

HISTORY/CHICLA 152

The United States West Since 1850

Spring 2026

Tuesday/Thursday 11am-12:15pm Humanities 1131

Professor: Allison Powers Useche, PhD

Email: auseche@wisc.edu

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

Teaching Assistant: Ana Fernandez, PhD(c)

Email: apfernandez@wisc.edu



COURSE DESCRIPTION

This course provides an introduction to histories of places that have been called the American West, focusing on the period since 1850. Looking beyond the myths of Cold War westerns depicting triumphalist tales of closing frontiers, we will analyze how long, wide, and multifaceted freedom struggles have shaped the diverse and still unfinished histories of the region. Moving through the nineteenth and twentieth centuries and into the twenty first, we will consider how attention to the West as a place both real and imagined allows us to rethink histories of the United States—and how US history represents just one aspect of the region's pasts. Along the way we will encounter histories that defy common assumptions about the West, including sovereign Native nations that do not disappear, cowboys as multi-racial waged laborers, general strikes that shut down entire cities, LGBTQ+ activism long before Stonewall, transnational political organizing, criminalized clothing styles, and nuclear borderlands, to name only a few examples. Students will learn to think like historians by interpreting primary sources, evaluating competing narratives, and formulating arguments about the past. As we investigate how people, ideas, policies, and infrastructures 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 your Graduate Student Instructor (Teaching Assistant) for the course, 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 the United States West since 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 the past shapes the present

SECTION INFORMATION

Section Number	Day	Time	Location
DIS 301 Ana Fernandez	Tuesday	1:20-2:10pm	2125 Mosse Humanities Building
DIS 302 Ana Fernandez	Tuesday	2:25-3:15pm	2631 Mosse Humanities Building
DIS 303 Ana Fernandez	Wednesday	8:50-9:40am	2101 Mosse Humanities Building
DIS 304 Ana Fernandez	Wednesday	9:55-10:45am	2101 Mosse Humanities Building

CREDITS

This course counts for four credits. The course meets 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 spend an average of 8 hours per week completing the readings, preparing for discussion sections, writing papers, and studying for exams.

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.

READINGS

All required readings and films 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 152 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 12:30-2:30pm 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 often talk 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-152 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!

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 Thursdays, 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. 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.

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% (February 26 and April 9)

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 are all happy to discuss possible ways of responding to the questions in office hours or by appointment before the exam.

Primary Source Analysis (3-4 pages): 15% (Due March 27 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 since 1850. The primary sources that you analyze for this assignment can come from the syllabus or from your own research. If you choose to interpret sources not on the syllabus, please just run these sources by us first. 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/>

Op-Ed (1-2 pages): 10% (Due April 29)

Historians often weigh in on contemporary issues or policy debates through short “Opinion Pieces” published in major newspapers. For your final writing assignment for the course, I will ask you to do the same. Your goal in this assignment is to connect a contemporary issue, political debate or controversy to a historical topic, theme, or event covered in this course. How does the past help us to better understand the issue today?

There are a few different approaches you might take to this piece of historical writing:

- *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.

Final Exam: 15% (Due via Canvas anytime between May 1 and May 7 at midnight)

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 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 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 152
- 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

Week 1: Introduction and Welcome

January 20 Introduction and Welcome

January 22 A Tale of Two Treaties

Week 2: Unsettling Manifest Destiny

January 27 Global Gold Rushes

January 29 Weapons of War

Readings:

Secondary Sources:

Film Excerpt: *Lakota Nation vs. United States* (2022) [excerpts]

In-class film screening: *Sugarcane* (2024) [excerpts]

Primary Sources:

Treaty of Guadalupe Hidalgo (1848)

The Corrido of Juan Cortina (1860s)

1850 California “Act for the Government and Protection of Indians”

Analytic Skill Spotlight: Interpreting primary sources

Week 3: Civil Wars

February 3 Meanings of Freedom

February 5 The Overthrow of Reconstruction

Readings:

Secondary Sources:

Kendra Field, *Growing Up with the Country: Family, Race, and Nation after the Civil War* (2018) Introduction pp. 1-10

Beth Lew-Williams, *The Chinese Must Go: Violence, Exclusion, and the Making of the Alien in America* (2021) (excerpt pp.153-162 from *Racism in America Reader*)

Primary Sources:

Chy Lung v. Freeman (1875)

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

Chief Joseph (Nez Percé), “Let Me Be a Free Man” (1879)

Analytic Skill Spotlight: Asking historical questions
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Week 4: Gilt Trips: Industrialization in the West

February 10 Empire’s Tracks

February 12 Bread and Roses

Readings:

Secondary Source

Thomas Andrews, *Killing for Coal: America's Deadliest Labor War* (2010) Introduction (pp.1-19)

Primary Sources:

Corras 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)

Address Of Enrique Flores Magón in a Los Angeles Federal Court (1916)

Analytic Skill Spotlight: Following the Money
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Week 5: A Progressive Era? Views from the West

February 17 Jim Crow and Juan Crow Wests

February 19 Inventing Illegality

Readings:

Secondary Sources:

In lecture film screening: *Goin' Back to T-Town* [excerpts]

Matthew L.M. Fletcher, "Failed Protectors: The Indian Trust and *Killers of the Flower Moon*" (2019) [excerpt]

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

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

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

Primary Sources:

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

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

"My Adventure in Trousers," *San Francisco Examiner* (1902) [primary source researched by former 152 student!]

Mitchell Palmer, "The Case Against the Reds" (1920)

Immigration Quotas Under the 1924 Johnson-Reed Act

Martha Bensley Bruere, "Does Prohibition Work?" (1927)

Analytic Skill Spotlight: Exposing state violence, Historicizing definitions of criminality
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Week 6: Midterm Exam 1

February 24 Workshop: Preparing for Midterm 1

February 26 Midterm Exam 1

Week 7: The Great Depression and New Deal

March 3 Lives of the Great Depression

March 5 The New Deal and Its Exclusions

Readings:

Secondary Sources:

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

Marla Ramírez, “Gendered Banishment: Rewriting Mexican Repatriation Through a Transgenerational Oral History Methodology” (2022) [Article written by UW-Madison History Professor!]

Primary Sources:

Civil Rights and Labor History Consortium Collections

Mapping Inequality: Redlining in New Deal America

Analytic Skill Spotlight: Conducting and Analyzing Oral Histories
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Week 8: World War II

March 10 Incarceration, Termination, and Braceros: WWII in the West

March 12 Double V

Readings:

Secondary Sources:

Holly Miowak Guise, *Alaska Native Resilience: Voices from World War II* Introduction and Chapter 2

The Berkeley Remix Podcast Season 8 Episode 2: ‘A Place Like This’: The Memory of Incarceration” (2023)

Untold: Zoot Suit Riots (2021)

Primary Sources:

Citizen’s Committee for the Defense of Mexican-American Youth, The Sleepy Lagoon Case (1942)

Miné Okubo, *Citizen 13660* (1946)

Ruth Muskrat Bronson (Cherokee) Criticizes the Proposed Termination of Federal Trusteeship (1955)

Petition from the Marshallese People (1954)

Analytic Skill Spotlight: Evaluating Historical Narratives**Week 9: Cold War Wests**

March 17: Suburbia and the Rise of the Sunbelt

March 19: Nuclear Borderlands

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

In lecture film screening: *Screaming Queens* (2016) [excerpts]

Primary Sources:

Paul Robeson’s Appearance Before the House Un-American Activities Committee (1956)

“Kitchen Debate” Between Richard Nixon and Nikita Khrushchev (1959)

Pat Bond, Joan Cassidy, and Frank Kameny on the Lavender Scare

Analytic Skill Spotlight: Spatial and Visual Analysis**Week 10: Movements**

March 24 The Long and Wide Civil Rights Movements

March 26 Bringing the Vietnam Wars Home

Readings:

In lecture film screening: *The War at Home* (1979) [excerpts]

Secondary Sources (please choose 2 out of the following 4 secondary sources to read—we will do a jigsaw activity in discussion sections):

Nick Estes, *Our History is the Future* Chapter 5: Red Power

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: (Please choose 4-5 of the following documents to read)

Mendez v. Westminster (1947)

Oyama v. California (1948)

Port Huron Statement (1962)

Martin Luther King Jr., Telegram to Cesar Chavez Regarding the Delano Strike (1965)

Dolores Huerta, Proclamation of the Delano Grape Workers (1969)

Black Panther Party Platform, Program, and Rules (1966)

Interview with Carlos Montes (2003, reflecting on the Brown Berets and broader Chicano Movement during the 1960s and 1970s)



National Organization for Women Statement of Purpose (1966)
Alcatraz Occupation Proclamation (1969)
Carl Wittman, Refugees from Amerika: A Gay Manifesto (1969-1970)

Analytic Skill Spotlight: Excavating Alternative Visions

Comparative Paper Due via Canvas Friday, March 27 by midnight

Week 11: *Spring Break*

Week 12: *Midterm Exam 2*

April 7 Workshop: Preparing for Midterm 2
April 9 Midterm 2

Week 13: *Crises*

April 14 Power Lines
April 16 Family Values

Readings:

Secondary Sources:

Lisa McGirr, *Suburban Warriors: The Origins of the New America Right* (2015) Chapter 6 [excerpt]
Elizabeth Hinton, *From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America* (2016) [9-page excerpt]

*Primary Sources: (Please **choose 4-5** of the following documents to read)*

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)
Two Views on Environmentalist Movements (1971 and 1979)
First Inaugural Address of Ronald Reagan (1981)
Interview from the San Francisco ACT UP Oral History Project

Analytic Skill Spotlight: Conceptual History as Political History

Week 14: *From the Cold War to the Wars on Drugs and Terror*

April 21 Carceral Landscapes
April 23 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]

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)

Primary Sources:

Jaula de Oro by Los Tigres del Norte (1984)

Arizona SB1070 (2010)

Pedro Lopez on his Mother’s Deportation (2008/2015)

American-Arab Anti-Discrimination Committee Condemns Terrorism (2001)

Week 15: The 2000s

April 28 Apocalyptic Wests

April 30 Histories of the Present

Readings:

In- lecture film screening: *National Bird* (excerpts)

Alicia Garza, “Black Lives Matter” in *Four Hundred Souls*

Abrahm Lustgarten, “How Climate Migration Will Reshape America” (2020)

Kathleen Belew, “Insurrection” in *Myth America* (2022)

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

Op-Ed due by April 29 at midnight
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FINAL EXAM DUE VIA CANVAS ANY TIME BETWEEN MAY 1 AND MAY 7 AT MIDNIGHT