

HISTORY/CHICLA 151

The North American West to 1850

University of Wisconsin-Madison

Professor Allison Powers Useche, PhD

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Office Hours: Tuesdays 1-3pm or by appointment in 4120 Humanities

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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.

“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 1865. 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 the first federal 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, 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

- Recognize and question assumptions that distort our understanding of the early North American 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 early North American West
- Evaluate arguments about history and weigh in on existing historical debates
- Articulate how the past has affected present day circumstances

DISCUSSION SECTION INFORMATION

Section Number	Day	Time	Location
DIS 302 Instructor: Verenize Arceo	Tuesday	3:30-4:20pm	2125 Mosse Humanities Building
DIS 303 Instructor: Verenize Arceo	Tuesday	5:40-6:30pm	2125 Mosse Humanities Building
DIS 307 Instructor: Haley Galloway	Wednesday	1:20-2:10pm	2211 Mosse Humanities Building
DIS 308 Instructor: Haley Galloway	Wednesday	2:25-3:15pm	2631 Mosse Humanities Building
DIS 309 Instructor: Haley Galloway	Wednesday	3:30-4:20pm	2631 Mosse Humanities Building
DIS 310 Instructor: Haley Galloway	Wednesday	4:35-5:25	2101 Mosse Humanities Building
DIS 311 Instructor: Verenize Arceo	Thursday	8:50-9:40am	2241 Mosse Humanities Building
DIS 312 Instructor: Verenize Arceo	Thursday	9:55-10:45am	2625 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 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](#). We will use Tophat to assess lecture participation. You can find a link to our course Tophat page from Canvas, and I will show you how to access both Canvas and Tophat during our first lecture meeting. If you ever would prefer to submit a hard copy of our lecture questions, that’s not a problem—just write your answers on any piece of paper and submit to Professor Powers, Verenize, or Haley at the end of lecture.

READINGS

All required readings will be posted to our course Canvas site. You can find the links arranged by week. Your weekly reading assignment will consist of 1 book chapter or scholarly article written by a historian about the past—what we call *secondary sources*—in addition to 2-4 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? 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.

OFFICE HOURS

Every Tuesday 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 course or university related. If you are not able to make it on Tuesday afternoons, just email me (auseche@wisc.edu) and we will set up an appointment to meet at another time. Students often come to office hours to discuss ideas for upcoming quizzes or papers, to ask for advice about how to approach the readings, to share insights or suggestions concerning course materials, or just to talk more about aspects of the lectures that you found interesting or confusing. Please do not hesitate to attend office hours. Particularly in large courses like this one, I appreciate the chance to get to know students better through one-on-one



conversations outside of the lecture hall. Do be aware though that some students have required detailed voice memos from classmates in order to find my office in the Humanities Building!

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. Our Tuesday and Thursday meetings will combine interactive lectures with 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 a short series of questions—some individually, others in small groups—during each lecture meeting. These questions will be interpretative rather than factual, and as long as you discuss them in partners or small groups and submit your brief written reflections through our course Tophat, you will receive 100% for lecture participation. Each student can miss 3 lectures no questions asked; any further unexcused absences will affect your participation grade. If you have extenuating circumstances that require you to miss more than 3 lecture meetings, please speak with me and we will come up with an alternative participation assessment.

At least once or twice during each lecture meeting, I will pose questions to the whole 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 in order 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. In order to encourage a lecture culture in which you feel comfortable sharing your ideas with the group, 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 75 different students speak over the course of the semester
- If we meet this goal (or come close), everyone who attended at least 75% 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

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. These are not review sessions—they are seminar style meetings in which you the students will discuss the course materials in depth. 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 reading questions that I will send out in weekly emails on Friday mornings
- Reflect on something from the readings that interested you, surprised you, or confused you
- Connect the readings to the lecture materials, to another week's topics, to another course you're taking, or to one of your own personal lived experiences
- Consider how one or more of the week's primary sources relate to the secondary source readings
- Respond to another student's post, ideally using "Helpful Language for High Quality Discussion" posted to our course Canvas page (source: UW Madison Discussion Project)

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. All quiz R&Rs (revise and resubmits) must be emailed to Professor Powers **with all changes highlighted** by the last day of class.

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 early 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 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. 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 before 1865. 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.

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

Using ArcGIS StoryMaps, we will create interactive maps through which to consider some of the ongoing legacies of the histories that we have investigated throughout the semester in the North American West today. Rather than using primary sources from the syllabus, each student will conduct original historical research to create a digital exhibit showcasing three primary sources that challenge common myths about the early North American West. One source should come from the present or very recent past. The other two sources should have been created before 1865, and can come from any digitized or physical archival collections. Throughout the semester we will conduct a series of research workshops designed to teach you how to find primary sources including historical newspapers, maps, letters, legal archives, songs, and more. After researching your three primary sources, you will write a short (1 paragraph) exhibit label to introduce your contribution to the StoryMap, then submit a 2-page double spaced reflection via Canvas on how these sources illuminate the historical origins of a contemporary issue or debate.

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 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. **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 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 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



- 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 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 do not hesitate to 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.

I encourage you to think critically about the advantages and risks of using Generative AI in educational settings. 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 posts prepare you to engage in informed discussions about the readings during section meetings. Quizzes allow us to assess your understanding of the materials and to provide feedback. The two short papers require 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 careful 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 talks 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 7 Introduction and Welcome

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

Week 2: Vast Early America

September 12 No Such Thing as Prehistory: Native America Before 1492

September 14 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) [excerpt]

Week 3: Fictions of Discovery

September 19 Pueblo and Caddo Responses to New Spain’s Northern Frontier

September 21 English Colonial Projects and the Invention of Wilderness

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, a Spanish-Speaking Indian, on the Pueblo Revolt (1681)

Metacom Relates Wampanoag Grievances Against the English Settlers (1675)

Increase Mather, *A Brief History of the War with the Indians in New England* (1676)

Week 4: New Worlds

September 26 French Incursions into Anishinaabewaki

September 28 Preparing for Quiz 1



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 Describes Love and Marriage among the Hurons (1703)

PART II: Rethinking an Age of Revolutions

Week 5: Atlantic Slavery

October 3 **Quiz 1**

October 5 Enslavement and Resistance in the 18th Century American West

Readings:

Secondary Sources:

Tiya Miles, *The Dawn of Detroit: A Chronicle of Slavery and Freedom in the City of the Straits* (2019) Chapter 1

Elizabeth Ellis, *The Great Power of Small Nations* (2022) Chapter 3: Enslaved by their Allies [excerpt]

Primary Sources:

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

Louisiana's Code Noir (1724)

White South Carolinians Debate Action Against a Maroon Community (1766)

Week 6: Imperial Warfare and Colonial Crises

October 10 The First Global War in the Ohio River Valley

October 12 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 and Chapter 5 Settler Uprising: The Indigenous Origins of the American Revolution [excerpts]

Primary Sources:

Pontiac's Speech to an Ottawa, Potawatomi, and Huron Audience (1763)

Spanish-Comanche Treaty, New Mexico (1786)

Week 7: Pacific Worlds

October 17 Saltwater Borderlands

October 19 The Mission Revolts

Primary Source Analysis Due October 20 by midnight

Readings:

Secondary Sources:

Joshua Reid, *The Sea is My County: The Maritime World of the Makahs* (2015) Chapter 1

Maria John, "Toypurina: A Legend Etched in the Landscape of Los Angeles" (2014)

Week 8: American Revolutions

October 24 Wars for Independence

October 26 Preparing for Quiz 2

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)

PART III: Struggles for Sovereignty

Week 9: Early Republics

October 31 **Quiz 2**

November 2 The United States and Mexico

*For your secondary source this week, please **choose one of two readings**: a chapter by historian Michael Witgen on the United States early republic, or a chapter by historian Maurice Crandall on Mexico's early republic. During discussion sections we will do a "jigsaw" activity to distill and share the main ideas from each reading.*

*Whichever option you choose, use this secondary source to help you interpret our primary sources for the week (a skill you're developing for your upcoming comparative papers.) Please note that you should read **all of the primary sources**, even though you only need to read one of the secondary chapters.*

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

Primary Sources:

1810 Revolution—Father Miguel Hidalgo, Agrarian Reform and Edict Against Slavery Rebellion Crushed 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 7 Democracy and Dispossession in the Age of Jackson
November 9 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: Manifest Design

November 14 Citizens and Subjects
November 16 Preparing for Quiz 3

Readings:

Secondary Source:

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

Primary Sources:

Treaty of Guadalupe Hidalgo (1848)

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

El Corrido de Juan Cortina (1860s)

Senecú Pueblo Case before the US-Mexico Claims Commission (1868)

Week 12: Interlude

November 21 **Quiz 3** (you may submit your Quiz sooner than November 21 if you'd like)
November 23 No Class—Thanksgiving Break

PART IV: Meanings of Freedom

Week 13: Global Gold Rushes

November 28 California in the Global Gold Rush
November 30 Unfree Labor in the "Free West"

Readings:

Secondary Source

Mae Ngai, *The Chinese Question: The Gold Rush and Global Politics* Chapters 1-2

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 14: Civil Wars

Comparative Paper Due December 4 by midnight

December 5 Imperial Visions in Conflict

December 7 Civil Wars

Readings:

Secondary Source:

Nick Estes, *Our History is the Future* (2019) Chapter 3: War
Stacy Smith, *Freedom’s Frontier: California and the Struggle Over Unfree Labor, Emancipation, and Reconstruction* (2013) Chapter 6 [excerpt]

Primary Sources:

1860 Republican Party Platform
Dakota War in 1862: Letter from a Prisoner
Letter from Hannah Johnson to Abraham Lincoln (1863)
Elders Remember the Navajos' Long Walk (1864-1868)

Week 15: Conclusions

December 12 Conclusions, Reflections, and Ongoing Questions

Alternative Archives of the American West Project Due by 11am

No readings

Quiz 4 during final exams week—you can take it anytime between December 15 and December 20.



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.

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](#).

