

History 902  
Spring 2010  
Tues. 3:30-5:30 p.m.  
5257 Humanities

Professor Susan L. Johnson  
E-mail: sljohnson5@wisc.edu  
Office Hours: Thurs. 3-5 p.m.  
Office: 5117 Humanities, 263-1848

## **Research Seminar in American History: North American Regions, Landscapes, and Peoples**

This course is an advanced research seminar on the history of North American regions, landscapes, and peoples broadly defined. It is designed for graduate students who are interested in the relationship between peoples and places or between human beings and the environments in which they live. It presumes some background in one of the following areas of inquiry: North American regional histories (the South, the Midwest, the southwestern or northern borderlands, or the West, for example), the history of identities and subjectivities in North America, or North American environmental history. The goal of the course is for each student to produce a major research paper of publishable quality on some aspect of these histories in any period, from the first historical records of human habitation through the late twentieth century. The paper will be based on primary source research, and will make an original contribution to historical scholarship. We will meet together as a class for a few weeks, reading in common conceptual and theoretical scholarship that will help us to think about a wide array of key historical relationships, including those between peoples and places, between place and space, between human communities and natural environments, between the rural and the urban, and among social change, social justice, and environmental justice. We will also read scholarship that demonstrates concretely some of the ways that historians have made sense of such relationships. During these weeks, we will introduce ourselves as well to the world of research libraries—local, national, and, to the extent that we are able to draw on our collective experience, global as well. Finally, it will be during these early weeks that each student will settle on a research topic, identify relevant primary sources, and establish a tentative bibliography of relevant secondary works, including theoretical texts and works in other disciplines as well as historical scholarship. The next several weeks will be devoted to individual research and writing. We will not meet as a class during these weeks, but the professor will be available during the regularly scheduled class period for individual consultation. Each student should meet with the professor at least once during these weeks. We will come back together toward the end of the semester to exchange and review rough drafts of research papers and to prepare for the culminating exercise of the class: a one-day mini-conference in which each student will present publicly a short version of her/his paper.

### **Course requirements**

1. General: Faithful attendance; prompt completion of weekly readings; cooperative effort in team exercises; respectful participation in class discussions; and individual initiative in scheduling consultations with professor during those weeks when the class does not meet as a whole.
2. Team report #1 (theoretical/conceptual): On Jan. 26, Feb. 2, and Feb. 9, small groups of students will be asked to report on some background reading relevant to the larger conceptual project of this course, which is interdisciplinary and involves insights from nonhistorians. Toward that end, on Jan. 26, several students will be asked to report on the work of Henri Lefebvre and Michel de Certeau as it relates to this course. For Lefebvre, please consult *The Production of Space*, trans. Donald Nicholson-Smith (1974; Malden, Mass.: Blackwell, 1991). This edition includes a biographical afterward by David Harvey plus a full bibliography that should prove useful in your presentation. For Certeau, please consult *The Practice of Everyday Life*, trans. Steven Rendall (Berkeley: University of California Press, 1984), paying particular attention to the section entitled “Spatial Practices.” On Feb. 2, several students will be asked to report on the work of Linda McDowell and Edward Soja as it relates to this course. For McDowell, please consult *Gender, Identity, and Place: Understanding Feminist Geographies* (Minneapolis: University of Minnesota Press, 1999), and (coedited with Joanne Sharp) *A Feminist Glossary of Human Geography* (London and New York: Arnold, 1999). For Soja, please consult, *Postmodern Geographies: The Reassertion of Space in*

*Critical Social Theory* (London & New York: Verso, 1989), and *Thirdspace: Journeys to Los Angeles and Other Real-and-Imagined Places* (Malden, Mass.: Blackwell, 1996). On Feb. 9, several students will be asked to report on the work of David Harvey and Maurice Halbwachs as it relates to this course. For Harvey, please consult *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change* (Cambridge, Mass.: Blackwell, 1990), and *Justice, Nature, and the Geography of Difference* (Cambridge, Mass.: Blackwell, 1996). For Halbwachs, please consult, *On Collective Memory*, ed. and trans. Lewis Coser (Chicago: University of Chicago Press, 1992). *Books listed here are on reserve at College Library.*

3. Team report #2 (research): On Jan. 26, Feb. 2, and Feb. 9, small groups of students will be asked to investigate the holdings relevant to the intellectual project of this course in both on-campus and off-campus repositories. For the on-campus sites, research teams should visit the library, review online materials the library produces about its holdings, meet with a reference librarian or archivist, look at a few representative materials, and produce a 1-2 page description of how historians interested in the relationship between peoples and places in North America might make use of the repository. For the off-campus sites, research teams should investigate online materials the library produces about its holdings, peruse online and published guides to collections, and produce a 1-2 page description of how historians interested in the relationship between peoples and places in North America might make use of the repository. For the off-campus sites, please investigate whether or not there are any special requirements for using the repository and whether or not the repository offers fellowships to graduate students who wish to use the collections.

3. Research paper: Your research paper should be based on an original analysis of primary source materials placed in appropriate historical, historiographical, and conceptual/theoretical contexts. It should run no more than 25-35 double-spaced pages and should be properly documented using footnotes or endnotes as detailed in chapters 16-17 of Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. It must be cleanly and clearly written with no errors in spelling, word usage, or grammar. Please use Strunk and White, *The Elements of Style*, as a writing guide. The writing should be accessible to the general reader, defined as an intelligent college student, but should advance an original argument that makes a unique contribution to professional historical scholarship. You may also gear your paper to an interdisciplinary readership in such fields as environmental studies, gender studies, ethnic studies, or cultural studies, but the paper must remain accessible to the educated general reader and to historians in particular. The process of producing this paper should proceed through the following steps:

a. Prospectus/Bibliography: By Feb. 16, at 4 p.m., you will submit a 2-3 page prospectus that defines your topic, details the primary sources you intend to use, and places your topic in appropriate historical, historiographical, and conceptual/theoretical contexts. Along with this narrative, you will submit a 1-2 page bibliography that details the primary and secondary sources you intend to use in producing your paper, including conceptual and theoretical works. Five double-spaced pages maximum, please!

b. Rough Draft: On April 6, by 4 p.m., you will turn in two copies of a rough draft of your entire research paper, which may not exceed the 25-35 page limit, including notes. One copy goes to Prof. Johnson, and you should make arrangements to get the other copy to the classmate with whom you've been paired for this exercise. Because your professor will have one week to read and comment on your rough drafts, absolutely no late rough drafts will be accepted under any circumstances. Please read your classmate's paper carefully and prepare written comments for her/him. Bring two copies of your comments to class on April 13—give one to your classmate and the other to Prof. Johnson. On this day, then, you will receive two sets of written comments on your rough draft, one from a classmate and one from Prof. Johnson.

c. Final Paper: Your final paper is due by 4 p.m. on April 27, in Prof. Johnson's office. Please turn in two copies. Because you will be presenting a short version of your paper at our conference in early May and the scholar who has agreed to comment on your paper will need time to read it, absolutely no late papers will be accepted under any circumstances.

d. Presentation: On May 8, most likely, we will hold a conference in which each student will present publicly a short version of his or her paper. The longer version of the paper will have been submitted to another scholar, who will have prepared a brief comment to deliver at the conference. Please reserve the entire day for our conference.

## Grades

Your grade will be determined using the following formula:

Course participation (includes discussion and comments on classmate's rough draft)	15%
Team report #1	5%
Team report #2	5%
Research paper (includes prospectus/bibliography, rough draft, public presentation, and final paper, but final paper will be weighted most heavily)	75%

## Readings

Required readings are available in a coursepack from Bob's Copy Shop, 1401 University Avenue, and online at the Learn@UW site for this course.

Raymond Williams, "Ideas of Nature" (1970), reprinted in *Problems in Materialism and Culture: Selected Essays* (London: Verso, 1980).

Raymond Williams, *The Country and the City* (New York: Oxford University Press, 1973), pp. 1-12, 35-45, 279-306.

William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: W.W. Norton, 1991), pp. xvi-xvii, 5-19, 371-85.

William Cronon, "The Trouble with Wilderness; or, Getting Back to the Wrong Nature," in *Uncommon Ground: Toward Reinventing Nature*, ed. William Cronon (New York: W.W. Norton, 1995).

Keith Basso, "Wisdom Sits in Places: Notes on a Western Apache Landscape," in *Senses of Place*, ed. Steven Feld and Keith Basso (Santa Fe, N.M.: School of American Research Press, 1996).

Anne Whitson Spirn, *The Language of Landscape* (New Haven, Conn.: Yale University Press, 1998), pp. 15-26.

Doreen Massey, "Travelling Thoughts," in *Without Guarantees: In Honor of Stuart Hall*, ed. Paul Gilroy, Lawrence Grossberg, and Angela McRobbie (London: Verso, 2000), pp. 225-32.

Linda McDowell, *Gender, Identity, and Place: Understanding Feminist Geographies* (Minneapolis: University of Minnesota Press, 1999), pp. 1-33.

Dolores Hayden, *The Power of Place: Urban Landscapes as Public History* (Cambridge, Mass.: MIT Press, 1995), pp. 14-43.

Cindy I-Fen Cheng, "Identities and Places: On Writing the History of Filipinotown, Los Angeles," *Journal of Asian American Studies* 12, no. 1 (February 2009): 1-33.

Jared Farmer, *On Zion's Mount: Mormons, Indians, and the American Landscape* (Cambridge, Mass.: Harvard University Press, 2008), pp. 1-16.

Becky Nicolaides, "How Hell Moved from the City to the Suburbs: Urban Scholars and Changing Perspectives of Authentic Community," in *The New Suburban History*, ed. Kevin Kruse and Thomas Sugrue (Chicago: University of Chicago Press, 2006), pp. 80-98.

- David Gutiérrez, "Migration, Emergent Ethnicity, and the 'Third Space': The Shifting Politics of Nationalism in 'Greater Mexico,'" *Journal of American History* 86, no. 2 (September 1999).
- Brian Klopotek, Brenda Lintinger, and John Barbry, "Ordinary and Extraordinary Trauma: Race, Indigeneity, and Hurricane Katrina in Tunica-Biloxi History," *American Indian Culture and Research Journal*, 32, no. 2 (2008): 55-77.
- Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, rev. ed. (1983: London: Verso, 2006), pp. xi-xv, 1-7, 163-206.
- Kirk Savage, *Standing Soldiers, Kneeling Slaves: Race, War, and Monument in Nineteenth-Century America* (Princeton, N.J.: Princeton University Press, 1997), pp. 3-20, 162-213.
- David Blight, "Introduction" and "Healing and History: Battlefields and the Problem of Civil War Memory," in *Beyond the Battlefield: Race, Memory, and the American Civil War* (Amherst: University of Massachusetts Press, 2002), pp.1-7, 170-90.
- Antoinette Burton, "Introduction: Archive Fever, Archive Stories," in *Archive Stories: Facts, Fictions, and the Writing of History*, ed. Antoinette Burton (Durham, N.C.: Duke University Press, 2005), pp. 1-24.
- Horacio Roque Ramírez, "A Living Archive of Desire: Teresita la Campesina and the Embodiment of Queer Latino Community Histories," in *Archive Stories: Facts, Fictions, and the Writing of History*, ed. Antoinette Burton (Durham, N.C.: Duke University Press, 2005), pp. 111-35.
- Kathryn Oberdeck, "Archives of the Unbuilt Environment: Documents and Discourses of Imagined Space in Twentieth-Century Kohler, Wisconsin," in *Archive Stories: Facts, Fictions, and the Writing of History*, ed. Antoinette Burton (Durham, N.C.: Duke University Press, 2005), pp. 251-73.
- Adele Perry, "The Colonial Archive on Trial: Possession, Dispossession, and History in Delgamuukw v. British Columbia," in *Archive Stories: Facts, Fictions, and the Writing of History*, ed. Antoinette Burton (Durham, N.C.: Duke University Press, 2005), pp. 325-350.

#### *Recommended reference works*

The following book is essential for all writers; you'll want it on your shelf for your entire scholarly career. I haven't ordered copies of it for purchase, since I assume most of you already own it. If you don't, buy it and read it. If you own it, read it again. It is available in all college and general bookstores:

William Strunk, Jr. and E. B. White, *The Elements of Style*, 4th ed. (New York: Longman, 2000). *Every scholarly writer should have a well-thumbed copy of this book. If you know and love this book, you will love the following edition even more:*  
Strunk, White, and Maira Kalman, *The Elements of Style Illustrated* (New York: Penguin, 2007).

All graduate students should own at least one of the following two books. The first, *A Manual for Writers*, is cheaper, and is adequate for most graduate-level work. But much of *A Manual for Writers* is really just a boiled down version of the second, *Chicago Manual of Style*. *Chicago Manual of Style* is the bible of scholarly publishing, and in it you'll find answers to virtually every imaginable question about scholarly writing, documentation, and publishing. If you purchase *A Manual for Writers* now, you'll no doubt bite the bullet and purchase *Chicago Manual of Style* later in your career. And it won't hurt to own both, either, because *A Manual for Writers* is often required for undergraduates, and so you'll want it for your teaching even after you have "graduated" to the *Chicago Manual of Style*.

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).

University of Chicago Press Staff, *Chicago Manual of Style*, 15<sup>th</sup> ed. (Chicago: University of Chicago Press, 2003). *Note that this recent edition has been substantially revised to reflect advances in electronic publishing and the use of on-line sources.*

Finally, if you haven't updated the dictionary you used in college, then please purchase and use:

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

## Calendar and Assignments

### Week 1

Tues. Jan. 19: Course Introduction

### Week 2

Tues. Jan. 26: The Language of Landscape

Reading: Raymond Williams, *The Country and the City*, selections  
 Raymond Williams, "Ideas of Nature"  
 William Cronon, *Nature's Metropolis*, selections  
 William Cronon, "The Trouble with Wilderness"  
 Keith Basso, "Wisdom Sits in Places"  
 Anne Whitson Spirn, *The Language of Landscape*, selections  
 Doreen Massey, "Travelling Thoughts"

Team Report #1: the work of Henri Lefebvre & Michel de Certeau  
 Team Report #2: libraries & archives

### Week 3

Tues. Feb. 2: Of Places and Power

Reading: Linda McDowell, *Gender, Identity, and Place*, selections  
 Dolores Hayden, *The Power of Place*, selections  
 Cindy I-Fen Cheng, "Identities and Places"  
 Jared Farmer, *On Zion's Mount*, selections  
 Becky Nicolaides, "How Hell Moved from the City to the Suburbs"  
 David Gutiérrez, "Migration, Emergent Ethnicity, and the 'Third Space'"  
 Brian Klopotek, Brenda Lintinger, and John Barbry, "Ordinary and Extraordinary Trauma"

Team Report #1: the work of Linda McDowell & Edward Soja  
 Team Report #2: libraries & archives

*Week 4*

- Tues. Feb. 9: Of Nations, Maps, Monuments, and Archives
- Reading: Benedict Anderson, *Imagined Communities*, selections  
 Kirk Savage, *Standing Soldiers, Kneeling Slaves*, selections  
 David Blight, *Beyond the Battlefield*, selections  
 Antoinette Burton, "Introduction," in *Archive Stories*  
 Horacio Roque Ramírez, "A Living Archive of Desire"  
 Kathryn Oberdeck, "Archives of the Unbuilt Environment"  
 Adele Perry, "The Colonial Archive on Trial"
- Team Report #1: the work of David Harvey & Maurice Halbwachs  
 Team Report #2: libraries & archives

*Week 5*

- Tues. Feb. 16: No class; work on prospectus/bibliography.  
*Turn in prospectus/ bibliography to Prof. Johnson's office by 4 p.m. Remember, no more than 5 double-spaced pages, please!*

*Week 6*

- Tues. Feb. 23: No class; research week.  
*Pick up prospectus/ bibliography in Prof. Johnson's office during regularly scheduled class period.*

*Week 7*

- Tues. March 2: No class; research week.

*Week 8*

- Tues. March 9: No class; research week. Make transition from research to writing.

*Week 9*

- Tues. March 16: No class; writing week.

*Week 10*

- Tues. March 23: No class; writing week.

*SPRING BREAK!!!*

*Week 11*

Tues. April 6: No class.  
*Rough Drafts due by 4 p.m. in Prof. Johnson's office. No late rough drafts accepted under any circumstances. Turn in one copy to Prof. Johnson, and arrange to exchange a second copy with the classmate with whom you've been paired. With Prof. Johnson's copy, please also turn in prospectus/bibliography with comments. Your paper must not exceed the 25-35 page limit, including notes.*

*Week 12*

Tues. April 13: *Class meets; rough drafts returned. Bring two copies of your comments on your classmate's paper, one for Prof. Johnson and one for your classmate.*

*Week 13*

Tues. April 20: No class; revision week.

*Week 14*

Tues. April 27 *No class, but final papers are due by 4 p.m. in Prof. Johnson's office. No late papers accepted under any circumstances. Turn in two copies of your paper, one for Prof. Johnson and one for the scholar who will comment on your paper at our conference. Turn in your rough draft with Prof. Johnson's written comments, too.*

*Week 15*

Tues. May 4: Class meets; we will make final plans for our conference.

*Finals Period*

Sat. May 8 (tentative), Conference