

HISTORY/CHICLA 151
The North American West to 1850

University of Wisconsin-Madison

Professor Allison Powers Useche, PhD (she/her)

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This early 19th century British map of North America reflects a lack of European knowledge about the continent's vast interior. It also represents an enduring myth that has distorted many popular understandings of America's past—the assumption that prior to United States annexation the region remained a mere “frontier,” static and empty. This course looks beyond that myth to instead consider how the diverse nations, empires, peoples and polities of the early West profoundly shaped the history of North America long before—and long after—the creation of the current borders of the United States. [Image is a map depicting roughly 2/3 of North America as blank space].

“A Map Exhibiting all the New Discoveries in the Interior Parts of North America” (1811)

COURSE DESCRIPTION

This course provides an introduction to histories of places that have been called the American West, focusing on the period before 1850. Textbooks often treat the early West as a mere hinterland of European empires. But we cannot begin to understand North America's past or present without attention to histories of the diverse Native nations whose homelands span the continent; Spanish, French, British, Russian, and United States aspirations to become Pacific as well as Atlantic imperial powers; the political communities forged across lines on settler maps; and the saltwater realms of coastal societies sharing ocean currents and exchanges with East Asia. Together we will investigate complex and changing worlds shaped by American revolutions that occurred long before 1776, Indigenous diplomats shocked by the poverty they witnessed in European cities, a lacrosse game that altered the course of a world war, refugees from slavery who found asylum in Mexico, and immigrant women who challenged some of the first deportation policies in the United States, to name only a few examples. Students will learn to think like historians by analyzing primary sources, evaluating competing narratives, and formulating arguments about the past. We will ask how systems of knowledge, governance, and ecological management, modes of diplomacy and political belonging, forms of labor exploitation and unfreedom, ideas about race, gender, and sexuality, epidemics and environmental catastrophes transformed a continent repeatedly redrawn and unsettled. Along the way 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 your Graduate Student Instructor (Teaching Assistant) for the course, Verenize Arceo or Ana Fernandez, will allow you to meet in smaller groups to discuss the readings in depth and to hone the skills of critical thinking, research, and writing necessary to do the work of historical analysis.

LEARNING OUTCOMES

- Think critically about how narratives about the past are constructed and told
- Understand how historians make history and why our understandings of the past change over time
- Identify important patterns, processes, events, people, and places in histories of North America before 1850
- Evaluate historical narratives and weigh in on existing historical debates
- Interpret, compare, and contrast primary sources
- Craft historical arguments supported by evidence
- Consider our relationships and responsibilities to history—and how legacies of the past remain entangled in the present

DISCUSSION SECTION INFORMATION

Section Number	Day	Time	Location
DISC 301 Instructor: Ana Fernandez	Wednesday	12:05-12:55pm	2625 Mosse Humanities Building
DISC 302 Instructor: Ana Fernandez	Wednesday	1:20-2:10pm	2131 Mosse Humanities Building
DISC 303 Instructor: Ana Fernandez	Wednesday	2:25-3:15pm	2631 Mosse Humanities Building
DISC 304 Instructor: Ana Fernandez	Wednesday	3:30-4:20pm	2101 Mosse Humanities Building
DISC 305 Instructor: Verenize Arceo	Wednesday	4:35-5:25pm	2111 Mosse Humanities Building
DISC 306 Instructor: Verenize Arceo	Thursday	8:50-9:40am	2121 Mosse Humanities Building
DISC 307 Instructor: Verenize Arceo	Thursday	9:55-10:45am	2211 Mosse Humanities Building

DISC 308 Instructor: Verenize Arceo	Thursday	12:05-12:55pm	4020 Vilas Hall
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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 dedicate 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 Tuesdays and Thursdays 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. You do not need to purchase any books.

READINGS

All required readings will be posted to our course Canvas site. You can find the links arranged by week. Readings average approximately 30 pages per week: 20 pages from scholarly books written by historians about the past—what we call *secondary sources*—in addition to 10 pages of 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. I (and former 151 students!) recommend that you take *brief* notes on each reading, including a few observations, questions, and quotes that you find particularly interesting. This will prepare you to participate in your weekly discussion sections and will also make it much easier to do well on your midterm exams and paper. A few questions to consider as you complete the readings each week include: Who produced the primary sources, and with what purpose? 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? How do the primary sources support, challenge, or expand on the historical arguments articulated in the secondary sources? You should plan to have completed the readings by our Tuesday lecture meeting each week. If you are ever feeling overwhelmed or find that the readings are taking you too long to get through, please do not hesitate to come by my office hours—I’m very happy to talk about strategies for completing the readings and your discussion within a few hours.

OFFICE HOURS

Every Thursday from 1-3pm I will hold office hours in 4120 Humanities. This is a time dedicated to conversations with students—you are welcome to show up without an appointment to talk about anything



at all. During office hours I have conversations with students about the lectures and readings, how to prepare for midterms and papers, navigating UW, strategies for balancing school and work, becoming a history major, applying for graduate school, connections between our course and other classes, and much more. This is all to say, please stop by office hours with any and every question, or just to introduce yourself! Particularly in larger courses like this one, I appreciate the chance to get to know students better through one-on-one conversations outside of the lecture hall. If you are not able to make it on Thursday afternoons, just email me (auseche@wisc.edu) and we will set up an appointment to meet at another time that works for you.

ELECTRONICS POLICY

You are welcome to use laptops or tablets in lecture, but please limit your activity on these devices to taking notes and viewing lecture slides. Phones should be silenced and put away. It can be distracting to see a soccer match, online shopping, or social media on another student's laptop or phone while trying to follow a lecture or analyze a primary source. To make it easier for all of us to focus, discuss, and learn, anyone using a device for non-151 related purposes will not receive credit for that day's lecture attendance/participation.

GRADING SCALE

A (93+); AB (87.50-92.99); 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 Engagement: 10%

Our Tuesday and Thursday meetings will combine interactive lectures and workshops crafted to help you develop the skills of historical analysis that you will need to do well on course assignments. Your lecture engagement 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 engagement. Throughout each lecture, I will pose a series of questions to our class, often asking for a few students to share the ideas you discussed in small groups. You are not required to speak in front of the entire class to receive full credit for participation. That said, our lecture meetings are far more interesting, engaging, and lively when we get to hear multiple student voices and perspectives on the materials! To encourage a lecture culture in which students feel comfortable trying out ideas, I will implement this semester the following protocol:

Here's how it works. The goal is:

- At least 5 different students speak in full group discussion during each lecture meeting
- At least 10 different students speak per week (over two lecture meetings)
- At least 70 different students speak over the course of the semester
- If we meet this goal (or come close), everyone who attended at least 85% of all lectures will receive an **extra 2 points** to their overall grade for the course; *2 points can raise your grade from an AB to an A, from a B to an AB, etc.*

- If there is ever a week in which we fall just short of this goal, students will have the opportunity to collectively make up the points during a trivia session at the end of each Unit

You can miss three lecture meetings no questions asked. Any further absences will begin to affect your lecture participation grade. If you have extenuating circumstances that you expect will impact your ability to come to lecture consistently during the semester, please come see me and we will discuss possible accommodations.

Lecture Participation Grade:

- A (10%) = 0-3 absences
- AB (9%) = 4 absences
- B (8%) = 5 absences
- C (7%) = 6 absences
- D (6%) = 7 absences
- F (5%) = 8 absences
- 0% = 9+ absences

Weekly Reading Check-Ins (10%):

In lecture on Tuesdays, I will ask you to write a short (10 minute/2-3 paragraph) reflection on the week's assigned readings. This is a brief and informal first reaction to the primary and secondary sources we will be analyzing. Many students build on their reflections for the midterms and paper—this will allow you to deepen your understanding of the materials and to develop your own sense of what kinds of questions and methods of historical inquiry interest you the most. Some weeks I will give you a specific assignment for the reading reflection. Other weeks you will have several options for what this response might look like. They will be graded credit/no-credit. I will post reading reflection prompts to Canvas and will send them out in my Friday morning emails with upcoming assignments, due dates, and on-campus events of interest.

Reading Notes (10%):

Your main weekly assignment outside of class is to **read actively**: reading, re-reading, annotating, taking notes, posing questions (to yourself, to others), highlighting, looking up words or references you don't know, and so on. As evidence of your active reading, you will submit reading notes at **five** intervals of your choice throughout the semester. We will teach/model possibilities for reading notes in lecture throughout the semester.

Discussion Section Attendance and Engagement: 20%

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 insights of your fellow students. Attendance and participation are required. These sections are taught by PhD candidates in the History Department. This means that you are learning from and with historians who are reshaping the future of the field. They are researching the books that have not yet been written and that will be assigned reading in courses like this 10 years from now. Discussions are not review sessions—they are instead spaces for you to interpret, debate, and come to new understandings about the past. Please come to section ready to engage with the week's assigned readings, your peers, and your TA.

Midterms: 20% (October 2 and November 13)

This course will have two midterm exams, each valued at 10% 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 exam 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. I will share these questions one week before the exam. This means that you can use your notes to think through possible responses, but the exams themselves will be closed-note and closed-book. We (Prof. Powers, Ana, and Verenze) are all happy to discuss possible ways of responding to the questions in office hours or by appointment before the exam.

Final Exam: 15% (December 17)

Primary Source Analysis (3 pages): 15% (Due December 5 by midnight)

Primary sources are the building blocks that all historians use to interpret the past, and in your paper for the course you will analyze two primary sources, either contemporary or successive, to make a historical argument about some aspect of the United States West before 1850. One source can come from our syllabus (and can be the same source you analyzed for your first paper). The second source can also come from the syllabus, or it can be another primary source that you have identified. What does reading these sources reveal that one source alone might not tell us? 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 this paper throughout the course. I encourage you to come to my office hours as well as those of your TA to discuss your papers as you begin writing—we love to talk 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. You can schedule an appointment with the History Lab here: <https://history.wisc.edu/undergraduate-program/the-history-lab/>

DEADLINES AND EXTENSIONS:

You are welcome to request an extension of up to one week on any of the graded assignments for the course if the requirements of other classes, work responsibilities, family commitments, health concerns, or other issues make it difficult to submit an assignment on time, with the exception of the final exam. **All requests for extensions made 24 hours in advance of the deadline will be granted.** 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/CHICLA 151. 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 Primary Source 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/CHICLA 151
- Whichever option you choose, all honors students should attend at least one office hours session with Professor Powers to discuss your ideas

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



DIVERSITY, INCLUSION, EQUITY, AND BELONGING STATEMENT

I aspire to create a classroom strengthened by students who feel safe, heard, valued, and supported. 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. Our classrooms, campus, and community are made immeasurably better through the participation of students of all ethnicities, genders, and immigration statuses—including identities that are currently being criminalized and persecuted in the United States. 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.

AI: Your primary task in this class is to think. Reading, speaking/listening, and writing are forms of thinking. Use of AI—a tool that outsources thinking—is both anathema to the goals of the course and a violation of academic integrity. All lectures, assignments, feedback, and grades will be made without AI, and none of your work will be fed to tools that train AI. Ideas are social, so let’s make them together. Consulting an AI program should never be a substitute for your own careful analysis of our course materials—not least because these programs notoriously invent quotes that do not in fact exist, then attribute them to authors past and present. Most of our short assignments are designed for you to *think through writing* rather than to produce a polished final product. Weekly reading reflections prepare you to engage in informed discussions about the readings during section meetings. Midterm exams allow us to assess your understanding of the materials and to provide feedback. The primary source analysis paper requires you



to ask and answer historical questions of your own design using the analytic and interpretative skills that we have built across the course. Please do not outsource these assignments to machine learning programs that often reproduce existing biases and misconceptions. Submitting AI-generated text for course assignments is plagiarism—a serious form of academic misconduct. Historians include citations for all of the sources that we analyze in our scholarship. ChatGPT is not a citable authority, and the sources that AI programs cite are not reliable. If you would like some help getting started with any of your writing assignments for this course, I encourage you to come to office hours to talk with me or your TA about your ideas.

[Academic Calendar & Religious Observances](#)

Establishment of the academic calendar for the University of Wisconsin-Madison falls within the authority of the faculty as set forth in [Faculty Policies and Procedures](#). Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. For additional dates and deadlines for students, see the [Office of the Registrar's pages](#). Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to [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 receive an official 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

PART I: UNSETTLING COLONIAL NARRATIVES

Week 1: Introduction

September 4 Introduction and Welcome

No readings or discussion sections this week

Week 2: Vast Early America

September 9 No Such Thing as Prehistory: North America Before 1492

September 11 Myths of the Spanish Conquest

Readings:

Secondary Sources:

NPR Throughline Podcast on “Tenochtitlan: A Retelling of the Conquest” (2021)

Primary Sources:

Hernando Cortés Describes Tenochtitlan to King Charles V (1520)

A Nahuatl Account of the Siege of Tenochtitlan: The Florentine Codex Book 12 (c. 1540s-1560s) [excerpt]

Mexicas Protest Spanish Colonial Taxation: *The Annals of Juan Bautista* (1564)

Week 3: Fictions of Discovery

September 16 Revolt or Revolution? Pueblo Polities and the 1680 Uprising

September 18 Enslavement and Abolitionisms

Readings:

Secondary Sources:

Maurice Crandall, *These People Have Always Been a Republic: Indigenous Electorates in the U.S.-Mexico Borderlands, 1598-1912* (2019) Chapter 1 [pp. 13-27, 40-49, and 53-54]

Jennifer L. Morgan, “Elizabeth Key” and Heather C. McGhee, “Bacon’s Rebellion” in Ibram X. Kendi and Keisha Blaine, eds., *Four Hundred Souls: A Community History of African America* (2019)

Primary Sources:

Pedro Naranjo Relates the Pueblo Revolt (1681)

Declaration of Josephe on the Pueblo Revolt (1681)

Antonio de Otermín, “An Account of the Lamentable Tragedy” (1680)

Olaudah Equiano, an 11-Year-Old Ibo from Nigeria, Remembers His Kidnapping into Slavery (1789 account of events of the 1750s)

Week 4: New Worlds

September 23 Diplomacy and Debate in 17th Century Anishinaabewaki
September 25 Migration and Multinational Settlements in the Gulf South

Readings:

Secondary Source:

Michael Witgen, *An Infinity of Nations: How the Native New World Shaped Early North America* (2013) Chapter 1

Primary Sources:

Jean de Brébeuf, Instructions for the Fathers of Our Society Who Shall be Sent to the Hurons (1637)
Micmac Elder, Speech to French Settlers (c. 1677)
Baron Lahontan on Huron Love and Marriage (1703)

Week 5: Quiz 1

September 30 Quiz 1 Review Session
October 2 **Quiz 1** (in lecture)

PART II: RETHINKING AN AGE OF REVOLUTIONS

Week 6: Imperial Warfare and Colonial Crises

October 7 The First Global War in the Ohio River Valley
October 9 Empires of the Plains

Readings:

Secondary Sources:

Ned Blackhawk, *The Rediscovery of America* (2023) Chapter 4 The Native Inland Sea: The Struggle for the Heart of the Continent, 1701-55
Tiya Miles, *The Dawn of Detroit: A Chronicle of Slavery and Freedom in the City of the Straits* (2019) Chapter 1

Primary Sources:

Pontiac's Speech to an Ottawa, Potawatomi, and Wyandot Audience (1763)
Spanish-Comanche Treaty, New Mexico (1786)

Week 7: Pacific Worlds

October 14 Saltwater Borderlands
October 16 The Mission Uprisings

Readings:

Secondary Sources:

Joshua Reid, *The Sea is My County: The Maritime World of the Makahs* (2015) Chapter 1 [pages 19-23 and pages 45-47]



David Chang, *The World and All the Things Upon It* (2016) Chapter 2 “Paddling Out to
See: Direct Exploration by Kanaka in the Late Eighteenth Century” [excerpt]
Maria John, “Toypurina: A Legend Etched in the Landscape of Los Angeles” (2014)

Primary Sources:

Trial Transcripts following 1785 San Gabriel Mission “Revolt” (1786)
Military Interrogations of San Francisco “Mission Indians” (1797)

Week 8: American Revolutions

October 21 Wars for Independence
October 23 **Paper Writing Workshop 1**

Readings:

Secondary Sources

Martha S. Jones, “The American Revolution” in *Four Hundred Souls: A Community
History of African America 1619-2019*
Sarah Pearsall, “Recentring Indian Women in the American Revolution” (2015)

Primary Sources

The Haudenosaunee Confederacy in the American Revolution (1776)
Freedom Petitions (1777-1779)
Little Turtle Comments on the Treaty of Greenville (1795)

Week 9: Early Republics

October 28 The United States
October 30 Mexico

Readings:

Secondary Sources:

Maurice Crandall, *These People Have Always Been a Republic: Indigenous Electorates in
the U.S.-Mexico Borderlands, 1598-1912* (2019) Chapter 3
Michael Witgen, *Seeing Red: Indigenous Land, American Expansion, and the Political
Economy of Plunder in North America* (2022) Chapter 1 [excerpt]
Christopher Cox, “What if Everything We Know About Sacagawea is Wrong?” (2025)

Primary Sources:

1810 Revolution—Father Miguel Hidalgo, Agrarian Reform and Edict Against Slavery
Uprising Repressed in New Mexico (1837)
Thomas Jefferson’s Secret Letter to Congress (1803)
Speech by Tecumseh to William Henry Harrison (transcribed 1810)

Week 10: Removals and Resistance

November 4 Democracy and Dispossession
November 6 The Removal Era in the Midwest

Readings:

This Land Podcast Episode 4: The Treaty

Primary Sources:

Address of the Committee and Council of the Cherokee Nation to the People of the United States (1830)

Two Accounts of the Trail of Tears (1838-39)

Black Hawk's Account of Removal West, from *Life of Ma-Ka-Tai-Me-She-Kia-Kiak or Black Hawk, Dictated by Himself* (1833) [excerpt]

Choose one primary source on Ho-Chunk histories during the Removal Era to analyze from <https://oursharedfuture.wisc.edu/primary-sources/>

Week 11: Quiz 2

November 11 Quiz 2 Review Session

November 13 **Quiz 2** (in lecture)

Part III: INTERROGATING THE PAST, PRESENT, AND FUTURE OF NORTH AMERICAN WESTS

Week 12: Manifest Propaganda

November 18 Citizens and Subjects

November 20 **Paper Writing Workshop 2**

Readings:

Secondary Source:

Rosina Lozano, *An American Language: The History of Spanish in the United States* (2018) Chapter 4

Harvest of Empire (2012) [excerpt]

Primary Sources:

Treaty of Guadalupe Hidalgo (1848)

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

El Corrido de Juan Cortina (1860s)

Week 13: Interlude

November 25 No class or discussion sections—work on papers

November 27 No class

Week 14: Gold Rushes and Broken Treaties

December 2 California in the Global Gold Rush

December 4 *Sugar Cane* (2024) Film Screening

Primary Source Analysis Paper Due December 5 by midnight via Canvas



Readings:

Secondary Sources:

Mae Ngai, *The Chinese Question: The Gold Rush and Global Politics* Chapters 1-2
Lakota Nation vs. The United States (2022) [excerpts]

Primary Sources:

Sarah Winnemucca, *Life Among the Piutes: Their Wrongs and Claims* (1882) [excerpt]
1850 California “Act for the Governance and Protection of Indians”
1850 California “Act to Regulate Mines and Foreign Miners”
J.D. Borthwick, “The Gold Diggings Ball” (1857)

Week 15: Conclusions

December 9 Conclusions, Reflections, and Questions

No readings

Quiz 3 December 17 2:45pm

ADDITIONAL RESOURCES:

Mental Health and Well-Being Statement:

Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others. Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

The Open Seat Food Pantry:

Founded in the spring of 2016, The Open Seat is a food pantry run by students, for students. They strive to provide healthy and accessible sources of food, personal-care goods, and household products to any enrolled student in need. Each year, the number of students visiting The Open Seat Food Pantry has increased and often doubled as the number of students affected by food and resource insecurity grows.

Violence Prevention Statement:

All students deserve to be safe and respected at UW-Madison. Unfortunately, we know that sexual and relationship violence do happen here. Free, confidential resources are available on and off campus for students impacted by sexual assault, sexual harassment, dating violence, and stalking (regardless of when the violence occurred). You don't have to label your experience to seek help. Friends of survivors can reach out for support too. A list of resources can be found at <https://www.uhs.wisc.edu/survivor-resources/>.

Collegiate Recovery Statement:

Badger Recovery is a university affiliated recovery community for UW-Madison students in recovery from substance use disorders and their allies. Students in recovery from something other than alcohol and/or drugs may also find our community of support and services helpful and are welcome. To learn more about Badger Recovery, our peer to peer all recovery meetings, or our non-clinical staff support go to uhs.wisc.edu/recovery or email us at recovery@uhs.wisc.edu.

Privacy of Student Records & the Use of Audio Recorded Lectures Statement:

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [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, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise 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.



Teaching & Learning Data Transparency Statement:

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full teaching and learning [data transparency statement](#).