

History 965
 Spring Semester 2008
 Tues. 8:50-10:50
 5257 Humanities

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Seminar in the History of the American West

This seminar is designed to introduce you to the historiography of what many have called the American West. But the places we study here have long been contested by a variety of peoples—residents, migrants, politicians, image makers, travelers, activists, and, of course, historians. So we also will have occasion to talk about places called by such names as El Norte, the frontier, the borderlands, the North American West, the Canadian West, the Mexican North, Gam Saan, the Pacific Rim, the Pacific World, the West Coast, the Great West, the Middle Place, Aztlan, and, simply, home. In addition, we will have occasion to talk about when, and where, and how, and why regional distinctiveness fades or changes form and meaning. We will be reminded constantly that there is power in naming.

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. If you must miss a class 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 probably take you longer to complete than it would take you to prepare for and attend the scheduled class). Please try not to miss any class meetings.
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 as 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). Try to choose a book that you are not likely to consider in depth in your second paper. This paper should be 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, 4th ed.; 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 on Friday, March 7, by 4 p.m. in my mailbox.

Your second paper will be a 13-15 page (3250 to 3750 word) historiographical essay that situates an issue or controversy of recent and current concern to western historians in relation to scholarship that has addressed similar issues or controversies before the 1990s. You are encouraged to think comparatively (across regions) and transnationally (across national borders). You should begin by identifying book- and article-length scholarship relevant to your topic. Please discuss your interests with me before Spring Break, and turn in a complete bibliography by Friday, March 28, at 4 p.m. The completed essay is due on Friday, April 25, at 4 p.m. Unless you turn in a perfect paper, expect to receive this draft back with my comments in class on Tuesday, May 6. You will have until Tuesday, May 13, at 4 p.m. to revise your paper and turn it in to my mailbox. Your historiographical essay should be double-spaced, with standard one-inch

margins. It should have no grammatical or typographical errors or misspellings (that's right: none at all). It should 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*, 7th ed., or *The Chicago Manual of Style*, 15th 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. I hope that you'll 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

The following books can be purchased at the University Book Store, and are on reserve at College Library in Helen C. White Hall:

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).

Ned Blackhawk, *Violence over the Land: Indians and Empires in the Early American West* (Cambridge, Mass.: Harvard University Press, 2006).

Nan Alamilla Boyd, *Wide-Open Town: A History of Queer San Francisco to 1965* (Berkeley: University of California Press, 2005).

James Brooks, *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* (Chapel Hill: University of North Carolina Press, 2001).

William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: W.W. Norton, 1991).

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

Sheila McManus, *The Line Which Separates: Race, Gender, and the Making of the Alberta-Montana Borderlands* (Lincoln: University of Nebraska Press, 2005).

Pablo Mitchell, *Coyote Nation: Sexuality, Race, and Conquest in Modernizing New Mexico, 1880-1920* (Chicago: University Of Chicago Press, 2005).

*Natalia Molina, *Fit to Be Citizens? Public Health and Race in Los Angeles, 1879-1939* (Berkeley: University of California Press, 2006).

Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton, N.J.: Princeton University Press, 2003).

Jeffrey Ostler, *The Plains Sioux and U.S. Colonialism from Lewis and Clark to Wounded Knee* (New York: Cambridge University Press, 2004).

Robert Self, *American Babylon: Race and the Struggle for Postwar Oakland* (Princeton, N.J.: Princeton University Press, 2003).

*Nayan Shah, *Contagious Divides: Epidemics and Race in San Francisco's Chinatown* (Berkeley: University of California Press, 2001).

*Shelley Streeby, *American Sensations: Class, Empire, and the Production of Popular Culture* (Berkeley: University of California Press, 2002).

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

*The starred books above are assigned in pairs for March 11 and March 25. For these two class periods, we will divide the group in half, and each half will read just one of the books assigned. During the class period, each half of the class will “teach” the book they’ve read to their classmates.

Note: Within the first two weeks of class, I will add up to a half-dozen articles to this reading list and make those articles available to you electronically on the Learn@UW site for this class.

If you feel that you need some background in western history to supplement the assigned readings, you might consider the following overviews and collections:

William Deverell, ed., *A Companion to the American West* (Malden, Mass.: Blackwell, 2004).

Robert Hine and John Mack Faragher, *The American West: A New Interpretive History* (New Haven, Conn.: Yale University Press, 2000).

_____. *Frontiers: A Short History of the American West* (New Haven, Conn.: Yale University Press, 2007).

Patricia Nelson Limerick, *Legacy of Conquest: The Unbroken Past of the American West* (New York: W.W. Norton, 1987).

Clyde Milner, Carol O’Connor, Martha Sandweiss, eds., *The Oxford History of the American West* (New York: Oxford University Press, 1994).

Quintard Taylor, *In Search of the Racial Frontier: African Americans in the American West, 1528-1990* (New York: W. W. Norton, 1999).

Richard White, *“It’s Your Misfortune and None of My Own”: A New History of the American West* (Norman: University of Oklahoma Press, 1991).

If you need a reference work in western history, the very best is:

Howard R. Lamar, ed., *The New Encyclopedia of the American West* (New Haven, Conn.: Yale University Press, 1998).

Calendar and Assignments

Jan. 22

Course introduction

Jan. 29 Middle Grounds

Reading:

Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*

Supplemental:

Lucy Eldersveld Murphy, *A Gathering of Rivers: Indians, Métis, and Mining in the Western Great Lakes, 1737-1832* (Lincoln: University of Nebraska Press, 2000).

Susan Sleeper-Smith, *Indian Women and French Men: Rethinking Cultural Encounter in the Western Great Lakes* (Amherst: University of Massachusetts Press, 2001).

David Weber, *Barbaros: Spaniards and Their Savages in the Age of Enlightenment* (New Haven, Conn.: Yale University Press, 2005).

Feb. 5 Native Rules

Reading:

Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*

Supplemental:

Steven Hackel, *Children of Coyote, Missionaries of Saint Francis: Indian-Spanish Relations in Colonial California, 1769-1850* (Chapel Hill: University of North Carolina Press, 2005).

James Sandos, *Converting California: Indians and Franciscans in the Missions* (New Haven, Conn.: Yale University Press, 2004).

Andrés Reséndez, *Changing National Identities at the Frontier: Texas and New Mexico, 1800-1850* (Cambridge: Cambridge University Press, 2004).

Feb. 12 Slaves of Empire

Reading:

James Brooks, *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands*

Supplemental:

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).

Ross Frank, *From Settler to Citizen: New Mexican Economic Development and the Creation of Vecino Society, 1750-1820* (Berkeley: University of California Press, 2000).

Deena González, *Refusing the Favor: The Spanish-Mexican Women of Santa Fe, 1820-1880* (New York: Oxford University Press, 1999).

Feb. 19 Bodies in Pain

Reading:

Ned Blackhawk, *Violence Over the Land: Indians and Empires in the Early American West*

Supplemental:

Kathleen DuVal, *The Native Ground: Indians and Colonists in the Heart of the Continent* (Philadelphia: University of Pennsylvania Press, 2007).

Colin Calloway, *One Vast Winter Count: The Native American West before Lewis and Clark* (Lincoln: University of Nebraska Press, 2003).

Stephen Aron, *American Confluence: The Missouri Frontier from Borderland to Border State* (Bloomington: Indiana University Press, 2006).

Elliot West, *The Contested Plains: Indians, Goldseekers, and the Rush to Colorado* (Lawrence: University Press of Kansas, 2000).

Feb. 26 City and Country

Reading:

William Cronon, *Nature's Metropolis: Chicago and the Great West*

Supplemental:

Jon Gjerde, *The Minds of the West: Ethnocultural Evolution in the Rural Middle West, 1830-1917* (Chapel Hill: University of North Carolina Press, 1997).

David Montejano, *Anglos and Mexicans in the Making of Texas, 1836-1986* (Austin: University of Texas Press, 1987).

Samuel Truett, *Fugitive Landscapes: The Forgotten History of the U.S.-Mexico Borderlands* (New Haven, Conn.: Yale University Press, 2006).

Gunther Peck, *Reinventing Free Labor: Padrones and Immigrant Workers in the North American West, 1880-1930* (Cambridge: Cambridge University Press, 2000).

March 4 Colonial Encounters

Reading:

Jeffrey Ostler, *The Plains Sioux and U.S. Colonialism from Lewis and Clark to Wounded Knee*

Supplemental:

Frederick Hoxie, *Parading through History: The Making of the Crow Nation in America 1805-1935* (Cambridge: Cambridge University Press, 1995).

Tiya Miles, *Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom* (Berkeley: University of California Press, 2005).

K. Tsianina Lomawaima, *They Called it Prairie Light: The Story of Chilocco Indian School* (Lincoln: University of Nebraska Press, 1994).

Brenda Child, *Boarding School Seasons: American Indian Families, 1900-1940* (Lincoln: University of Nebraska Press, 1998).

Please turn in your first paper by 4 p.m. on Friday, March 7.

March 11 1848 and Its Legacies

Reading:

*Susan Johnson, *Roaring Camp: The Social World of the California Gold Rush*

*Shelley Streeby, *American Sensations: Class, Empire, and the Production of Popular Culture*

*See note under “Readings” above.

Supplemental:

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

Elizabeth Jameson, *All That Glitters: Class, Culture, and Community in Cripple Creek* (Urbana: University of Illinois Press, 1998).

Mary Murphy, *Mining Cultures: Men, Women, and Leisure in Butte, 1914-41* (Urbana: University of Illinois Press, 1997).

Laurie Mercier, *Anaconda: Labor, Community, and Culture in Montana’s Smelter City* (Urbana: University of Illinois Press, 2001).

Please discuss your final paper with me before Spring Break.

March 25 The Health of the Nation

Reading:

*Natalia Molina, *Fit to Be Citizens? Public Health and Race in Los Angeles, 1879-1939*

*Nayan Shah, *Contagious Divides: Epidemics and Race in San Francisco’s Chinatown*

*See note under “Readings” above.

Supplemental:

Judy Yung, *Unbound Feet: A Social History of Chinese Women in San Francisco* (Berkeley: University of California Press, 1995).

Peggy Pascoe, *Relations of Rescue: The Search for Female Moral Authority in the American West, 1874-1939* (New York: Oxford University Press, 1990).

Douglas Flamming, *Bound for Freedom: Black Los Angeles in Jim Crow America* (Berkeley: University of California Press, 2005).

William Deverell, *Whitewashed Adobe: The Rise of Los Angeles and the Remaking of Its Mexican Past* (Berkeley: University of California Press, 2004).

Phoebe Kropp, *California Vieja: Culture and Memory in a Modern American Place* (Berkeley: University of California Press, 2006).

Please turn in the bibliography for your final paper by 4 p.m. on Friday, March 28.

April 1 Borders

Reading:

Sheila McManus, *The Line Which Separates: Race, Gender, and the Making of the Alberta-Montana Borderlands*

Supplemental:

Andrew Graybill, *Policing the Great Plains: Rangers, Mounties, and the North American Frontier, 1875-1910* (Lincoln: University of Nebraska Press, 2007).

Benjamin Johnson, *Revolution in Texas: How a Forgotten Rebellion and Its Bloody Suppression Turned Mexicans into Americans* (New Haven, Conn: Yale University Press, 2003).

Katherine Morrissey, *Mental Territories: Mapping the Inland Empire* (Ithaca, N.Y.: Cornell University Press, 1997).

Madeline Yuan-yin Hsu, *Dreaming of Gold, Dreaming of Home: Transnationalism and Migration Between the United States and South China, 1882-1943* (Stanford, Calif.: Stanford University Press, 2000).

April 8 Fitting In

Reading:

Pablo Mitchell, *Coyote Nation: Sexuality, Race, and Conquest in Modernizing New Mexico, 1880-1920*

Supplemental:

John Nieto-Phillips, *The Language of Blood: The Making of Spanish-American Identity in New Mexico, 1880s-1930s* (Albuquerque: University of New Mexico Press, 2004).

Charles Montgomery, *The Spanish Redemption: Heritage, Power, and Loss on New Mexico's Upper Rio Grande* (Berkeley: University of California Press, 2002).

María Montoya, *Translating Property: The Maxwell Land Grant and the Conflict Over Land in the American West, 1840-1900* (Berkeley: University of California Press, 2002).

Neil Foley, *The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture* (Berkeley: University of California Press, 1999).

April 15 Queer Frontiers

Reading:

Nan Alamilla Boyd, *Wide-Open Town: A History of Queer San Francisco to 1965*

Supplemental:

Peter Boag, *Same-Sex Affairs: Constructing and Controlling Homosexuality in the Pacific Northwest* (Berkeley: University of California Press, 2003).

Daniel Hurewitz, *Bohemian Los Angeles: and the Making of Modern Politics* (Berkeley: University of California Press, 2007).

Sharon Ullman, *Sex Seen: The Emergence of Modern Sexuality in America* (Berkeley: University of California Press, 1997).

April 22 City and Suburb

Reading:

Robert Self, *American Babylon: Race and the Struggle for Postwar Oakland*

Supplemental:

Becky Nicolaides, *My Blue Heaven: Life and Politics in the Working-Class Suburbs of Los Angeles, 1920-1965* (Chicago: University Of Chicago Press, 2002).

Eric Avila, *Popular Culture in the Age of White Flight: Fear and Fantasy in Suburban Los Angeles* (Berkeley: University of California Press, 2004).

Lisa McGirr, *Suburban Warriors: The Origins of the New American Right* (Princeton, N.J.: Princeton University Press, 2001).

Josh Sides, *L.A. City Limits: African American Los Angeles from the Great Depression to the Present* (Berkeley: University of California Press, 2004).

Annelise Orleck, *Storming Caesar's Palace: How Black Mothers Fought Their Own War on Poverty* (Boston: Beacon Press, 2005).

Please turn in a completed and polished draft of your final paper by 4 p.m. on Friday, April 25.

April 29 Impossible Subjects

Reading:

Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*

Supplemental:

Erika Lee, *At America's Gates: Chinese Immigration during the Exclusion Era, 1882-1943* (Chapel Hill: University of North Carolina Press, 2007).

Camille Guerin-Gonzales, *Mexican Workers and American Dreams: Immigration, Repatriation, and California Farm Labor, 1900-1939* (New Brunswick, N.J.: Rutgers University Press, 1994).

Matt García, *A World of Its Own: Race, Labor, and Citrus in the Making of Greater Los Angeles* (Chapel Hill: University of North Carolina Press, 2001).

George Sánchez, *Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945* (New York: Oxford University Press, 1993).

David Gutiérrez, *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity* (Berkeley: University of California Press, 1995).

May 6

I will return the completed and polished draft of your final paper in class, and we will discuss revisions collectively over breakfast.

Please turn in your revised and perfected final paper by 4 p.m. on Tuesday, May 13.