

**History 461**  
**Chican@ and Latin@ Studies 461**  
Fall 2010  
Lecture: TTh 4:00-5:15  
Room: Social Sciences 5206

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## **The American West to 1850**

This course explores the history of the North American West with a focus on the period before 1850. It does so from a continental perspective to understand how developments in the eastern parts of North America and places outside the continent shaped events in the West. Beginning with the changing world of Native North America before the arrival of Europeans, and continuing with European invasions, we will explore western lands and its diverse inhabitants as they became the object of Spanish, French, Russian, and English imperial designs. Moving into the eighteenth and nineteenth century, we continue by examining the impact of Mexican and U.S. independence on western peoples and places. The semester closes with several significant events, such as the U.S. conquest of the Mexican North and the U.S.–Mexican War, the Oregon boundary controversy, Mormon migration to the Great Basin, and the discovery of western gold. We will explore western history from a variety of perspectives, using styles of analysis developed by social, political, economic, ethnic, environmental, gender, and medical historians to understand people's positions and experiences in different historical contexts. We will become familiar with the historical roots of some of today's social and political questions, including land rights issues, the border, immigration, and contemporary discussions of American nationalism and citizenship. By incorporating a broad temporal and geographical scope, we will be able to address larger questions about the North American West: Where does the North American West begin and end? What makes a region a frontier? A borderland? What does a focus on the West teach us about U.S. history?

### **Course Requirements:**

**1. General:** In many ways, the study of history is a conversation among scholars. This course, therefore, will work best with the completion of weekly readings and active and respectful participation in class and discussion. Unexcused absences will affect your course participation grade. All films also require attendance. You'll be responsible for their contents in exams and a written assignment. Films screened outside of our regular class meeting time can be viewed independently; we'll discuss their availability in class. Late papers or exams will be marked down unless we have made prior arrangements 48 hours in advance.

**2. Ethnic Studies Requirement:** This course fulfills UW-Madison's Ethnic Studies Requirement, the purpose of which is to learn the historical processes by which some individuals became empowered and others marginalized, and to understand the experiences of historically marginalized peoples and the numerous ways that they participated in local power struggles. The focus is on the past, but the study of history has implications for the present and future. An understanding of diversity and history creates paths to building a better, more equitable future. We look forward to hearing your thoughts as you learn more about how such issues have played out in western North America.

**3. Readings and discussions:** This course has a heavy reading load. Readings serve primarily to complement the lectures and films rather than cover material presented in class. Reading assignments are to be completed by the date under which they are listed. Some of the toughest reading in this course comes in the three monographs assigned, which is why we'll be discussing these books both in section and in lecture. You will discuss the readings in your weekly sections, and you won't be able to participate unless you've done the reading. The primary purpose of section is discussion of assigned readings and primary source analysis, not review of lecture material.

**4. Film Journals:** Each of you should keep a journal about your intellectual reactions to the documentary and feature films that will be screened for this class. This will help you remember the films for exams and for the journal entry you will submit as part of your participation grade. You'll turn in a 1-2 page journal entry that discusses the films and their relationship to readings and lectures. Your journal entry should discuss at least two of the films. Here are the two options for your journal entry:

1) Discuss at least two episodes of the documentary film *The West* and their relationship to readings, lectures, and/or other films.

2) Discuss at least one of the episodes of the documentary film *The West* and the feature film, *Lone Star*, and their relationship to readings, lectures, and/or other films.

Your journal entry must be double-spaced with standard one-inch margins. It is due at the beginning of lecture on Tues. Dec. 7, UNLESS you're writing about the film *Lone Star*. The lecture on Dec. 9 will explore the memory of western history and may help you think about *Lone Star* in new ways. So if you write about this film, you can wait until the beginning of lecture on Tues. Dec. 14 to turn in your journal entry. It will be marked using a +, ✓, - system, which will help determine your course participation grade.

**5. Writing Assignments:** All papers must be typed, double-spaced, with standard one-inch margins. You are responsible for the following three writing assignments:

Writing Assignment 1: In one paragraph, summarize the argument of your readings for Week 2. Be sure to focus on the larger picture rather than individual details. This exercise will prepare you for your other written assignments and exams, for it will teach you how to identify historical arguments and explain them clearly and concisely. This paper will contribute to your overall participation grade. Due at the end of your discussion section for Week 3.

Writing Assignment 2: In this paper, you will closely analyze the primary sources from *The West in the History of the Nation*. You will receive more specific guidelines for this

assignment during the semester. You will consult the primary sources to write a 2-page paper that discusses English and/or French and/or Spanish imperial projects and Native peoples responses to each. Due Sept. 28 at the beginning of class.

Writing Assignment 3: You'll receive guidelines for this 5-page paper early in the semester. This paper will be written individually, but you will work in small groups for your initial research. For this paper, you will review one of the three monographs assigned to the class as a whole, and you will analyze one or two primary sources that the individual authors used in his/her analysis. We will divide the class into three groups, one for each book. Next week, you will list your top two book choices, and we'll make every effort to assign you to your top choice book. After we have divided the class into the three groups, you will have time in class to organize yourselves into smaller research groups of 2-4 students per group. You will make a plan for how you will research the primary source materials relevant to the book assigned. These primary sources should be found in libraries on campus. (Note that on Thurs. Sept. 16, we'll have a librarian come to teach us how to find such materials.) On the days that we discuss each book as a class (*Native Ground*, Tues. Oct. 5; Reséndez, *Changing National Identities*, Tues. Nov. 16; *Roaring Camp*, Thurs. Dec. 2), each group will report to the class on their primary source research. As you are conducting this research, you should be deciding on one or two of the primary sources identified to use in your individual paper. The actual paper, then, will be a review of the book, a study of how the author uses primary sources to make a historical argument, and your own primary source analysis. The first page (give or take a few lines) of your review should be devoted to a general summary of the work that you read. You should be writing under the assumption that the reader (your TA) has NO knowledge of either the book or the history upon which the book is founded. Be as clear, concise, and to the point as possible in your summary, as you have a limited space for this portion of your review. The remaining pages of your review should be devoted to a critical analysis of the work under your consideration, including your assessment of how the author uses the primary materials, as well as your own primary source analysis, which will demonstrate in detail how the author makes use of primary materials. Your paper will be due at the beginning of lecture a week after the book you've read is discussed in class.

**6. Exams:** There will be two take-home exams, a midterm and a final. I will hand them out at the end of class on Oct. 12 and Dec. 9, respectively. You will have one week to complete the midterm, and the final is due during this course's scheduled final exam. We will not hold lecture/discussion on Oct. 14 and Dec. 14, but your TA and I will be in the classroom to answer questions on the exams. You must work independently on these take-home exams. Any evidence of collaboration will result in an automatic failure.

**7. Laptops and Other Computer Devices:** Laptops and other computer devices are not permitted in lecture, unless you have permission from the McBurney Disability Resource Center to take notes using such a device. If you do have authorization from the McBurney Center, please discuss this with us during the first week of class.

**8. Learn@UW:** Some of the materials from this class will be posted on the Learn@UW website. This includes the syllabus, course outlines, and assignments. Maps, the midterm, and the final, however, will not be posted.

**Grades:** Your final grade will be determined as follows:

Course participation (incl. film journals and Writing Assignment 1)	20%
Writing Assignment 2	15%
Writing Assignment 3	20%
Midterm	20%
Final	25%

### **Required Readings:**

The following four books are required for all students. They are available for purchase at the University Book Store, and are on reserve at College Library in Helen C. White Hall:

William Deverell and Anne Hyde, eds., *The West in the History of the Nation: A Reader*, Vol. 1, *To 1877* (Boston: Bedford/St. Martin's, 2000).

Kathleen DuVal, *Native Ground: Indians and Colonists in the Heart of the Continent* (Philadelphia: University of Pennsylvania Press, 2006).

Susan Lee Johnson, *Roaring Camp: The Social World of the California Gold Rush* (New York: W.W. Norton, 2000).

Andrés Reséndez, *Changing National Identities at the Frontier: Texas and New Mexico, 1800-1850* (Cambridge: Cambridge University Press, 2005).

The following book isn't required. It is recommended, for it's a wonderful reference. Still, it's expensive, so you may want to use one of the copies on reserve at College Library. Also, you won't find it at the University Bookstore, but purchasing it online may be the most cost effective way to buy your own copy. You'll particularly find the book useful when you work on your take-home exams.

Howard Lamar, ed., *The New Encyclopedia of the American West* (New Haven, Conn.: Yale University Press, 1998). [Abbreviated as NEAW in syllabus. Remember, all NEAW entries are recommended, not required, reading.]

### **Calendar and Assignments**

#### *Week 1*

Thurs. Sept. 2: Course Introduction

Reading: *The West*: Intro., pp. xv-xvi

NEAW: Physiography of the U.S.; Frontier theory; Turner, Frederick Jackson; Frontier, Canada; Mexican Americans; western history, 1970s-90s

Week 2

Tues. Sept. 7: Native North America: Concepts

Thurs. Sept. 9: Native North America: Peoples and Places

Reading: *Native Ground*, Intro. & chap. 1, pp. 1-28\*\*  
*The West*: chaps. 1-2, pp. 2-45

NEAW: Indian languages; Indians of California, of Texas, of the Great Basin, of the Great Plains, of the Northwest, of the Southwest; Powhatan; see also entries for various Indian peoples, nations, & confederacies, such as Sioux (Dakota, Lakota), Ute, Iroquois Confederacy, "Five Civilized Tribes," Pueblo, Cheyenne & Arapaho, Apache, Navajo, Modoc & Klamath; Arkansas River; Siouan tribes, Southern; DeSoto; Coronado

Week 3

Tues. Sept. 14: Imperial Designs and Columbian Exchanges  
*First Writing Assignment due at the end of your section this week. The assignment should focus entirely on DuVal's Introduction and Chapter One.\*\**

Thurs. Sept. 16: Special library workshop on finding primary sources (held in regular classroom)

Reading: *Native Ground*, chaps. 2-3, pp. 29-102  
*The West*: chap. 3, pp. 46-65

NEAW: Exploration, Spanish; Exploration, English; Exploration, French; Exploration, Russian; Cabeza de Vaca; Oñate; Cíbola; Acoma Pueblo; Indian-captivity narratives; Jolliet; Marquette

Week 4

Tues. Sept. 21: Spaniards and Indian Peoples: New Mexico

Thurs. Sept. 23: Spaniards and Indian Peoples: Texas and California

Reading: *Native Ground*, chaps. 4-6, pp. 103-195

*The West*: chap. 4, pp. 66-87

NEAW: New Mexico (thru Spanish period); Santa Fe (thru Spanish period); Rio Grande; Nevada (thru mid-19th century); Utah (thru mid-19th century); Texas (thru the Spanish period); San Antonio; San Francisco de las Tejas; Alamo (thru 1793); Vial; California (thru the Spanish period); Serra; missions, California (read entries for missions that interest you); Alaska, thru European explorers and the rise of Russian Alaska; Baranov; Roman Catholic missionaries, thru the borderlands of New France & New Spain; Boone; Kentucky, settlement of; Kentucky frontier stations

*Week 5*

Tues. Sept. 28: Empires East of the Mississippi  
*Second writing assignment due at the beginning of lecture*

Thurs. Sept. 30: Empires in the Plains

Reading: *Native Ground*, chaps. 7-8 & Conclusion, pp. 196-248  
*The West*, chap. 5, pp. 88-109

NEAW: land policy in the colonies (1607-1775); King Philip's War; Bacon's Rebellion; French heritage; Mississippi Valley, French & Spanish periods; St. Louis; Laclède; Chouteau; Chouteau family; New Orleans; fur trade, in the colonies; Hudson's Bay Co.; beaver; horse; buffalo; Sioux (Lakota, Dakota); Cheyenne & Arapaho; Comanche

*Week 6*

Tues. Oct. 5: Discussion of and reports on *Native Ground*

Thurs. Oct. 7: Imperial Wars

Reading: *The West*, chap. 6, pp. 110-27

NEAW: Colonial wars; Indian-white relations, British Indian policy, 1763-75; Pontiac's Rebellion

*Week 7*

Tues. Oct. 12: New Nations: United States  
*Native Ground* papers due at beginning of lecture

MIDTERM EXAM HANDED OUT AT END OF LECTURE

Thurs. Oct. 14: Work on exams; professor and TA available in classroom

NOTE: *No discussion section meetings this week*

*Week 8*

Tues. Oct. 19: New Nations: Mexico  
MIDTERM EXAM DUE AT BEGINNING OF LECTURE

Thurs. Oct. 21: Film, *The West*, part 1, *The People*

Reading: *Changing National Identities*, Intro. & chap. 1, pp. 1-55  
*The West*, chaps. 7-8, pp. 128-75

NEAW: American Revolution; land policy, 1780-1860 (thru 1850); Northwest Ordinance; territorial system; U.S. Indian policy, 1775-1860 (to 1820s); Tecumseh; Tenskwatawa; Indian Wars, 1789-1865; Little Turtle; Whiskey Rebellion; Missouri Compromise; Adams-Onís Treaty; Fredonian Rebellion

*Week 9*

Tues. Oct. 26: Trade and Conquest

Thurs. Oct. 28: Science, Exploration, and Conquest

Reading: *Changing National Identities*, chaps. 2-4, pp. 56-145

NEAW: New Mexico (thru the Mexican period); Texas (thru the Mexican period); Austin, Moses; Austin, Stephen; empresario system; California (thru the Mexican period); Anza; Jackson, Andrew; fur trade, in the U.S.; trappers; North West Co.; McLaughlin, John; American Fur Co.; Astor; Missouri Fur Co.; Lisa; Ashley; Rocky Mountain Fur Co.; Smith, Jedediah

*Week 10*

Tues. Nov. 2: Agents of Change in the East

Thurs. Nov. 4: Manifest Destiny, I: Eyes on Mexico

Reading: *Changing National Identities*, chaps. 5-6, pp. 146-196  
*The West*, chaps. 9-10, pp. 176-219

NEAW: Exploration, U.S.; Jefferson; Lewis; Clark; Lewis & Clark Expedition; Charbonneau; Sacagewea; Pike; Long, Stephen; Louisiana Purchase; Fremont, Jessie & John C.; California rancho system; Bryant, Sturgis & Co.; Dana; Santa Fe and Chihuahua Trail; Alvarez; Becknell; Gregg; Bent brothers; Bent's Fort; Carson; canal era; agricultural expansion; cotton culture; cotton production, the antebellum years; transportation on the Mississippi R. system; U.S. Indian policy, 1775-1860 (from 1820s); Cherokee Indians; Black Hawk; Black Hawk War; African Americans on the frontier (to 1850); Young, Brigham; Latter-Day Saints (thru 1850); Martínez, Antonio Jose

### Week 11

Tues. Nov. 9: Manifest Destiny, II: Eyes on the Oregon Country

Thurs. Nov. 11: Film, *The West*, part 2, *Empire Upon the Trails*

Reading: *Changing National Identities*, chaps. 7-8 & Conclusion, pp. 197-271  
*The West*, chap. 11, pp. 220-39, & chap. 12, pp. 240-47 only

NEAW: Texas (thru 1850); Texas Revolution; Alamo; Bowie; Crockett; Travis; Texas annexation; Bear Flag Rebellion; Mexican War; Santa Anna; Houston, Samuel; Kearny; Guadalupe Hidalgo, Treaty of; Gadsden Purchase; Oregon (to 1850); Cayuse Indians; Whitman; Oregon Controversy; Kelley, Hall Jackson; Wyeth, Nathaniel; Walker, William; Lee, Jason; De Smet; Roman Catholic missionaries, U.S. thru 1875; Benton, Thomas Hart (1792-1858); manifest destiny; Magoffin; Armijo

### Week 12

Tues. Nov. 16: Discussion of and reports on *Changing National Identities*

Thurs. Nov. 18: Trails, I: New Mexico and Utah

Reading: *Roaring Camp*, Prologue & chap. 1, pp. 23-95  
*The West*, chap. 12, pp. 247-51 only

NEAW: Santa Fe (thru 1850); Mormon Trail; Salt Lake City (thru 1850); Deseret; Murrieta; Marsh; Sutter

Week 13

Tues. Nov. 23: Trails, II: Oregon and California  
Changing National Identities papers due at beginning of lecture

**Thurs. Nov. 25: Thanksgiving, no class**

Reading: *Roaring Camp*, chaps. 2-4, pp. 97-234

NEAW: Oregon Trail; Willamette River; California Trail; California (thru 1850); American River; gold & silver rushes; gold towns in California; Wilmot Proviso; Compromise of 1850

NOTE: *no discussion section meetings this week*

Week 14

Tues. Nov. 30: Film, *The West*, part 3, *Speck of the Future*

Thurs. Dec. 2: Discussion of and reports on *Roaring Camp*  
Thurs. evening: special screening of the film "Lone Star," TBA

Reading: *Roaring Camp*, chaps. 5-6 & Epilogue, pp. 235-344  
*The West*, chap. 12, pp. 251-65 only

NEAW: Chinese immigration (early years); women in western history; men & manhood in western history

Week 15

Tues. Dec. 7: The Pacific West  
*Film journals due at beginning of lecture (Note: if you're writing on "Lone Star," you may turn in your film journal Tues. Dec. 15)*

Thurs. Dec. 9: History, Memory, and the North American West  
Roaring Camp papers due at beginning of lecture  
FINAL EXAM HANDED OUT AT END OF LECTURE

Reading:

NEAW: China trade; Hawaii (thru 1850); western films; Cooper, James Fennimore; Indian painters; Peale; Seymour; Stanley; Abert, James W.; Kern bros.; Catlin; Bodmer; Miller, Alfred Jacob; Bingham; Bierstadt; Moran

*Week 16*

Tues. Dec. 14:            Work on exams; professor and TA available in classroom  
for consultation  
*Last day to turn in film journals*

NOTE: *No discussion section meetings this week*

*Final Exam*

Fri. Dec. 17            FINAL EXAMS DUE BY 5PM