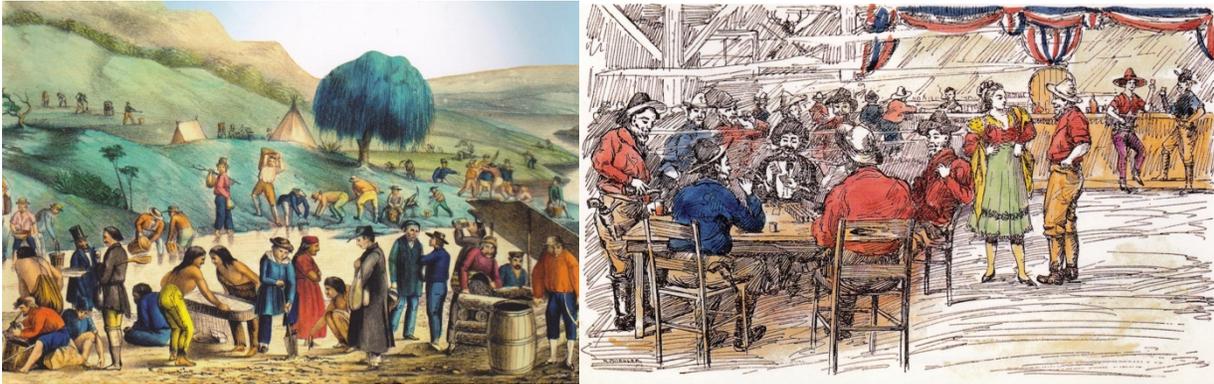


History 201, Fall Semester 2018
University of Wisconsin-Madison
Lecture 9, Tues. 8:30-10:25
Lecture 10, Tues. 11:00-12:55
5255 Humanities

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History 201: The Historian's Craft **The California Gold Rush**

This course introduces you to what historians do and how they think by focusing on the California Gold Rush. Unlike a lecture course that stresses *what happened in the past*, this seminar, like all Historian's Craft classes, plunges you into the practice of history and asks you to discover *how we know what we know about the past*. It does so by giving you hands-on experience with the building blocks of historical knowledge: the materials that scholars call *primary sources* (original documents, images, and objects that have survived into the present and provide insight into the past) as well as the materials scholars call *secondary sources* (books and articles in which historians make sense of the past by analyzing primary sources and testing their ideas against those of other historians). In addition, the course introduces you to how people have made use of the past by representing it in fiction, drama, art, music, and film, and to how those representations have produced collective memory of the past. The Gold Rush is well-suited to these tasks because it was bounded in space and time, because so many saw it as a significant event and so saved the sources it generated, and because it figures prominently in collective memory. Course content will help you to see the local, national, and international forces that brought North Americans, Latin Americans, Europeans, and East Asians into the Sierra Nevada foothills after 1848, and what happened when these newcomers invaded the lands of Indigenous Californians. It will help you understand racial and ethnic relations in the mines, not only between natives and newcomers but between groups of newcomers. It will also help you make sense of gender relations—that is, how Gold Rush participants handled their assumptions about what was proper for women and for men (even about who *was* a woman or a man) in a situation characterized by skewed sex ratios and tremendous diversity. It will show you how socioeconomic classes emerged in California as the gold boom gave way to a bust and as mining shifted from individualized to industrialized labor. The course will do all this by exposing you not only to the work of scholars but also, and especially, to sources produced at the time of the Gold Rush—letters, diaries, reminiscences, newspapers, census records, crime pamphlets, and such—as well as to the creative means by which the event has passed into collective memory. In this course, you will do writing assignments and in-class presentations rather than taking exams and you will often engage in cooperative learning.

Course goals and requirements

1. General: A seminar-style course is designed for both individual and collective learning. Because this class is reading- and writing-intensive, research-based, and discussion-oriented, it will only work if we all contribute the following: faithful attendance; prompt completion of weekly readings and other assignments; interactive and respectful participation in discussion and group assignments. Particularly because we gather just once per week, you should never miss a class meeting, and unexcused absences will be reflected in your course participation grade. The credit standard for this 3-credit course is met by an expectation of 135 hours of student engagement with the

course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), reading, writing, preparing for discussions and presentations, library and archival research, dedicated online time, individual consultations with the instructor, and other work as described in this syllabus.

2. Comm B requirement: This course satisfies Part B of UW-Madison's General Education Communication Requirement, the purpose of which is to help students develop advanced skills in critical reading, logical thinking, and the use of evidence; the use of appropriate style and disciplinary conventions in speaking and writing (in this case, the style and conventions of the discipline of History), and the productive use of core library resources specific to, in this case, the discipline of History.

3. Learning outcomes: Like all Historian's Craft courses, this one offers students an opportunity to experience the excitement and rewards of doing original historical research and conveying the results of that work to others. Through engagement with locally available and online archival materials, the course encourages you to become a historical detective who can define important historical questions, collect and analyze evidence, present original conclusions, and contribute to ongoing discussions—skills central to the History major. Upon successful completion of this course, you will be prepared to undertake substantial historical research and writing in a variety of courses, including the History 600 seminar. Specific goals include learning to:

Ask Questions: Develop the habit of asking questions, including questions that may generate new directions for historical research.

- Develop historical questions through engagement with primary sources and secondary literature as well as broader ethical, theoretical, and political questions.
- Ask historical questions to guide individual research.
- Pose questions to prompt productive group discussion.

Find Sources: Learn the logic of footnotes, bibliographies, search engines, libraries, and archives, and consult them to identify and locate source materials.

- Identify the purposes, limitations, authorities, and parameters of various search engines available both through the library and on the world-wide web.
- Take advantage of the range of library resources, including personnel.
- Locate printed materials, digital materials, and other objects.
- Be aware of, and able to use, interlibrary loan.

Evaluate Sources: Determine the perspective, credibility, and utility of source materials.

- Distinguish between primary and secondary material for a particular topic.
- Determine, to the extent possible, conditions of production and preservation.
- Consider the placement of sources in relation to other kinds of documents and objects.
- Identify the perspective or authorial stance of a source.
- Summarize an argument presented in a text.
- Distinguish between the content of a source and its meaning in relation to a particular question.

Develop an Argument: Use sources appropriately to create, modify, and support tentative conclusions and new questions.

- Write a strong, clear thesis statement.
- Revise and rewrite a thesis statement based on additional research or analysis.
- Identify the parts of an argument necessary to support a thesis convincingly.
- Cite, paraphrase, and quote evidence appropriately to support each part of an argument.

Plan Further Research: Draw upon preliminary research to develop a plan for further investigation.

- Write a research proposal, including a tentative argument, plan for research, annotated bibliography, and abstract.
- Identify the contribution of an argument to existing scholarship.

Present Findings: Make formal and informal, written and oral presentations tailored to specific audiences.

In addition to the learning outcomes listed above, which are common to all Historian's Craft courses, by the end of the semester students taking this class will be able to:

- explain and analyze the local, national, and international forces that brought North Americans, Latin Americans, Europeans, and East Asians into the Sierra Nevada foothills after 1848, and what happened when these newcomers invaded the lands of Indigenous Californians
- explain and analyze racial and ethnic relations in Gold Rush California, not only between natives and newcomers but between groups of newcomers
- explain and analyze gender relations in Gold Rush California—that is, how Gold Rush participants handled their assumptions about what was proper for women and for men (even about who *was* a woman or a man) in a situation characterized by skewed sex ratios and tremendous diversity
- explain and analyze how socioeconomic classes emerged in California as the gold boom gave way to a bust and as mining shifted from individualized to industrialized labor
- explain and analyze how people have used the California Gold Rush by representing it in fiction, drama, art, music, and film, and how those representations have produced collective memory of the past

4. Screen-based devices: The use of laptop computers, tablets, smart phones, or other screen-based devices is not permitted during class, unless you have a need that has been authorized by the McBurney Disability Resource Center. If you do have authorization from the McBurney Center, please discuss this with the professor during the first week of class. All other exceptions must be cleared individually and in advance with the professor, and permission will be revoked if a student uses a screened-base device for anything other than viewing course content.

5. Course materials on Learn@UW: With the exception of assigned books, most course materials will be posted on the Learn@UW Canvas site for this class.

6. Readings and discussion: Please complete all assigned readings before class meets on Tues. Some weeks, you'll participate in a small group that presents selected readings to the rest of the class and helps to facilitate discussion (see **Oral presentations** below).

For 4 of the 5 weeks when we read an entire book in common, you will complete a **Discussion-point paper:** On the weeks when we read a book-length primary source (in this case, personal narratives), secondary source (a work of historical scholarship, also known as a monograph), or work of fiction (in this case, a historical novel), you'll turn in a short (1-2 paragraphs), informal paper in which you describe two issues raised by the reading that 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 5 p.m. the day before class meets* (on Mon.) to discuss that book (late discussion-point papers won't be accepted). Prof. Johnson will read these papers before class to see what kinds of issues you want to discuss that week. Note that there are 4 of these papers required, even though there are 5 books 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 must complete the reading and participate fully in discussion whether or not you turn in a discussion-point paper on any given week. Your discussion-point papers won't be graded, but rather marked using a +, ✓, - system, and those marks will be considered in determining your course participation grade.

7. Individual meetings with professor: At least twice during the semester, please meet with Prof. Johnson during office hours or, if you have a class during office hours, at another mutually convenient time. The first meeting should be scheduled for Tues. Oct. 9, when Prof. Johnson will hold extended office hours from 1 p.m. to 5 p.m. At this meeting, we'll evaluate your oral class participation and written work to date, giving you a chance to rethink and revise if necessary, and giving you general feedback on your performance. The second meeting should be scheduled anytime between Oct. 23 and Nov. 27 as you plan your final paper, the draft of which is due Dec. 4 (see 9d below).

8. Oral presentations:

a. Primary source group presentation, Oct. 2: On this day, you'll participate in a small group presentation on a number of primary sources assigned to the class as a whole (source group #1, 2, or 3). Your presentation will identify the basic who-what-when-where-why of each source; it will compare and contrast the sources; and it will offer ideas about the kind of historical analysis one could make based on the sources.

b. Secondary source group presentation, Nov. 6 or 13: On one of these two days, you'll participate in a small group presentation on a number of secondary sources assigned to the class as a whole. You'll organize your thoughts for your presentation by filling out an *Anatomy of a History Article (or Book Chapter)* sheet for each assigned article or chapter before meeting with your small group. Please bring these sheets with you to class and turn them in to Prof. Johnson.

c. Representing the Gold Rush group presentation, Dec. 4: On this day, you'll participate in a small group presentation on creative work (fiction, drama, music) related to the California Gold Rush. Options will be announced in advance.

d. California Gold Rush in history and memory individual presentation, Dec. 11: On this day, you'll give a 5-minute formal presentation on the final paper you're completing for the class.

9. Written work (the three formal papers must follow Chicago Style as explained in Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*):

a. Discussion-point papers (see description under **Readings and discussion** above), due 5 p.m. Sept. 17 and 24, Oct. 22 and 29, and Nov. 26 (turn in 4 of 5). Submit in the form of an email message. *Late discussion-point papers won't be accepted.*

b. Primary source summary (1 page, double-spaced): You'll receive an assignment sheet for this paper in class. For this paper, you'll examine one of the three groups of primary sources assigned for Tues. Oct. 2. You'll be presenting on these sources with a small group of classmates in class, but you'll also prepare an individual paper on the sources, identifying the who-what-when-where-why of each source in source group #1, 2, or 3. Complete this paper before your group meets to plan your presentation, and then *turn in your paper at the beginning of class on Tues. Oct. 2*. No electronic submissions. *Late papers won't be accepted.*

c. Primary source analysis paper (4-5 pages, double-spaced): You'll receive an assignment sheet for this paper in class. For this paper, you'll go back through the primary sources we've read together as well as the archival material you've consulted in the Wisconsin Historical Society Library and Archives and choose a theme that has emerged in three or more of these sources as the *topic* of your paper. You'll formulate a *question* that your paper will be designed to answer, and you'll use *evidence* from your sources to make an *argument*. In order to give you time to work back through the primary sources you've read and come up with a *topic*, a *question*, relevant *evidence*, and an *argument*, we won't meet as a class on Tues. Oct. 16. *Your paper is due in hard copy on Mon. Oct. 15 by 4 p.m. in Prof. Johnson's mailbox on the 5th floor of Humanities*. No electronic submissions. Because Prof. Johnson is traveling to the annual meeting of the Western History Association in San Antonio Oct. 16-21 and taking the papers along to begin grading, *late papers won't be accepted.*

d. California Gold Rush in history and memory paper (8-10 pages, double-spaced): You'll receive an assignment sheet for this paper in class. For this paper, you'll combine the three modes of analysis we've studied in this class: 1) close reading of primary sources; 2) engagement with secondary sources (also known as historiography); and 3) analysis of creative representations of the past. You'll identify a theme that you've seen running through Gold Rush primary sources, historiography, and collective memory, and that theme will be the topic of your paper. As in your primary source analysis paper, you'll formulate a *question* that your paper will be designed to answer, and you'll use *evidence* from three different kinds of sources to make an *argument*. All sources read or viewed or reported on by your classmates are eligible for inclusion in this paper. You must also use at least one archival primary source and at least one primary and one secondary source that we haven't read together as a class. *Two copies of a complete and polished draft of your paper are due in class on Tues. Dec. 4. Late drafts won't be accepted.* If you don't turn in a rough draft in class on Tues. Dec. 4, your course participation grade will automatically drop to "F." In addition, please complete and turn in with your draft an *Anatomy of a History Paper* sheet. You'll exchange one copy of your paper with a classmate for peer review (pairings will be assigned in advance), and you'll turn the other copy in to Prof. Johnson. *On Tues. Dec. 11, bring two copies of your comments on your classmate's paper to class, giving one copy to your classmate and one to Prof. Johnson. On that day, you'll also receive your draft paper back with comments and suggestions from Prof. Johnson. The final version of your paper is due on Fri. Dec. 14 at 9 a.m. in Prof. Johnson's mailbox on the 5th floor of Humanities.* When you turn in your final version, you must also turn in your earlier draft with Prof. Johnson's comments. 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

Course participation (includes attendance, in-class discussion, discussion-point papers, and required individual meetings with professor)	25%
Oral presentations	
Primary Source group presentation	5%
Secondary Source group presentation	5%
Representing the Gold Rush group presentation	5%
California Gold Rush in history and memory individual presentation	10%
Written work	
Primary source summary	5%
Primary source analysis paper	15%
California Gold Rush in history and memory paper	30%

Readings

The following required books can be purchased at the University Bookstore, and are on reserve at College Library:

Required:

- Allende, Isabel. *Daughter of Fortune*. 1999; New York: Harper Perennial, 2006. (a historical novel)
- Holliday, J.S. *The World Rushed In: The California Gold Rush Experience*. 1981; Norman: University of Oklahoma Press, 2002. (an edited primary source)
- Johnson, Susan Lee. *Roaring Camp: The Social World of the California Gold Rush*. New York: Norton, 2000. (a work of historical scholarship—a secondary source)
- Madley, Benjamin. *American Genocide: The United States and the California Indian Catastrophe*. New Haven, Conn.: Yale University Press, 2016. (a work of historical scholarship—a secondary source)
- Perlot, Jean-Nicolas. *Gold Seeker: Adventures of a Belgian Argonaut During the Gold Rush Years*. 1985; New Haven, Conn.: Yale University Press, 1998. (an edited primary source)
- Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 9th ed., Revised by Wayne Booth et al. Chicago: University of Chicago Press, 2018. (a research and writing guide)

Recommended:

- Strunk, William, E.B. White, and Maira Kalman. *The Elements of Style Illustrated*. New York: Penguin, 2007. (a guide to good writing that every college student should own)
- Merriam-Webster's Collegiate Dictionary*, 11th ed. Springfield, Mass.: Merriam-Webster, 2003. (a dictionary every college student should own)

In addition, a number of primary and secondary sources will be posted on the Learn@UW Canvas site for this class. In the syllabus, such materials are indicated as “on Canvas.”

Calendar and Assignments

September 11: Introduction

September 18: Gold Rush Primary Sources

Holliday, *The World Rushed In*
Discussion-point paper due 5 p.m. Mon. via email.

September 25: Gold Rush Primary Sources

Perlot, *Gold Seeker*
Discussion-point paper due 5 p.m. Mon. via email.

October 2: Gold Rush Primary Sources

All sources on *Canvas*.
Small group presentations in class on sources grouped together below.
Primary source summary (who-what-when-where-why of source group #1, 2, or 3) due in class.

Group #1

Antonio Franco Coronel, "Cosas de California," selections
Vicente Pérez Rosales, "Diario de un viaje a California," selections
William Perkins, *Three Years in California*, selections

Group #2

Louise Amelia Knapp Smith Clappe, *Shirley Letters from the California Mines*, selections
Sarah Royce, *A Frontier Lady*, selections
Mrs. Lee Whipple-Haslam, *Early Days in California*, selections
Carrie Williams, "Diary," selections

Group #3

Murder of M.V.B. Griswold by Five Chinese Assassins, pamphlet
Golden Hills' News, selected issues
Rossiter W. Raymond, *Statistics of Mines & Mining in the States & Territories West of the Rocky Mountains* (1870), pp. 1-92

Introduction to Wisconsin Historical Society Library and Archives.

October 9: Gold Rush Primary Sources

Group work in Wisconsin Historical Society Library and Archives.
Meet with Prof. Johnson during extended office hours, 1:00 to 5:00 p.m.

October 16: Gold Rush Primary Sources

No class; primary source analysis paper due Mon. Oct. 15 by 4 p.m.
in Prof. Johnson's mailbox on the 5th floor of Humanities.

October 23: Gold Rush Secondary Sources

Johnson, *Roaring Camp*
Discussion-point paper due 5 p.m. Mon. via email.

October 30: Gold Rush Secondary Sources

Madley, *American Genocide*
Discussion-point paper due 5 p.m. Mon. via email.

November 6: Gold Rush Secondary Sources

All articles and chapters on *Canvas*.
Small group presentation (1/2 of class); presenters turn in *Anatomy of a History Article* sheets.

Malcolm Rohrbough, "The California Gold Rush as a National Experience" (1998)
Brian Roberts, "California is a Humbug," chap. 6 of *American Alchemy* (2000)
Barbara Berglund, "'The Days of Old, the Days of Gold, the Days of '49'" (2003)
Amy DeFalco Lippert, "Those Lofty Aspirants of Fame," chap. 1 of *Consuming Identities* (2018)

November 13: Gold Rush Secondary Sources

All articles and chapters on *Canvas*.
Small group presentation (1/2 of class); presenters turn in *Anatomy of a History Article* sheets.

Maythee Rojas, "Re-Membering Josefa" (2007)
Aims McGuinness, selections from *Path of Empire* (2008)
Stacey Smith, "Remaking Slavery in a Free State" (2011)
Mae Ngai, "Chinese Gold Miners and the 'Chinese Question'" (2015)

November 20: Representing the Gold Rush

Pale Rider screening in class.
Watch *Paint Your Wagon* on own before class.

November 27: Representing the Gold Rush

Allende, *Daughter of Fortune*
Discussion-point paper due 5 p.m. Mon. via email.

December 4: Representing the Gold Rush

Small group presentations on Gold Rush fiction, drama, and music. List of presentation options will be provided and will likely include stories by Bret Harte; plays by Alonzo Delano, David Belasco, and Pablo Neruda; stories and songs depicting the legend of Joaquín Murrieta; Gold Rush operas by Puccini (*La Fanciulla del West*) and Adams and Sellars (*Girls of the Golden West*); and maybe tunes by Neil Young, Coldplay, Ed Sheeran, and Death Cab for Cutie (but probably not).

Two copies of a complete and polished draft of your California Gold Rush in history and memory paper are due in class. In addition, please complete and turn in with your draft an *Anatomy of a History Paper* sheet.

December 11: Presenting the Gold Rush

California Gold Rush in history and memory individual presentations.

Exchange comments on drafts of California Gold Rush in history and memory papers with assigned partners, and turn a copy of your comments in to Prof. Johnson. Your paper draft will be returned with Prof. Johnson's comments.

Final Exam Week:

Final revised version of your California Gold Rush in history and memory paper due Fri. Dec. 14 at 9 a.m. in Prof. Johnson's mailbox on the 5th floor of Humanities. Turn in your earlier draft with Prof. Johnson's comments with final version.