

**History 462**  
**Chican@ & Latin@ Studies 462**  
Spring Semester 2010  
Lecture: Tues.-Thurs. 9:30-10:45  
1121 Humanities

**Professor Susan L. Johnson**  
Office: 5117 Humanities  
Office Hours: Thurs. 3-5 & by appt.  
Office Phone: 263-1848  
E-mail: sljohnson5@wisc.edu

**Teaching Assistant Jacquelyn Cooney**  
E-mail: jcooney@wisc.edu  
Office: 4271 Humanities  
Office Phone: 890-3306  
Office Hours: Thurs. 1-3 & by appt.  
Mailbox: 4108, 4th floor Humanities

**Teaching Assistant Brendon George**  
E-mail: bggeorge@wisc.edu  
Office: 4271 Humanities  
Office Phone: 890-3306  
Office Hours: Thurs. 12-2 & by appt.  
Mailbox: 5111, 5th floor Humanities

### **The American West since 1850**

This course explores the history of places that have been called the American West, focusing on the period since 1850. We start in an era of consolidation and incorporation, when the U.S. surveyed a West that had only recently become American in name and worked to make it a West that was American in fact. This process had political, economic, diplomatic, military, social, and cultural dimensions, and it was one that westerners resisted as often as they welcomed it. By the end of the nineteenth century, the West had emerged as an identifiable region of the U.S., with characteristic economic features, peculiar ties to the federal government, distinctive patterns of race relations, and a unique place in U.S. cultural memory. As the twentieth century progressed, certain aspects of western regional distinctiveness faded, while others persisted and new peculiarities arose. And some of the key trends and concerns of the twentieth-century U.S. had crucial regional variants in the West: the impact of the world wars, the Cold War, and the Vietnam War; suburbanization and the rise of the New Right; the pursuit of civil rights; the emergence of environmental consciousness; the legacy of colonialism; the threat and promise of globalization. We study all of this from a number of perspectives, using styles of analysis developed by environmental, economic, political, cultural, social, ethnic, and gender historians. Throughout, we attend to the aspirations of a variety of western peoples: women and men; working people and captains of industry; sexual majorities and sexual minorities; people of North American, Latin American, European, African, and Asian origin or descent. We look at how the varied aspirations of such peoples both clashed and coalesced, sometimes producing dissension and even violence, sometimes producing new social movements, new cultural forms, new spaces of hope and possibility. We study all of this by means of lectures, discussions, scholarly books, and primary documents, as well as through documentary and feature films.

#### **Course requirements**

**1. General:** Faithful attendance in lecture and discussion sections; prompt completion of weekly readings in time for section meetings; engaged and respectful participation in class discussions. Films shown both in and outside of class also require attendance; you'll be responsible for their contents in exams, and there is also a written assignment based on films screened (see below).

**2. Ethnic Studies Requirement:** This course fulfills UW-Madison's Ethnic Studies Requirement, the purpose of which is to send UW graduates into the world with a deeper understanding of the experiences of persistently marginalized groups in the U.S., as well as the means by which such peoples have negotiated and resisted their marginalization. Our focus is historical rather than contemporary, but, as historians, we believe that understanding past processes of marginalization, negotiation, and resistance is a crucial part of coming to terms with present conditions and working together to create a more just and equitable future. We look forward to hearing your thoughts as you learn more about how such issues have played out in the U.S. West.

**3. Laptops and notetaking:** The use of laptop computers or other screen-based devices is not permitted during lecture (including when films are screened) or in discussion sections, unless you have a medical need that has been authorized by the McBurney Disability Resource Center. If you do have authorization from the McBurney Center, please discuss this with us during the first week of class. Notetaking should be done by hand, and we encourage you to share your notes with one another. In addition, lecture outlines and key terms will be displayed throughout each lecture and are also available on the Learn@UW site for this class. New outlines and terms usually are posted on Learn@UW the night before each lecture; you may wish to print these materials out and bring them with you to class.

**4. Course materials on Learn@UW:** Virtually all course materials will be posted on the Learn@UW site for this class. The exceptions to this rule include maps and the midterm and final exams, which will be distributed in hard copy during regularly scheduled lecture periods.

**5. Readings and discussions:** This course has a heavy reading load. Readings complement lectures and films screened in class; they only occasionally cover the same material. Make sure you budget your time so that you can complete assigned readings each week before your discussion section meets. Some of the toughest reading in this course comes in the three single-author texts assigned in class (books by William Cronon, Coll Thrush, and Eric Avila), which is why we will be discussing these books both in section and in lecture (one lecture period for each of the three books). Still, most discussion of readings will occur in discussion section, and you won't be able to participate in section unless you have done the reading (note that course participation counts for 20% of your final grade). In section, you will relate readings to lectures and films, but the primary purpose of section is discussion of assigned readings, not review of lecture material. It is also in section that you'll learn how to read and analyze primary sources (reproduced in *The West in the History of the Nation*), which are the building blocks of historical research and writing.

**6. 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. You'll have one opportunity to turn in a 1-2 page journal entry that discusses selected films and their *relationship to readings and lectures*. You may choose *either of the following two options* (note that an additional, extra credit opportunity follows):

*Option #1:* Write a 1-2 page journal entry in which you discuss the three episodes of the film *The West* screened in class and their relationship to other course materials (readings and lectures). If you choose this option, your film journal entry is due at the beginning of lecture on Tues. March 2.

*Option #2:* Write a 1-2 page journal entry in which you discuss the three documentary films *Forbidden City, U.S.A.*; *Goin' Back to T-Town*; and *The Times of Harvey Milk* and their relationship to other course materials (readings, lectures, and other films). If you choose this option, your film journal entry is due at the beginning of lecture on Thurs. April 29.

Remember, you need to *turn in only one of these two journal entries*. Your journal entry can be word-processed or handwritten. It won't be graded, but it will be marked using a +, ✓, - system, and this mark will be used to help determine your course participation grade.

*Extra Credit Option:* You will earn extra credit toward your course participation grade if you write another 1-2 page journal entry in which you discuss the two feature films, *High Noon* and *Smoke Signals*, and their relationship to other course materials (readings, lectures, and other films). If you write an extra credit journal entry, it is due at the beginning of lecture on the last day of class, Thurs. May 6.

**7. Papers:** You will write two papers for this class, a short 2-page paper on assigned primary sources, and a longer 5-page paper on one of the three single-author books assigned to the class as a whole. Both papers are designed to give you hands-on experience with the building blocks of history, that is, original primary source materials.

*a. First paper:* Two pages, double-spaced. You'll receive guidelines for this paper early in the semester. The paper will give you a chance to consider in depth one week's primary source readings from The West in the History of the Nation. Please note that the chapters for this paper appear *not* in volume 2 of this book, which you have purchased, but in volume 1, which is not assigned in this class. Instead, you will be purchasing a photocopy of these chapters at Bob's Copy Shop at 1401 University Avenue, or else reading them on reserve at College Library or online on the Learn@UW site for this class. The assigned

chapters are: Chapter 13, “The Sectional Crisis: The West Divides the Nation,” and Chapter 14, “The Civil War: Bringing the Battlefield to the West.” You’ll choose at least two of the primary sources in these chapters and analyze the different points of view of the sectional conflict in the West represented by each. Your paper will be due at the beginning of lecture on Tues. Feb. 2. Papers must be word-processed, double-spaced, with standard one-inch margins. Late papers will be accepted without penalty only if you negotiate an alternative due date with your teaching assistant at least *48 hours prior to the due date* specified here. Otherwise, late papers will drop by one-half of a grade for each day that they are late.

*b. Second paper:* Five pages, double-spaced. You’ll receive detailed guidelines for this paper early in the semester. This paper will be written individually, but there will be teamwork involved in your initial research. For this paper, you’ll use as your starting point one of the three single-author books assigned to the class as a whole: Cronon, Nature’s Metropolis; Thrush, Native Seattle; and Avila, Popular Culture in the Age of White Flight. We’d like to have roughly equal numbers of students writing on each of these books. So during the first week or so of class, we’ll ask you to designate your top two book choices, and then we’ll divide the class into three similarly sized groups, each one assigned to a different book. We’ll make every effort to assign you one of the two books you’ve chosen. The three mega-groups (each assigned one of the three books) will have time in class to organize themselves into smaller research teams (we suggest 2-4 students on each team). Each research team will then plan a research strategy for identifying primary source materials relevant to the book assigned. These primary sources should be found in libraries on campus or in electronic databases accessible through UW libraries. The research teams from each mega-group will report on the primary sources they’ve found during the class period in which we’ll be discussing the book assigned to that mega-group (Nature’s Metropolis, Thurs. Feb. 18; Native Seattle, Thurs. April 8; Popular Culture in the Age of White Flight, Thurs. April 29). Meanwhile, each individual should be deciding on one or two of the primary sources identified to use in the preparation of his or her individual paper. The actual paper, then, will be both a review of the book and an exploration of how the author uses primary sources to make a historical argument. You’ll use the source(s) you’ve chosen to demonstrate in detail how the author uses primary materials. Your paper will be due at the beginning of lecture a week after the book you’ve read is discussed in class (Nature’s Metropolis, Thurs. Feb. 25; Native Seattle, Thurs. April 15; Popular Culture in the Age of White Flight, Thurs. May 6). Papers must be word-processed, double-spaced, with standard one-inch margins. Late papers will be accepted without penalty only if you negotiate an alternative due date with your teaching assistant at least *48 hours prior to the due date* specified here. Otherwise, late papers will drop by one-half of a grade for each day that they are late.

**8. Exams:** There will be two take-home essay exams, a Midterm and a Final. We will not give out exam questions prior to the dates specified here under any circumstances. The Midterm questions will be handed out at the end of lecture on Thurs. March 4, and your answers must be handed in at the beginning of lecture on Thurs. March 11. There will be no formal lecture on Tues. March 9, but the professor and teaching assistants will be available in the classroom to answer questions you have about the midterm. The Final questions will be handed out at the end of lecture on Tues. May 4, and your answers must be handed in between 12:25 and 2:25 p.m. on Fri. May 14—that is, during the regularly scheduled final exam period for this course. There will be no formal lecture on Thurs. May 6, but the professor and teaching assistants will be available in the classroom to answer questions you have about the midterm. Midterm and Final exams must be word-processed, double-spaced, with standard one-inch margins, and they may not exceed the page limits established. You are to work individually and independently on these exams; evidence of collaboration will result in automatic failure. Late exams will not be accepted (no exceptions made for computer difficulties or transportation problems).

## Grades

Your final grade will be determined using the following formula:

|                      |     |
|----------------------|-----|
| Course participation | 20% |
| First paper          | 10% |
| Second paper         | 25% |
| Midterm exam         | 20% |
| Final exam           | 25% |

From time to time, you may be given the chance to enhance your course participation grade by attending a campus event relevant to the history of the American West and writing up a one-page response paper that relates that event to course content. Please check with your instructor to make sure an event that interests you is sufficiently relevant to course content before writing such a paper and turning it in.

## Readings

The following 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. 2, *Since 1865* (Boston: Bedford/St. Martin's, 2000).

William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: W.W. Norton, 1992).

Coll Thrush, *Native Seattle: Histories from the Crossing-Over Place* (Seattle: University of Washington Press, 2007).

Eric Avila, *Popular Culture in the Age of White Flight: Fear and Fantasy in Suburban Los Angeles* (Berkeley: University of California Press, 2004).

There is also a small required course pack available for purchase at Bob's Copy Shop, 1401 University Avenue. This course pack consists of two chapters from Vol. 1 of *The West in the History of the Nation*. If you've taken History 461 and still have this book, you do not need to purchase the course pack. Copies of Vol. 1 are also on reserve at College Library. The assigned chapters are also available in electronic form on the Learn@UW site for this course.

The following book *isn't required*, but it's *ever-so-highly recommended*. It's a more reliable source of information about western history than, say, *Wikipedia*, because the entries are written by leading practitioners in the field. Those of you who purchase it may well find it to be a book you'll be happy to have on your bookshelf for years to come. Still, it's expensive, so you might want to use one of the copies on reserve at College Library. None of the assignments in the book are required, but once you start reading them, you might get hooked. This is no boring compendium of useless facts, but rather a curious collection of brief, readable essays on an extraordinary range of topics. Why did the Pony Express last only a year? Why did Kansas bleed? What do colleges and universities have to do with nineteenth-century land policy? Why do blue jeans have copper rivets? Why did women gain voting rights first in the West? What is a Wobbly? Who said, "raise less corn and more hell"? Who performed in the Wild West show? Why is Wounded Knee twice famous in western history? When *Dances With Wolves* won an Oscar in 1990, how long had it been since a western won the award? How did Las Vegas morph from a Mormon mission site to Sin City, U.S.A.? What is the "new western history"? You'll find the answers here:

Howard Lamar, ed., *The New Encyclopedia of the American West* (New Haven, Conn.: Yale University Press, 1998). [Abbreviated as NEAW in syllabus.]

## Calendar and Assignments

### Week 1

Tues. Jan. 19: Course Introduction

Thurs. Jan. 21: Making the West American

Reading: The West, Introduction, pp. xv-xvii  
Nature's Metropolis, Preface & Prologue, pp. xiii-xvii, 5-19

NEAW: physiography of the U.S.; Indians of California, of Texas, of the Great Basin, of the Great Plains, of the Northwest, of the Southwest; see also entries for various Native nations, tribes, & confederacies, such as Sioux (Dakota, Lakota), Ute, "Five Civilized Tribes," Pueblo, Cheyenne & Arapaho, Apache, Navajo, Modoc & Klamath; Indian languages; Texas, annexation of; Oregon controversy; Mexican War; Treaty of Guadalupe Hidalgo; Gadsden Purchase; frontier theory; Turner, Frederick Jackson; western history, 1970s-90s; Chicago; Wisconsin

### Week 2

Tues. Jan. 26: Incorporating the West

Thurs. Jan. 28: Special presentation on finding primary sources  
 David Null, University Archivist

Reading: Course pack (from The West, vol. 1, Chaps. 13 & 14, pp. 266-311)  
Nature's Metropolis, Chaps. 1-2, pp. 23-93

NEAW: railroads; Compromise of 1850; California (up through American conquest & the Calif. gold rush); telegraph; transportation, overland; stagecoach; Russell, Majors & Waddell; Overland Mail Co.; Holladay, Ben; Holladay's stagecoach lines; Pony Express; Wells, Fargo & Co.; vigilantism; law & order; Kansas-Nebraska issue; popular sovereignty; Civil War in the West; Utah expedition of 1857-58; Latter Day Saints; polygamy; Young, Brigham

### Week 3

Tues. Feb. 2: Mining the West  
*First paper due at beginning of lecture*

Thurs. Feb. 4: *The West*, part 4, *Death Runs Riot*

Reading: Nature's Metropolis, Chaps. 3-5, pp. 97-259

NEAW: gold and silver rushes; Daly, Marcus; boomtowns; mining towns; Denver; mining, metal; mining law; mining engineer; Western Federation of Miners; prostitution; buffalo; cattle industry; cattle towns; lumber industry; agricultural expansion; Cortina, Juan; Chivington, John; Fetterman massacre; Sand Creek massacre; Washita, battle of; Cheyenne & Arapaho Indians; Cheyenne & Arapaho war; Bent brothers; Sioux (Dakota, Lakota) Indians; Mountain Meadows massacre

Week 4

Tues. Feb. 9: Creating the Range

Thurs. Feb. 11: *The West*, part 6, *Fight No More Forever*

Reading: The West, Chap. 2, pp. 22-45  
Nature's Metropolis, Chaps. 6-8 & Epilogue, pp. 263-385

NEAW: Black Hills; Indian wars, 1865-91; Little Big Horn, battle of; Nez Perce War; Red River War; Sitting Bull; Chief Joseph; Custer, George Armstrong; land policy, 1780-1896; Homestead Act; Timber Culture Act; public domain; sod house; colleges & universities; Powell, John Wesley; sheep ranching; Basques; Navajo Indians; Navajo weaving; bonanza farming; wheat production; Red River of the North

Week 5

Tues. Feb. 16: Railroad Blues

Thurs. Feb. 18: discussion of Nature's Metropolis

Reading: The West, Chap. 3, documents 9-12, pp. 46-59 only

NEAW: Central Pacific Railroad; Union Pacific Railroad; Denver and Rio Grande Western Railroad; Atchison, Topeka and Santa Fe Railroad; Southern Pacific Railroad; Burlington Northern Railroad; railroad land grants; transcontinental railroad surveys; Crocker, Charles; Hopkins, Mark; Huntington, Collis P.; Stanford, Leland; Durant, Thomas C.; Villard, Henry; Zion Co-operative Mercantile Institution; Apache Indians; Geronimo; immigration; Chinese Americans; Chinese immigration; Chinese, riots against; Irish immigration; cities, growth of

Week 6

Tues. Feb. 23: *The West*, part 7, *Geography of Hope*

Thurs. Feb. 25: Reservations About Empire  
Nature's Metropolis papers due at beginning of lecture

Reading: The West, Chap. 1, pp. 2-21, *plus* Chap. 3, document 13, pp. 59-63 only

NEAW: African Americans on the frontier; U.S. Indian Policy, 1860-present (read to 1900); Indian Affairs, Bureau of; Cushing, Frank Hamilton; Carlisle Indian School; Sun Dance; Dawes Severalty Act; Oklahoma; Ghost Dance; Wounded Knee massacre; Edmunds Acts; Wild West show; Cody, Buffalo Bill

## Week 7

Tues. March 2: All-American Men?  
*option #1 film journal entry due at beginning of lecture*

Thurs. March 4: An Army of Women  
MIDTERM EXAM QUESTIONS HANDED OUT  
AT END OF LECTURE

Reading: Native Seattle, Preface and Chaps. 1-3, pp. xiii-xvi, 3-65

NEAW: men & manhood in western history; Wister, Owen; Remington, Frederic; Bunyan, Paul; lumberjack; cowboy; cowboy clothing; barbed wire; rodeo; women in western history; woman suffrage; Calamity Jane; Duniway, Abigail Scott; Seattle; Indians of the Northwest Coast; Chinook jargon; fisheries

## Week 8

Tues. March 9: work on exams; professor and TAs available for consultation

Thurs. March 11: Protesting the West Agrarian  
MIDTERM EXAMS DUE AT THE BEGINNING OF LECTURE

*NOTE: no discussion section meetings this week*

## Week 9

Tues. March 16: Protesting the West Industrial

Thurs. March 18: Water, Woods, and Wilderness

Reading: The West, Chap. 3, document 14, pp. 63-67 only, and Chap. 4-5, pp. 68-111  
Native Seattle, Chaps. 4-7, pp. 66-150

NEAW: agrarian movements; Greenback Party; Populism; Populism in the Mountain West; Lease, Mary Elizabeth; Bryan, William Jennings; election of 1892; election of 1896; silver issue; coal mining; copper mining; Cripple Creek strikes; Waite, Davis; Industrial Workers of the World; labor movement; conservation movement; Muir, John; Carey Act; Newlands Reclamation Act; Taylor Grazing Act; cattle industry in the 20<sup>th</sup> century; reclamation & irrigation; water in the trans-Mississippi West; California, water & the environment; Pinchot, Gifford; Roosevelt, Theodore; Boone & Crockett Club; wilderness; national parks and monuments; National Park Service; Yellowstone National Park; Yosemite National Park; tourist travel

*Week 10*

Tues. March 23: *Goin' Back to T-Town*

Thurs. March 25: Oil, Soil, and Dust

Reading: The West, Chaps. 6-7, pp. 112-147  
Native Seattle, Chaps. 8-10, pp. 151-207

NEAW: petroleum industry; dust bowl; California, the Great Depression; Okies; Steinbeck, John; Tulsa, Oklahoma

*Week 11 SPRING BREAK!!!**Week 12*

Tues. April 6: Constructing the Wild West

Thurs. April 8: discussion of Native Seattle

*NOTE: Tues. evening, special screening of film "High Noon," TBA*

Reading: The West, Chaps. 8-9, pp. 148-187  
Native Seattle, "An Atlas of Indigenous Seattle," pp. 209-255

NEAW: dime novels; novel, western; Grey, Zane; L'Amour, Louis; Russell, Charles; artists of Taos and Santa Fe; Luhan, Mabel Dodge; O'Keefe, Georgia; Benton, Thomas Hart (1889-1975); Cather, Willa; Austin, Mary; Wilder, Laura Ingalls; films, western; motion picture industry; Wayne, John; radio & television, westerns on; music, western; music about the West; Civilian Conservation Corps

*Week 13*

Tues. April 13: Internments, Terminations, and the Roots of Resistance

Thurs. April 15: *Forbidden City, U.S.A.*  
Native Seattle papers due at beginning of lecture

Reading: The West, Chaps. 10-11, 188-223  
Popular Culture in the Age of White Flight, Preface & Chaps. 1-2,  
 pp. xiii-xvi, 1-64

NEAW: U.S. Indian policy, 1860-present (read 1900-present); Indian Affairs, Bureau of; Collier, John; Wheeler-Howard Act; Navajo Indians; Deer, Ada; Kaiser, Henry; aerospace industry; uranium mining; Los Alamos, N.M.; Nevada Proving Ground; California, World War II & Japanese American internment, and politics and racial tensions; Japanese immigration; Japanese Americans; Mexican Americans; Los Angeles, California; Reagan, Ronald

*Week 14*

Tues. April 20: Paving Paradise  
Jennifer Martin, Guest Lecturer

Thurs. April 22: The Empire Strikes Back

Reading: The West, Chaps. 12-13, pp. 224-257  
Popular Culture in the Age of White Flight, Chaps. 3-5, pp. 65-184

NEAW: roads & highways; environmental history of the West; Sierra Club; African Americans in the Far West; Indian Power movement; Chicano liberation movement; Chávez, César; Gonzales, Rodolfo (“Corky”); Tijerina, Reies Lopez; Deloria, Vine, Jr.; Mankiller, Wilma; Disney, Walter Elias

*Week 15*

Tues. April 27: *The Times of Harvey Milk*

Thurs. April 29: discussion of Popular Culture in the Age of White Flight  
*option #2 film journal entry due at beginning of lecture*

*NOTE: Thurs. evening, special screening of film “Smoke Signals,” TBA*

Reading: The West, Chaps. 14-15, pp. 258-300  
Popular Culture in the Age of White Flight, chaps. 6 & Epilogue, pp. 185-242

NEAW: San Francisco; Spokane Indians; Coeur d’Alene Indians

*Week 16*

Tues. May 4: Imagining a New West  
FINAL EXAM QUESTIONS HANDED OUT  
AT END OF LECTURE

Thurs. May 6: Wrap-up  
work on exams; professor and TAs available for consultation  
Popular Culture in the Age of White Flight papers  
*due at beginning of lecture*  
*extra credit option film journal entry due at beginning of lecture*

Reading:

NEAW: Abbey, Edward; Anaya, Rudolfo; Didion, Joan; Doig, Ivan; Erdrich, Louise; Hillerman, Tony; Kingsolver, Barbara; McMurtry, Larry; Momaday, N. Scott; Silko, Leslie Marmon; Stegner, Wallace

*NOTE: no discussion section meetings this week*

*Finals Period*

Fri. May 14: 12:25 to 2:25 p.m., FINAL EXAMS DUE