



## HISTORY/CHICLA 152

### The United States West Since 1850

University of Wisconsin-Madison  
Spring 2023  
Monday/Wednesday 2:30-3:45pm Elvehjem L160

**Professor Allison Powers Useche (she/her/hers)**

Email: [auseche@wisc.edu](mailto:auseche@wisc.edu)

Office Hours: Thursdays 10am-12pm or by appointment in 4120 Humanities

#### Teaching Assistants:

##### **Verenize Arceo**

Office Hours: Thursdays 11am-1pm

Office Number: 4269

Email: [varceo@wisc.edu](mailto:varceo@wisc.edu)

she/her/hers

##### **Brand D. Nakashima**

Office Hours: Mondays 11am-1pm

Office Number: 4269

Email: [bnakashima@wisc.edu](mailto:bnakashima@wisc.edu)

they/them/theirs

#### **COURSE DESCRIPTION**

This course provides an introduction to histories of places that have been called the American West, focusing on the period since 1850. We begin where textbooks often end, when the United States surveyed a West that had only recently become American in name and worked to make it American in fact. Moving through the nineteenth and twentieth centuries to the present day, we will consider how attention to the West as a place both real and imagined allows us to rethink United States history more broadly—and how US history represents just one facet the region's pasts. Along the way we will encounter histories that defy common myths about the American West, including Native nations and peoples who do not disappear, cowboys as multi-racial waged laborers on strike, Pacific worlds of the United States Empire, the architecture of policies criminalizing migration, nuclear borderlands, and the military origins of the internet, to name only a few examples. We approach all of this from a number of perspectives, using ways of thinking developed by historians of law, political economy, capitalism, race and ethnicity, Indigeneity, gender and sexuality, colonialism, migration, science and technology, and the environment. As we investigate how people, ideas, infrastructures, climate catastrophes, and US interventions across the globe have transformed a region repeatedly redrawn, we will consider the ongoing legacies of the past—and the stories we tell about it—in the American West today.

#### **FORMAT**

The format for this course is in person, with three meetings per week. Two meetings with me (Professor Powers) will involve interactive lectures and research workshops. An additional discussion section led by Verenize Arceo or Brand Nakashima, our Graduate Student Instructors (Teaching Assistants) for the course, will allow you to meet in smaller groups to talk about the readings in depth and to hone the skills of critical thinking, research, and writing necessary to do the work of historical analysis.



## OBJECTIVES

- Challenge common myths that distort our understanding of the modern U.S. West
- Understand how historians make history and why our understandings of the past change over time
- Use primary sources to ask and answer questions about the modern North American West
- Evaluate arguments about history and weigh in on existing historical debates
- Identify how legacies of the past continue into the present

## SECTION INFORMATION

Section Number	Day	Time	Location
DIS 301 Brand N. Nakashima	Wednesday	4:35 PM - 5:25 PM	2631 Mosse Humanities Building
DIS 302 Brand D. Nakashima	Wednesday	5:40 PM - 6:30 PM	2125 Mosse Humanities Building
DIS 304 Verenize Arceo	Thursday	9:55 AM-10:45 AM	2211 Mosse Humanities Building
DIS 305 Brand D. Nakashima	Thursday	12:05 PM - 12:55 PM 2125	2125 Mosse Humanities Building
DIS 306 Brand D. Nakashima	Thursday	1:20 PM - 2:10 PM	2631 Mosse Humanities Building
DIS 310 Verenize Arceo	Friday	8:50 AM-9:40 AM	4017 Vilas Hall
DIS 311 Verenize Arceo	Friday	9:55 AM-10:45 AM	4017 Vilas Hall
DIS 312 Verenize Arceo	Friday	11:00 AM-11:50 AM	4017 Vilas Hall
DIS 313 Allison Powers Useche	Wednesday	12:05 PM-12:55 PM	2125 Mosse Humanities Building

## CREDITS

This course counts for four credits. The course meets as a group for 4 hours per week and carries the expectation that you will spend an average of 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of 8 hours per week for reading, writing, preparing for discussions, and or studying for this class.

## REGULAR AND SUBSTANTIVE STUDENT-INSTRUCTOR INTERACTION

Lectures will provide me with my main opportunity to engage in regular and substantive interaction with you. During our lecture meetings on Mondays and Wednesdays I will provide direct instruction, clarify information about course content, facilitate discussion of the course materials, and lead research and writing workshops. I will additionally be available during my office hours each week for one-on-one meetings. If you cannot make my office hours but would like to meet, please email me and we can find an alternative time. I try to respond to all emails within 24 hours. If you have an urgent or time-sensitive matter to discuss me with, please include "URGENT" in the subject line of your email and I will reply as soon as possible.



## COURSE WEBSITE, LEARNING MANAGEMENT SYSTEM & DIGITAL INSTRUCTIONAL TOOLS

All course materials are available on our [Canvas site](#).

If you would prefer to meet with me remotely (during office hours or otherwise) via Zoom, all meetings can be accessed here: <https://uwmadison.zoom.us/j/8395182126>

## READINGS

All required readings will be posted to our course Canvas site. You can find the links arranged by week. Readings average approximately 45 pages per week: 30 pages from scholarly books written by historians about the past—what we call *secondary sources*—in addition to 3-5 shorter *primary sources* produced during the time period that we are studying. We will talk in class about how to approach the readings, but plan to read the secondary sources more quickly by focusing on each author's argument and use of evidence. You will want to read the primary sources more closely. These documents are shorter but often take longer to interpret. A few questions to consider as you complete the readings each week include: how do the primary sources support, challenge, or expand on the historical narratives offered by the secondary sources? What can we learn from analyzing these documents together that we might not necessarily get from reading one source on its own? What do these sources leave out or obscure? You should plan to have completed the readings by your discussion section meeting. If you are ever feeling overwhelmed by the readings or find that they are taking you too long to get through, please do not hesitate to come by my office hours so we can discuss strategies for completing each week's assignment within a few hours.

## GRADING SCALE

A (92.50+); AB (87.50-92.49); B (82.50-87.49); BC (77.50-82.49); C (69.50-77.49); D (60-69.49); F (Below 60)

## ASSIGNMENTS AND ASSESSMENT

### *Lecture Attendance and Participation: 10%*

Participation is critical to your success in this course and is required. I will never talk at you for 75 minutes! Our Monday and Wednesday meetings will combine interactive lectures designed to offer historical context you will need to interpret the week's readings, in addition to workshops crafted to help you develop the skills of historical analysis that you will need to do well on course assignments. Your lecture participation grade will come from thoughtfully completing of a short series of questions—some individually, others in small groups—that I will distribute at the beginning of each lecture meeting. These questions will be interpretative rather than factual, and as long as you complete them you will receive 100% for lecture participation. You can miss three lectures no questions asked before your participation grade begins to be affected. If you end up needing to miss more than three meetings due to health issues (including mental health), quarantine, family commitments, or any other extenuating circumstances, let us know and we will create alternative assignments so that your participation grade will not be affected. No medical documentation of the illness will be required. Please take care of yourselves and let me know how I can support you.

### *Discussion Section Attendance and Participation: 25%*

Weekly discussion sections will provide an opportunity for you to clarify and consolidate your understanding of the course material, flex critical thinking skills, and learn from the viewpoints of your fellow students. Attendance and participation are required. Please come to section ready to engage with the week's assigned readings, your peers, and your TA. **Each week you will upload a one paragraph (200-300 word)**



**response post to your section's Canvas discussion board by Tuesday evening at midnight.** This is a brief and informal first reaction to the week's readings that you can then build on in your discussions, your quizzes, and your papers. Many students suggest building on your discussion posts for quizzes and papers—this will allow you to deepen your understanding of the materials over the course of the semester and develop your own sense of what kinds of questions and methods of historical inquiry interest you the most. You will have several options (listed below) for what this response might look like. Thoughtful completion of these assignments will contribute to your discussion section grade.

Options for weekly response posts:

- Answer one or more of the questions that I will send out in weekly Thursday emails
- Respond to another student's post
- Analyze one or more of the week's sources
- Reflect on something from the readings that interested you, confused you, or reminded you of another historical topic

*Quizzes: 30%*

Instead of a traditional midterm and final exam, this course will have four low-stakes “check-in quizzes” (each valued at 7.5% of your final grade). If you attend lecture and section regularly, read the assigned material, take good notes, and review those notes, you should do well on these. Each quiz will consist of two historical questions that I will ask you to answer in a few paragraphs by drawing on the readings and lecture materials. These will be interpretative rather than factual questions, and you will have access to your notes as you craft your responses. If you are not happy with your grade, you may choose to revise and resubmit your answers to one quiz.

*Primary Source Analysis (2 pages): 10%*

Primary sources are the building blocks that all historians use to interpret the past, and in your first short paper for the course you will analyze one primary source from the syllabus to answer a historical question about the modern North American West. You can find detailed guidance on how to approach the assignment, including an outline and rubric, on our course Canvas site.

I encourage you to come to my office hours to discuss your papers as you begin writing—I love talking through your ideas as you get started on the assignment. The History Lab also offers appointments for one-on-one meetings with graduate students who can help you at any stage of the writing process including choosing a topic, analyzing primary sources, developing arguments, citing evidence, and writing effectively. The Lab can also support challenges faced by English-language learners. You can schedule an appointment with the History Lab here: <https://history.wisc.edu/undergraduate-program/the-history-lab/>

*Comparative Paper (5 pages) 15%:*

For this assignment you will analyze two primary sources, either contemporary or successive, to make a historical argument about some aspect of the United States West since 1850. What does reading these sources reveal that one source alone might not tell us? One of the primary sources that you analyze for this assignment can be the same document you wrote about in your first paper—I encourage you to use this assignment to expand on and nuance your original argument. You will additionally draw on at least one secondary source from the syllabus to help you interpret the primary sources that you have chosen. You can find more detailed guidance on how to approach the assignment, including an outline and rubric, on our course Canvas site. We will be working on the skills that you need to do well on each paper throughout the course.

*Legacies of the Past Project: Mapping the North American West through Curated Primary Source Collections 10%*

Using ArcGIS StoryMaps, we will create an interactive map through which to consider some of the ongoing legacies of the histories that we have been investigated throughout the semester in the North American West today. Each student will curate three primary sources to make a historical argument about some aspect of the West since 1850. One source should come from the present or very recent past. Another should come from one of the digitized archival collections that we have worked with across the semester. The third source should be an oral history—either an oral history that you consulted from one of the digitized collections we used during the semester, or an oral history that you conducted. If you conduct your own oral history, make sure to adhere to the methods and ethics discussed in your oral history training session early in the semester. You will write a short (1 paragraph) museum exhibit label to identify each of your three sources on the map, as well as a longer (2 pages double spaced) reflection on how these sources illuminate the historical origins of a contemporary issue or debate. What do these three sources together reveal that one source alone might not tell us?

There are a few different approaches you might take to your 2- page reflection:

- *Historical Origins*: Explain why we cannot fully understand a contemporary problem without considering what got us here. Consider how past policies, patterns, or power struggles laid the groundwork for the issue that we are facing today.
- *Historical Analogy*: Compare a contemporary problem with a similar issue from the past. How does attention to a previous period in the history of the North American West help us to make sense of the situation we are confronting today?
- *Forgotten Visions*: Explore how an individual or organization from the past proposed solutions to a problem we are facing today. Explain how attention to their visions and strategies might offer a roadmap for generating meaningful change.

### **DEADLINES AND EXTENSIONS:**

You are welcome to request an extension on any of the graded assignments for the course if the requirements of other classes, workplace responsibilities, family commitments, health concerns, or other issues make it difficult to submit an assignment on time. **All requests for extensions made 24 hours in advance of the deadline will be granted.** Please email me (Professor Powers) and your TA to request any extension. Requests for extensions made on or after the deadline will be evaluated on a case-by-case basis.

### **HONORS OPTION:**

I encourage you to consider pursuing the honors option for HIST 152. Please come by my office hours at any point during the semester to discuss this possibility. In order to take the course for honors credit (reflected on your transcript), you can complete **one** of two possible assignments:

- **Option 1**: Analyze 3 primary sources and 2 secondary sources in your Comparative Analysis Paper, rather than 2 primary sources and 1 secondary source
- **Option 2**: Attend two events on campus during the semester and write a short (1 paragraph) reflection connecting each to a theme or topic that we've discussed in HIST 151

### **STUDENTS' RULES, [RIGHTS & RESPONSIBILITIES](#)**



## **DIVERSITY & INCLUSION STATEMENT**

I aspire to create a classroom strengthened by students who feel heard, safe, and supported. If you have concerns about any aspect of the course, please let me know. 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.

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT**

I am committed to providing any accommodations that will enable you to thrive in our course, including but not limited to those requested through 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 [me] 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 [I], 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 FERPA. (See: [McBurney Disability Resource Center](#))

## **ACADEMIC INTEGRITY STATEMENT**

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

## **[Academic Calendar & Religious Observances](#)**

## **COURSE EVALUATIONS**

You will be provided with several opportunities to evaluate this course and your learning experience. Your participation is an integral component of this course, and your confidential feedback is important to me. You will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. I strongly encourage you to participate in this anonymous course evaluation and will provide you with time in lecture to complete the evaluation.



## SCHEDULE OF CLASSES

### ***Week 1: Introduction***

*\*No readings or section meetings this week\**

January 25 Introduction and Welcome

### **Part I: Incorporation, or What Maps Don't Tell**

### ***Week 2: The West in the World (1850s-1890s)***

*\*Section meetings and discussion posts begin this week\**

January 30 The US-Mexico War and its Aftermath

February 1 Global Gold Rushes

*Readings:*

*Secondary Sources:*

Juan González, *Harvest of Empire* Chapter 2 [pages 30-33, 39-52 and 57-59]

Rosina Lozano, *An American Language: The History of Spanish in the United States* (2018)  
Chapter 4 [pages 89-98]

*Primary Sources:*

Treaty of Guadalupe Hidalgo (1848)

Juan Cortina, Proclamation to the Mexicans of Texas (1859)

El Corrido de Juan Cortina (1860s)

Sarah Winnemucca, *Life Among the Piutes: Their Wrongs and Claims* (1882) [excerpt]

### ***Week 3: Civil Wars and Greater Reconstruction (1850s-1870s)***

February 6 Civil Wars

February 8 The Overthrow of Reconstruction

*Readings:*

*Secondary Source:*

Nick Estes, *Our History is the Future* Chapter 3: War [pages 107-131]

Beth Lew-Williams, *The Chinese Must Go*, excerpt from the *Racism in America Reader* [pages 153-162]

*Primary Sources:*

“Report of Brevet Major General J. J. Reynolds, Commanding Fifth Military District”  
in *Annual Report of the Secretary of War* (1868)

Exodusters in Oklahoma and Kansas: Benjamin Singleton, H. Ruby, B.F. Watson, and John  
Milton Brown, Testimony Before the US Senate (1879-1880)

Young Joseph (Nez Percé), “An Indian’s View of Indian Affairs” (1879)

Chinese Exclusion Act (1882)

### ***Week 4: Gilt Trips: Industrialization in the West (1880s-1910s)***

February 13 Railroaded

February 15 Alternatives

*Readings:*

*Secondary Source:*

Thomas Andrews, *Killing for Coal: America's Deadliest Labor War* Introduction and Chapter 7  
[pages 1-19 and 233-239]

*Primary Sources:*

Dawes Act (1887)

Gorras Blancas: "Our Platform" (1890)

The "Omaha Platform" of the People's Party (1892)

Protesting Conditions in Colorado: Mother Jones, "To My Friends and the Public Generally" (1914)

John D. Rockefeller, "Address to Colorado Fuel and Iron Officials and Employee Representatives" (1915)

**Part II: Borders and Boundaries of Citizenship**

***Week 5: A Progressive Era? Views from the West (1890s-1920s)***

**Quiz 1 due by the beginning of lecture on 2/20**

February 20 Jim Crow and Juan Crow Wests, Pacific Empire

February 22 WWI on the Western Homefront

*Readings:*

*Secondary Sources:*

Isabel Wilkerson, "The Great Migration" in *Four Hundred Souls*

Monica Muñoz Martínez, "The Injustice Never Leaves You: Anti-Mexican Violence in Texas" in *Racism in America Reader*

Noenoe Silva, *Aloha Betrayed: Native Hawaiian Resistance to American Colonialism*, Introduction  
[pages 1-5]

*Primary Sources:*

Ida B. Wells-Barnett, "Lynch Law in America" (1900)

Emilio Aguinaldo on American Imperialism in the Philippines (1899)

Suffragist Strategy in California: Charlotte Anita Whitney, "Suggestions for Successful Organization" (1911)

J.T. Canales Critiques the Texas Rangers (1919)

***Week 6: Roaring Twenties West: Speakeasies and Cellblocks (1910s-1930s)***

February 27 Defining American, Inventing Alienage

March 1 From Roaring Twenties to Great Depression

**Primary Source Analysis Due by midnight on 3/3**

*Readings:*

*Secondary Sources:*





Kelly Lytle-Hernández, *Migra! A History of the U.S. Border Patrol* Part I: Formation [pages 17-44]

Mae Ngai, "Nationalism, Immigration Control, and the Ethnoracial Remapping of America in the 1920s," *OAH Magazine of History* 21:3 (2007) [pages 11–15]

Nayan Shah, *Stranger Intimacy: Contesting Race, Sexuality, and Law in the North American West* Introduction [pages 1-6]

*Primary Sources:*

California Alien Land Laws (1913, 1920, 1923)

Immigration Act of 1917 Excludable Classes, Immigration Quotas Under the 1924 Johnson-Reed Act

Prohibition in the Mountain West: Martha Bensley Bruere, "Does Prohibition Work?" (1927)

*Time Magazine*, "Women of the Year: Aimee Semple McPherson" (1926)

***Week 7: Good Neighbors? The Great Depression and New Deal in the West (1920s-1940s)***

March 6 The New Deal and Its Exclusions

March 8 The Good Neighbor Policy and its Limits

**Quiz 2 due by midnight on 3/10; you can submit sooner if you'd prefer**

*Readings:*

*Secondary Source:*

NPR *Throughline* Podcast on "Lives of the Great Depression" (2020)

*Primary Sources:*

Franklin D. Roosevelt, "Greater Security for the Average Man" (1934)

John Steinbeck, *The Grapes of Wrath* (1939) [excerpt]

Emma Tenayuca Remembers Labor Organizing in San Antonio (1936-1938)

Recalling the Mexican "Repatriation" of the 1930s

***Week 8: Spring Break***

**Part III: Rethinking a "Golden Age," or the Empire Strikes Back**

***Week 9: Cold War Wests (1940s-1950s)***

March 20 Internment, Termination, and Nuclear Borderlands: WWII in the West

March 22 Rise of the Sunbelt and the Limits of Postwar Prosperity

*Readings:*

*Secondary Sources:*

Eric Avila, *Popular Culture in the Age of White Flight: Fear and Fantasy in Suburban Los Angeles* Chapter 4: "A Rage for Order": Disneyland and the Suburban Ideal

Andrew Needham, *Power Lines: Phoenix and the Making of the Modern Southwest* Introduction

*Primary Sources:*

Miné Okubo, *Citizen 13660* (1946)



Ruth Muskrat Bronson (Cherokee) Criticizes the Proposed Termination of Federal Trusteeship (1955)  
Paul Robeson's Appearance Before the House Un-American Activities Committee (1956)  
"Kitchen Debate" Between Richard Nixon and Nikita Krushchev (1959)

**Week 10: Movements (1950s-1970s)**

March 27 The Long and Wide Civil Rights Movements  
March 29 Bringing the Vietnam War Home

**Comparative Paper Due by midnight on 3/31**

*Readings:*

*Secondary Sources:*

Alondra Nelson, *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination* (2011) [Introduction pages 1-15]  
Lori Flores, *Grounds for Dreaming: Mexican Americans, Mexican Immigrants, and the California Farmworker Movement* (2016) Chapter 6

*Primary Sources:*

Martin Luther King Jr., Telegram to Cesar Chavez Regarding the Delano Strike (1965)  
Alcatraz Occupation Proclamation (1969)  
El Plan Espiritual de Aztlán (1969)  
Carl Wittman, *Refugees from Amerika: A Gay Manifesto* (1969-1970)  
Xang Mao Xiong Recalls His Family's Flight from Laos, 1975

**Week 11: Crises (1950s-1980s)**

April 3 The Unravelling  
April 5 The Reagan Revolution

*Readings:*

*Secondary Sources:*

Alexandra Stern, "Whiteopia: Ethnostate Dreamin,'" from *Proud Boys and the White Ethnostate: How the Alt-Right Is Warping the American Imagination* (2019) [excerpt]  
David Wallace-Wells, *The Uninhabitable Earth* (2020) Part III [excerpt]

*Primary Sources:*

[Brochure on the Equal Rights Amendment \(1970\)](#)  
Phyllis Schlafly, "The Fraud of the Equal Rights Amendment" (1972)  
Johnnie Tillmon, "Welfare is a Women's Issue" (1972)  
Californians Revolt Against Taxes (1978)  
Sagebrush Rebellion (1979)  
Interview from the ACT UP Oral History Project

**Part IV: The Recent Past**

**Week 12: From the Cold War to the Wars on Drugs and Terror (1980s-2000s)**

**Quiz 3 due by start of lecture on 4/10**

April 10 Carceral Landscapes

April 12 Silicon Valley-The New Economy?

*Readings:*

*Secondary Sources:*

Ruth Wilson Gilmore, *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California* Prologue and Chapter 3: The Prison Fix [pp. 1-11, 88-90, 107-113 and 125-127]

Ana Minian, *Undocumented Lives* Chapter 8: The Cage of Gold

*Primary Sources:*

Jaula de Oro by Los Tigres del Norte (1984)

Bill Clinton on Free Trade and Financial Deregulation (1993-2000)

March for Immigration Reform (2006)

Arizona SB1070 (2010)

Karla Cornejo Villavicencio, "Waking Up from the American Dream" (2021)

**Week 13: The 2000s**

April 24 Crashed: From the Great Recession to Occupy

April 26 Gateways to the West: Ferguson, Fort Worth, Standing Rock

*Readings:*

*Secondary Sources:*

Elizabeth Ellis, "Centering Sovereignty: How Standing Rock Changed the Conversation" in *Standing with Standing Rock*

Alicia Garza, "Black Lives Matter" in *Four Hundred Souls*

Matthew Desmond, *Evicted: Poverty and Profit in the American City*, excerpt in "Forced Out," *New Yorker* (2016)

Ivón Padilla-Rodríguez, "A Violation of the Most Elementary Human Rights of Children: The Rise of Migrant Youth Detention and Family Separation in the American West" in *The North American West in the Twenty-First Century* (2022)

**Week 14: Conclusions and Ongoing Questions**

May 1 Histories of the Present

May 3 Conclusions

**Legacies of the Past Project Due by start of lecture on 5/3**

**Quiz 4 due by May 12 at midnight**