

History 600, Seminar 7  
Chican@ & Latin@ Studies 330  
Spring Semester 2005  
Tues. 8:50-10:50  
5245 Humanities

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**The U.S. Southwest:  
“The Middle Place,” “El Norte,” or “The Southwest”?\***

This is a reading-intensive and discussion-oriented course designed to familiarize you with scholarship published in the last twenty-five years on the history of the region now called the U.S. Southwest. It is also research- and writing-intensive course that will introduce you to research methods in the field and to the art of historical writing. Always at issue in this class will be the very definition of the region under study; indeed, a major focus will be on how different groups of people have imagined this region, which Navajos have called “the middle place,” Mexicanos have called “el Norte,” and Anglos have called “the Southwest.” In all of this, we will pay special attention to the concept of revisionism. Is there a particular kind of historical scholarship that is revisionist, or is revisionism a central aspect of the historian’s project? In addition to reading book-length scholarship, we will also learn about primary sources and research methods. Five class periods will be devoted entirely to individual research projects, and part of many other class meetings will emphasize research. We will also be meeting with university and state historical society librarians to discuss how to find primary sources on the Southwest here at UW-Madison. Written work will include seven short, informal “discussion-point” papers; a formal review essay in the first part of the semester; and a formal research paper in the latter part of the semester that uses both primary and secondary sources.

### **Course requirements**

**1. General:** Class is a place for collective learning. Because this course is reading-intensive and discussion-oriented, it will only work if we all contribute the following: Faithful attendance; prompt completion of weekly readings; interactive and respectful participation in discussion. Please note that unexcused absences will be reflected in your course participation grade.

**2. In class:** In order to facilitate collective learning, the following is required of all students:

**Discussion-point papers:** For seven of the eight weeks in which we read a book-length work of historical scholarship, you will turn in a short (one-page), informal paper in which you describe two or three issues raised by the reading that particularly interest you and that you would like the class to discuss. These informal papers should be submitted by email (NO ATTACHMENTS PLEASE; JUST TYPE YOUR REMARKS INTO THE BODY OF YOUR EMAIL MESSAGE). You must submit your paper by email no later than 5 p.m. the DAY BEFORE class meets to discuss that book (thus by 5 p.m. on Monday, before Tuesday morning’s class). Prof. Johnson will read these papers before Tuesday’s class to see what kinds of issues you would like to discuss that week. Note that there are seven of these papers required of you, even though there are eight books assigned (actually, there are nine books assigned, but one is a collection of scholarly articles that has a different written assignment associated with it; see Feb. 22 class below). This means that you can choose one week not to write a discussion-point paper and still receive full credit for this aspect of the course. The papers will not be graded, but will be marked with a +, ✓, - system, and will be considered in determining your course participation grade.

**Primary source punditry:** For some of the weeks in which we read a book-length work of historical scholarship, one or more of you will serve as primary source pundits for the class. In other words, you will be responsible for paying particular attention to the book author’s research strategies. Where possible, you should identify and locate at least one primary source the author used to make his or her arguments, and report to the class

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\* I borrow this formulation from an exhibition entitled “Contested Terrain: ‘The Middle Place,’ ‘El Norte’ or ‘The Southwest’? Five Centuries of Communities Staking Their Claims on the Land,” Beinecke Library, Yale University, Autumn 1998.

about the use the author has made of this source (your report should last about 5 minutes). If possible, bring the source or a copy of relevant parts of the source to class for the other students to see. You will also be responsible for helping to facilitate discussion that week by reminding your classmates, whenever appropriate, of the author's research strategies.

**3. Formal papers:** In addition to the discussion-point papers, you will write two formal papers for this class:

**Review essay:** In the first part of the semester, you will write a 3-4 page (750-1000 word) review essay on the first four books we read together as a class. We will discuss the content of this paper in class, but your basic assignment is to elaborate on how these books revise and expand your ideas about the region we now call the Southwest. The paper must be turned in by 3:30 p.m. Thurs. Feb. 17 in Prof. Johnson's mailbox on the 5<sup>th</sup> floor of the Humanities Bldg. Late papers will be marked down by at least 1/2 of a letter grade unless you have made prior arrangements at least 48 hours in advance (prior arrangements involve a conversation with the professor).

**Research paper:** During the latter part of the semester, you will work on a second assignment, a 10-12 page (2500 to 3000 word) research paper in which you use both primary and secondary sources to make a historical argument. A topic statement and bibliography for this paper are due by 3:30 p.m. Thurs. Feb. 24 in Prof. Johnson's mailbox on the 5<sup>th</sup> floor of the Humanities Bldg. A rough draft of your research paper is due by 3:30 p.m. on Thurs. March 31 in Prof. Johnson's mailbox on the 5<sup>th</sup> floor of the Humanities Bldg. Late rough drafts will not be accepted. If you do not turn in a rough draft at this time, your course participation grade will automatically drop to "F." You will get your rough draft back with Prof. Johnson's comments in class on Tues. April 12. The final research paper is due by 3:30 p.m. on Thurs. May 5 in Prof. Johnson's mailbox on the 5<sup>th</sup> floor of the Humanities Bldg. Late papers will be marked down by at least 1/2 of a letter grade unless you have made prior arrangements at least 48 hours in advance (prior arrangements involve a conversation with the professor).

## Grades

Your final grade for the course will be determined as follows:

Course participation (includes in-class discussion and discussion-point papers)	25%
Primary source punditry	10%
Review essay	25%
Research paper	40%

## Readings

These books can be purchased at the University Bookstore, and are on reserve at the State Historical Society Library:

James F. Brooks, *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* (Chapel Hill: University of North Carolina Press, 2002).

John R. Chávez, *The Lost Land: The Chicano Image of the Southwest* (Albuquerque: University of New Mexico Press, 1984).

Neil Foley, *The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture* (Berkeley: University of California Press, 1999).

Camille Guerin-Gonzales, *Mexican Workers and American Dreams: Immigration, Repatriation, and California Farm Labor, 1900-1939* (New Brunswick, N.J.: Rutgers University Press, 1994).

Thomas D. Hall, *Social Change in the Southwest, 1350-1880* (Lawrence: University Press of Kansas, 1989).

Peter Iverson, *Diné: A History of the Navajos* (Albuquerque: University of New Mexico Press, 2002).

Valerie Matsumoto and Blake Allmendinger, eds., *Over the Edge: Remapping the American West* (Berkeley: University of California Press, 1999).

María Montoya, *Translating Property: The Maxwell Land Grant and the Conflict Over Land in the American West, 1840-1900* (2002; reprint, Lawrence: University Press of Kansas, 2005).

David J. Weber, *The Mexican Frontier: The American Southwest Under Mexico* (Albuquerque: University of New Mexico Press, 1982).

## Calendar and Assignments

### January 18: Introduction

### January 25: An Overview to 1880

Hall, *Social Change in the Southwest*

*Library workshop*

### February 1: An Indigenous View

Iverson, *Diné*

*Library workshop*

### February 8: A View from Mexico

Weber, *The Mexican Frontier*

### February 15: A Chicana/o View

Chávez, *The Lost Land*

*NOTE: Review essays due by 3:30 p.m. Thurs. Feb.17 in Prof. Johnson's mailbox.*

### February 22: Anatomy of a History Article

Matsumoto and Allmendinger, eds., *Over the Edge* (selected articles TBA)

*NOTE: No discussion point paper due. Instead, please fill out "Anatomy of a History Article" sheets and bring them with you to class.*

*NOTE: Topic statement & bibliography for final paper due by 3:30 p.m. Thurs. Feb. 24 in Prof. Johnson's mailbox.*

**March 1: Regimes of Rule**

Brooks, *Captives and Cousins*

**March 8: Research & Writing Week**

no class meeting

**March 15: Racial Regimes**

Foley, *The White Scourge*

*Spring Break!!!*

**March 29: Research & Writing Week**

no class meeting

*NOTE: Rough drafts of final papers due by 3:30 p.m. Thurs. March 31 in Prof. Johnson's mailbox. No late rough drafts accepted.*

**April 5: Labor Regimes**

Guerin-Gonzales, *Mexican Workers and American Dreams*

**April 12: Property Regimes**

Montoya, *Translating Property*

*NOTE: Rough drafts of final papers will be returned to you in class.*

**April 19: Revision Week**

no class meeting

**April 26: Harvest Time**

research presentations

**May 3: Harvest Time**

research presentations

*NOTE: Final papers due by 3:30 p.m. Thurs. May 5 in Prof. Johnson's mailbox.*