

University of Wisconsin-Madison
History / Chican@ & Latin@ Studies 151
3-credit course
Fall Semester 2020
September 2 – December 10
MW 4:00 pm – 5:15 pm CT
Class meetings held online only.
Canvas course URL:
<https://canvas.wisc.edu/courses/210595>

Instructor: Dr. Megan Stanton
Email: mastanton2@wisc.edu
Student Hours: T 2:00 pm – 4:00 pm CT
& by appointment

The North American West to 1850



The statue in the photograph to the left commemorates the career of Juan de Oñate (1550-1626), a Spanish conquistador who governed colonial New Mexico. In 1992, a local leader arranged for the construction of the statue and its public installation in Alcalde, New Mexico. In the aftermath of action against public monuments in the United States, Alcalde city officials decided in June 2020 put the statue in storage.

The North American West to 1850 is a complex history covering numerous peoples and political groups. As members of a remote classroom, we begin with a North America inhabited by Native peoples who shared a long history of cooperation and contestation. The Europeans who entered North America beginning in the late fifteenth century brought with them goals of imperial expansion and control. Imperial development was transformative, changing the historical trajectories of Europeans, American Indian peoples, Africans, and the land. We next study the cooperation, revolts, and creative misunderstandings of American Indians such as the Pueblo, Caddo, and Iroquois, and of Europeans, including the Spanish, French, and British. We consider the variety of means by which American Indian, European, and African groups shared space in the West. We discuss the establishment of exploitation and settler colonies, new populations and identities, trade networks, middle grounds, and empires. The nations of the United States and Mexico in the late eighteenth and nineteenth centuries asserted new national borders and agendas across the continent. As peoples and political entities wrestled for control over places, they created and challenged political boundaries.

The West is not simply a specific geographic space. Between the sixteenth and twenty-first centuries, North Americans have identified different parts of the continent as “western.” For many people living in North America, the West has been synonymous with the frontier. In other words, the West encompassed specific zones in which people interacted across political boundaries. The exchanges that occurred in frontiers transformed the lives of North American westerners and shifted the historical trajectories of their peoples.

The history of the early North American West leads us into discussion about the fraught histories of slavery, kinship, and intimacy. Throughout the semester, we find that these ideas were inextricably linked for many of the people occupying the continent. We reserve course time for discussion about how multiple forms of slavery evolved in the West.

We also study the public value of history and the meaning of historical memory. Over the last several years—indeed, especially during 2020—debates concerning specific public monuments have gained significant attention in the U.S. Our review of the West can add nuance to our understanding of these national conversations.

This course meets UW-Madison’s Ethnic Studies Requirement. As we study the peoples occupying the early North American West—people of North American, European, Latin American, African, and Asian descent—we find that they devised evolving strategies to identify and promote their interests as they responded to historical change. In studying this history, we gain a clearer view of the circumstances that created historically marginalized groups in the U.S., and the variety of ways that people responded to marginalization.

Assessment of Assignments

Assignments are due at the start of our class meeting (at 4:00 pm CT) unless otherwise noted.

Formal Written Assignments.

- **The Source Analysis Papers A, B, and C are each 1 page long (due September 30, October 28, and December 9)**
Three times during the semester, use a primary source assigned in class to answer a Source Analysis prompt. The prompts become available three weeks prior to each paper deadline. The three Source Analysis Papers allow you to demonstrate your ability to read a source closely, construct a brief argument, and select evidence to support that argument. The papers provide low-stakes opportunities to build your skill in formal writing and use of qualitative evidence.
- **The Media Paper is 3 pages long (due November 18)**
Assess a popular media presentation about the early North American West. Options can include specific films, television shows, popular books, board games, or video games; the paper assignment sheet provides a list of recommendations. You may also negotiate to use a different media source in consultation with Dr. Stanton. Your paper is not a simple review of the media source. Instead, your Media Paper identifies the argument that your specific media source makes about the early North American West, using examples from the source as evidence. In addition, your Media Paper compares the argument of your media source to what we have learned about the West in course materials. This

assignment assists you in identifying arguments in secondary sources, in thinking critically about popular media, and in synthesizing course materials.

- **The Monument Paper is 4 pages long (due December 16 at noon [12:00 pm] CT)**

Throughout the semester we discuss how historical memory of the early North American West has mattered to twentieth and twenty-first century audiences. For the final assignment in this course, identify a public monument commemorating an aspect of the early North American West. Evaluate how the public—multiple audiences living in North America—have engaged with your selected monument. Our discussions throughout the semester about historical memory support your work on this paper. In addition, our course materials provide a solid context that informs your assessment of the monument and related history. The Monument Paper allows you to conduct a small amount of research on an early western monument of your choice, to consider the public’s interactions with the monument, and to explain your own recommendations about a possible future for this monument.

Discussion Boards

Beginning in Week 3, we hold weekly discussion boards. These discussion boards are an excellent opportunity to work out your ideas about reading assignments in advance of class meetings. In some weeks, we use discussion boards to annotate reading assignments or connect course content to current events.

This course rewards conversation. To that end, posts that constructively *build* conversation receive as much credit as posts that constructively initiate conversation. To get the ball rolling, your instructor begins each discussion board with some questions. Each student responding to a discussion board should plan to make three constructive, detailed posts. We’ll talk in class about models you might follow while making constructive contributions. Engagement in the discussion boards follows one of two patterns:

| | Number of Posts | Type of Engagement |
|--|------------------|---|
| Pattern A: initiate conversation one time, build conversation two times | 1 | Initiate conversation by starting a new discussion thread (50+ words) |
| | 2 | Build conversation through constructive comments in response to classmates’ posts (50+ words each) |
| | <i>Total = 3</i> | <i>Pattern A’s minimum number of posts</i> |
| Pattern B: build conversation three times | 0 | Initiate conversation by starting a new discussion thread (50+ words) |
| | 3 | Build conversation through constructive comments in response to classmates’ discussion threads (50+ words each) |
| | <i>Total = 3</i> | <i>Pattern B’s minimum number of posts</i> |

You only need to participate in 5 of the semester’s 12 discussion boards in order to be eligible to receive full points for the semester. You thus may choose to engage with the discussion boards during the weeks that best fit your schedule or interests.

Participation (and Attendance) Policy

The URLs to access our course meetings are available at <https://canvas.wisc.edu/courses/210595>.

Please attend our remote seminar meetings! Regular engagement in our online class meetings helps you to build an intellectual community with your classmates, improve your written and oral communication skills, and develop strong assignments for this course.

During our first meetings of the semester, we'll discuss a set of criteria for evaluating in-class engagement. Evidence of engagement can include participation in large and small groups. It also can include verbal and written contributions.

We will hold 26 remote class meetings over 15 weeks. **You may miss 5 of these meetings without penalty to your grade. If you realize that you must miss a meeting, please email Dr. Stanton to confirm what content you missed.** Should you find yourself facing emergency situations that result in more than 5 absences, please contact Dr. Stanton as soon as possible to determine what options are available to support you.

Grading

| | |
|-------------------------------------|------|
| Participation and Attendance | 20% |
| Discussion Boards | |
| Participate in 5 discussion boards. | |
| Each board is worth up to 3% | 15% |
| Formal Written Assignments | |
| Source Analysis Paper A | 10% |
| Source Analysis Paper B | 10% |
| Source Analysis Paper C | 10% |
| Media Paper | 15% |
| Monument Paper | 20% |
| <hr/> | |
| Total | 100% |

This course uses UW-Madison's standard grading scale:

| | |
|----|--------|
| A | 93-100 |
| AB | 88-92 |
| B | 83-87 |
| BC | 78-82 |
| C | 70-77 |
| D | 60-69 |
| F | 0-59 |

Late Assignment Policy

Unless otherwise specified, all assignments are due at the beginning of our class meetings. An assignment due on Wednesday, September 30, for example, is due at 4:00 pm CT, at the start of our class meeting that day.

You must turn in the Monument Paper on time (December 16 at noon [12:00 pm] CT), during our official Exam period. However, you may turn in two other assignments late without penalty to your grade. You can have an additional 4 days (96 hours) to complete these two late assignments without penalty. To take advantage of this late paper policy, simply email Dr. Stanton to notify her of your plan to submit a late assignment.

Any late assignments that do not comply with the Late Assignment Policy are penalized one letter grade per day. Please contact Dr. Stanton if you encounter an emergency situation that prevents you from completing your work on time.

COVID-19 Statement of Flexibility

We are living through many uncertainties during the Fall 2020 semester. As we all discovered earlier this year, large events affecting our communities can alter the plans we've made for ourselves.

This syllabus describes our initial plan for completing History / Chican@ & Latin@ Studies 151. If changing circumstances alter our collective ability to accomplish this syllabus, we will revise our plans. Any alterations made to the syllabus will be designed to enhance our ability to reach learning outcomes, rather than to make our experience of the course more difficult. Rest assured that you will receive notification (by email and in meetings) of any changes made to the syllabus.

Additional Course Policies

Student well-being, inclusion, and accommodation.

You matter. We meet online together in order to work through the history of the North American West, but we bring our full selves and life circumstances with us. Our university has resources that can help you to address a variety of challenges that might affect your well-being or success in this course. For example, UW-Madison offers support for concerns related to your physical and mental health, as well as economic obstacles such as food insecurity. Dr. Stanton is available to help you identify these resources if you need support. Please ask for help when you need it.

Our course is intended to include and welcome all students. If you have a concern, circumstance, or disability that results in barriers to your inclusion or that requires accommodation, please contact Dr. Stanton. If applicable, provide documentation of any condition to the McBurney Disability Resource Center at <https://mcburney.wisc.edu/> to receive official university accommodations.

This course endorses the following statement from the McBurney Disability Resource Center: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [Dr. Stanton] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a

disability has been incurred or recognized. Faculty [including Dr. Stanton], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under the Family Educational Rights and Privacy Act.

This course endorses the following statement from UW-Madison: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Statement of respect

Our course fosters the exchange of serious ideas. All of us possess strong feelings and opinions, and you may find that you disagree at times with your instructor or your classmates about course content. You do not need to pretend to share the views of anyone from our class in order to succeed in this course. You do, however, need to express your views with fairness and, whenever possible, with evidence.

In our online class meetings, we will speak and read about topics including race, colonization, nationalism, religion, gender, sexuality, slavery, and many forms of violence and oppression. Some of the greatest benefits of a liberal arts education come from engaging with difficult topics and learning to assess a variety of perspectives, including the ideas of historical actors with whom we do not agree. Our discussion of such difficult topics increases our understanding of how and why specific ideas succeeded in shaping human experience.

Academic integrity.

The assignments in this course are invitations for you to receive an assessment of your developing knowledge and communication skills. Your coursework thus should distinguish between your words and ideas and those of others. Claiming credit for someone else's words or ideas is an example of plagiarism. This is true even if you make slight revisions to these words and ideas, and even if you find the words and ideas in our reading assignments. Dr. Stanton takes academic integrity seriously and respond to it as outlined in university policies when necessary. We dedicate some time to discussion of best practices for academic conduct and attribution. For more information, please talk to Dr. Stanton or consult the Office of Student Conduct and Community Standards at <https://conduct.students.wisc.edu/academic-integrity/>.

Technology in the remote classroom.

For this course, we use electronic devices to meet together remotely and access materials. Fortunately, our electronic devices have provided us with a wealth of ways to congregate in Fall 2020. Unfortunately, our electronic devices can also distract us from the work we wish to accomplish. Everyone, including your instructor, faces the challenge of distracting devices. Consider reviewing options that limit the distractions you face while using electronic devices.

You may find that some recommendations allow you to achieve a balance of attention to academic, social, work, familial, and personal interests that makes sense for your specific circumstances.

Your instructor's contact information.

Please call me Dr. Stanton. Outside of our online class meetings, the best way to reach me is by email at mastanton2@wisc.edu. You will receive emails from me related to this course throughout the semester, typically only once per week. These emails include important information related to our course. You are responsible for reviewing these emails for updates on course content, meetings, and assignments. I promise to respond to your emails within one business day, and typically sooner.

Student hours and availability.

I hold student hours on Tuesdays from 2:00 to 4:00 pm CT and by appointment. You can access my remote student hours through our Canvas course page. Student hours are a time I reserve exclusively for meeting with you. You can visit me online to request help with our reading and writing assignments, go over material from class, talk about connections between class material and other topics, practice “zooming” in a low-stakes conversation, discuss any other questions you might have, and so on.

If these student hours do not work with your schedule, I can be available “by appointment.” In other words, we would find a different time to meet that works for both of our schedules.

University Policies

Course content is intellectual property.

This course endorses the following statement from UW-Madison: Lecture materials and recordings for History / Chican@ & Latin@ Studies 151 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record any lectures without the instructor's permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Credit hours, course designations, and attributes.

This 3-credit course meets as a group for 3 hours per week (according to UW-Madison's credit hour policy, each class meeting counts as 1.5 hours). The 45-hour-per-credit standard conforms to the standard Carnegie unit of the federal definition that sets a credit hour as a course that meets weekly for a 50-minute period over a 15-week semester, and expects two hours of student

work outside of the classroom for every in-class hour. Credit hours include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

<https://kb.wisc.edu/vesta/page.php?id=24558>.

UW-Madison's official course description for History / Chican@ & Latin@ Studies 151.

Explores the history of places that have been called the American West before 1850. We start with Indigenous occupation; continue with European invasion and the creation of two new nations, Mexico and the U.S.; and end with U.S. conquest. We watch Indian lands becoming the object of Spanish, French, and English empires, and then see European incursions giving way to the hopes of new nation-states and newly empowered Indian peoples like Lakotas and Comanches. After studying the trails and trades that brought newcomers west, we reach key converging events: U.S. seizure of the Mexican North, resolution of the Oregon boundary dispute, discovery of western gold, West Coast arrival of Chinese immigrants, and Mormon exodus to the Great Basin. We use economic, environmental, political, cultural, and social analyses, and we attend to the dreams of many westerners: of North American, Latin American, European, African, and Asian origin or descent, and of all genders and class statuses.

History / Chican@ & Latin@ Studies 151 course requisites and designations.

Requisites: None
Course Designation: Gen Ed - Ethnic Studies
Breadth - Humanities
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S

History / Chican@ & Latin@ Studies 151 learning outcomes for undergraduate students.

- Demonstrate mastery of major events in the tribal, colonial, imperial, and national histories of North America
- Present coherent analyses of reading assignments
- Communicate an in-depth understanding of the nuances of public engagement with history and historical memory
- Collaborate with classmates during course meetings and through discussion boards about course work
- Demonstrate familiarity with major historical debates about the early North American West

Digital Course Evaluation.

UW-Madison now uses an online course evaluation survey tool, AEFIS. In most instances, you will receive an email through AEFIS two weeks prior to the end of the semester inviting you to complete the course evaluation anonymously. I will request additional feedback through Canvas. Your feedback helps me to improve my teaching and aids future Badgers in receiving the best educational experience possible.

Readings

Except where otherwise noted, our readings are available electronically on our Canvas course webpage at <https://canvas.wisc.edu/courses/210595>.

Schedule

Our course meets twice each week, on Mondays and Wednesdays. Typically, the reading assignments and discussion boards for each week are due by the start of our Wednesday class meetings.

Week 1

Wednesday, September 2

Meeting Topics:

- Course Introduction
- Concepts of the North American West
- History and Historical Memory, Part I

Week 2

Monday, September 7

Labor Day holiday. No class meeting.

Wednesday, September 9

Primary Readings:

- Cherokee Creation Story, recorded in 1900.
- Acoma Pueblo Creation Story, recorded in 1928. Excerpt.

Meeting Topics:

- Native North America
- Strategies for Reading Primary Sources

Week 3

Monday, September 14

Meeting Topics:

- Non-Human Actors
- Spanish Arrival and Colonization in the Fifteenth and Sixteenth Centuries
- Strategies for Reading Secondary Sources

Wednesday, September 16

Assignment Due:

- Week 3 Discussion Board

Primary Readings:

- The Requerimiento, 1533.
- Bartolomé de las Casas, *A Short Account of the Destruction of the Indies*, 1542.

Secondary Reading:

- Colin M. MacLachlan, *Creating Mestizo Mexico: Imperialism and the Origins of Mexican Culture* (Cambridge: Harvard University Press, 2015), 179-248. We use a 25-page excerpt of this chapter.

Meeting Topics:

- Conquest of the Nahuas
- Malintzin

Week 4Monday, September 21

Meeting Topics:

- Sixteenth- and Seventeenth-Century Spanish Colonization in New Mexico
- Historical Questions and Thesis Statements

Wednesday, September 23

Assignment Due:

- Week 4 Discussion Board

Primary Readings:

- Spanish and Pueblo accounts of the Pueblo Revolt, 1680-1685.

Secondary Reading:

- Ramon A. Gutierrez, *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846* (Palo Alto, CA: Stanford University Press, 1991), 95-140. We use a 25-page excerpt of this chapter.

Meeting Topic:

- The Pueblo Revolt and Reconquest

Week 5Monday, September 28

Meeting Topic:

- French Colonization in North America

Wednesday, September 30

Assignments Due:

- Source Analysis Paper A
- Week 5 Discussion Board

Primary Readings:

- Jean de Brébeuf, instructions to Jesuit missionaries, 1637.
- Jacques Marquette, account of travel and the Mississippi River, 1673. Excerpt.

Secondary Reading:

- Richard White, *Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (New York: Cambridge University Press, 1991), 50-93. We use a 25-page excerpt of this chapter.

Meeting Topic:

- Middle Grounds and Native Grounds

Week 6Monday, October 5

Meeting Topic:

- British Colonization in North America

Wednesday, October 7

Assignment Due:

- Week 6 Discussion Board

Primary Readings:

- Tomás Vélez Cachupín, letter, 1754. Excerpt.
- Pedro Serrano, letter, 1761. Excerpt.

Secondary Readings:

- Andrés Reséndez, *The Other Slavery: The Uncovered Story of Indian Enslavement in America* (New York: Houghton Mifflin Harcourt, 2016), 172-195.
- Brett Rushforth and Andrew Kahn, "Native American Slaves in New France," *Slate* 18 January 2016. Brief digital exhibit.

Meeting Topic:

- Slavery in Eighteenth-Century North America

Week 7Monday, October 12

Meeting Topic:

- Competition over Eighteenth-Century Land and Resources

Wednesday, October 14

Assignment Due:

- Week 7 Discussion Board

Primary Reading:

- Saukamappee in David Thompson, narrative, 1787. Excerpt.

Secondary Reading:

- Elizabeth A. Fenn, *Pox Americana: The Great Smallpox Epidemic of 1775-82* (New York: Hill and Wang, 2001), 196-223.

Meeting Topic:

- Disease in Eighteenth-Century North America

Week 8

Monday, October 19

Meeting Topic:

- Seven Years War and Pontiac's Rebellion

Wednesday, October 21

Assignment Due:

- Week 8 Discussion Board

Primary Readings:

- William Johnson meets with Pontiac, meeting minutes, 1766. Excerpt.
- United Indian Nations, declaration, 1786.

Secondary Reading:

- Alyssa Mt. Pleasant, "Independence for Whom? Expansion and Conflict in the Northeast and Northwest," in *The World of the Revolutionary American Republic: Land, Labor, and the Conflict for a Continent*, edited by Andrew Shankman (New York: Routledge, 2014), 116-133.

Meeting Topic:

- The American Revolution and the Early U.S. Republic

Week 9

Monday, October 26

Meeting Topic:

- Colonial California

Wednesday, October 28

Assignments Due:

- Source Analysis Paper B
- Week 9 Discussion Board

Primary Readings:

- Pablo Tac, account of the 1785 San Gabriel Uprising (recorded 1834-1841).
- José María Morelos y Pavón, *Sentimientos de la Nación*, 1813.

Secondary Reading:

- Erika Pérez, *Colonial Intimacies: Interethnic Kinship, Sexuality, and Marriage in Southern California, 1769-1885* (Norman: University of Oklahoma Press, 2018), 16-47.

Meeting Topic:

- Mexican War for Independence

Week 10

Monday, November 2

Meeting Topic:

- Santa Fe Trail

Wednesday, November 4

Assignment Due:

- Week 10 Discussion Board

Primary Readings:

- James Josiah Webb, description of the Santa Fe Trail, 1844-1845.
- Susan Shelby Magoffin, description of La Tules, 1846-1847.

Secondary Reading:

- Natale A. Zappia, *Traders and Raiders: The Indigenous World of the Colorado Basin, 1540-1859* (Chapel Hill: University of North Carolina Press, 2014), 81-98.

Meeting Topic:

- Nineteenth-Century Ideas of Frontier, Settlement, and Removal

Week 11Monday, November 9

Meeting Topic:

- Indian Removal in the U.S.

Wednesday, November 11

Assignment Due:

- Week 11 Discussion Board

Primary Readings:

- READ TWO:
 - Ma-Ka-Tai-Me-She-Kia-Kiak, *Autobiography of Ma-Ka-Tai-Me-She-Kia-Kiak, or Black Hawk*, 1833.
 - Cherokee people's accounts of the Trail of Tears, recorded 1838-1845.
 - Lilburn Boggs, Missouri Extermination Order, 1838.
 - Mormon people's petitions about violence in Missouri, 1838-1841.

Secondary Readings:

- READ ONE:
 - John P. Bowes, "American Indian Removal Beyond the Removal Act," *Native American and Indigenous Studies* 1, no. 1 (Spring 2014): 65-87.
 - Natalie Joy, "The Indian's Cause: Abolitionists and Native American Rights," *Journal of the Civil War Era* 8, no. 2 (June 2018): 215-242.

Meeting Topic:

- Mormon Removal from the U.S.

Week 12Monday, November 16

Meeting Topics:

- Anglo American Settlement in Texas
- Texas Revolution, Part I

Wednesday, November 18

Assignments Due:

- Media Paper
- Week 12 Discussion Board

Primary Readings:

- José Maria Sánchez, report, 1828. Excerpt.
- Stephen F. Austin, journal, 1828-1835. Excerpt.

Secondary Reading:

- Raúl A. Ramos, *Beyond the Alamo: Forging Mexican Ethnicity in San Antonio, 1821-1861* (Chapel Hill: University of North Carolina Press, 2008), 81-107.

Meeting Topics:

- Texas Revolution, Part II
- History and Historical Memory, Part II

Week 13

No class meetings for Monday, November 23 or Wednesday, November 25. There is no Week 13 Discussion Board. Use your time this week to begin work on the Monument Paper and to review the materials listed below.

Primary Readings (sources about twenty-first century monument debates):

- John J. Valadez and Cristina Ibarra, *The Last Conquistador* (Independent Television Service in association with American Documentary POV, 2008).
- Rebecca Blank, "Our Shared Future," 2019.
- News articles about statues of Juan de Oñate in New Mexico, 2020.

Week 14Monday, November 30

Meeting Topics:

- History and Historical Memory, Part III
- Mexican-American War, Part I

Wednesday, December 2

Assignment Due:

- Week 14 Discussion Board, covering topics from Weeks 13-14

Primary Readings:

- READ TWO:
 - John L. O'Sullivan, 1845 article. Excerpt.
 - Daniel Webster, 1847 address to U.S. Senate.
 - Guillermo Prieto and members of Mexico's Congress, "The Other Side; or, Notes for the History of the War between Mexico and the United States," 1848-1849. Excerpt.

Secondary Readings:

- READ ONE:
 - Peter Guardino, *The Dead March: A History of the Mexican-American War* (Cambridge: Harvard University Press, 2017), 203-231.
 - Amy S. Greenberg, *A Wicked War: Polk, Clay, Lincoln, and the 1846 U.S. Invasion of New Mexico* (New York: Vintage Books, 2012), 214-240.

Meeting Topic:

- Mexican-American War, Part II

Week 15Monday, December 7

Meeting Topic:

- Migration to Oregon and California in the 1840s

Wednesday, December 9

Assignments Due:

- Source Analysis Paper C
- Week 15 Discussion Board

Primary Readings:

- Vicente Pérez Rosales, diary, 1849-1852. Excerpt.
- John Ridge, *The Life and Adventures of Joaquín Murieta*, 1854. Excerpt.

Secondary Reading:

- Susan Lee Johnson, *Roaring Camp* (New York: W. W. Norton, 2000), 185-234. (We use a 25-page excerpt of this chapter.)

Meeting Topics:

- California and the U.S. Compromise of 1850
- History and Historical Memory, Part IV

Wednesday, December 16 at noon (12:00 pm) CT

Assignment Due:

- Monument Paper