanche Empire* (2008)
 Andrés Reséndez, *Changing National Identities at the Frontier: Texas and New Mexico, 1800-1850* (2004)
 Rachel St. John, *Line in the Sand: A History of the Western U.S.-Mexico Border* (2011)

April 15 (Friday), 4 p.m., historiographical essays due in Professor Johnson's mailbox

April 21 Hogue, *Metis and the Medicine Line*
Historiographical essay drafts returned in class

Supplemental:

David G. McCrady, *Living with Strangers: The Nineteenth-Century Sioux and the Canadian-American Borderlands* (2008)
 Sheila McManus, *The Line Which Separates: Race, Gender, and the Making of the Alberta-Montana Borderlands* (2005)
 Natalia Molina, *How Race is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts* (2014)

April 28 Delgado, *Making the Chinese Mexican*

Supplemental:

Katherine Benton-Cohen, *Borderline Americans: Racial Division and Labor War in the Arizona Borderlands* (2009)
 Kelly Lytle Hernández, *Migra! A History of the U.S. Border Patrol* (2010)
 Julia María Schiavone Camacho, *Chinese Mexicans: Transpacific Migration and the Search for a Homeland, 1910-1960* (2012)

May 5 Lee and Yung, *Angel Island*

Madeline Yuan-yin Hsu, *Dreaming of Gold, Dreaming of Home: Transnationalism and Migration Between the United States and South China, 1882-1943* (2000)
 Erika Lee, *At America's Gates: Chinese Immigration during the Exclusion Era, 1882-1943* (2007)
 Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (2005)

May 9 (Monday), 12 noon, revised historiographical essays due in Professor Johnson's mailbox