

History 461
Chican@ & Latin@ Studies 461
 Fall Semester 2007
 Lecture: Tues.-Thurs. 9:30-10:45
 1121 Humanities

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The American West to 1850

This course explores the history of places that have been called the American West, focusing on the period before 1850. We start with the era of American Indian occupation; continue with European invasion and the eventual creation of two new occupying nations, Mexico and the United States; and end with the U.S. conquest in the nineteenth century. At the outset, we consider the varied and changing world of Native North America before the arrival of Europeans, and then watch as that land and those peoples became the object of Spanish, French, Russian, and English imperial designs. As we enter the eighteenth and nineteenth centuries, we see how European incursions gave way to the hopes and dreams of new nations, particularly Mexico and the U.S., and also of increasingly powerful native peoples, such as Lakotas, Cheyennes and Arapahos, and Comanches. After studying the trails and trades that brought more and more newcomers from the U.S. into lands claimed by Mexicans and Indians, we approach the end of the semester with a key convergence of transformative events: the U.S. conquest of the Mexican North, the resolution of the Oregon boundary controversy, the discovery of western gold, the West Coast arrival of Chinese immigrants, and the Mormon exodus to the Great Basin. 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, including those of North American, Latin American, European, African, and Asian origin or descent, and we look at how such varied aspirations both clashed and coalesced, sometimes producing new peoples and new economies. We study all of this through lectures, discussions, scholarly books, primary sources, feature films (*Black Robe* and *Lone Star*), and three episodes of the 1996 documentary film *The West*.

Course requirements

1. General: Faithful attendance in lecture and discussion sections; prompt completion of weekly readings; 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). Films screened outside of our regular class meeting time can be viewed independently; we will discuss their availability in class.

2. 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 (keeping such a journal will help jog your memory about the film content when exam time comes around). You'll have one opportunity to turn in a 1-2 page journal entry that discusses the films and their *relationship to readings and lectures*. You don't need to focus equally on all of the films screened, but your journal entry should discuss *at least two* of the films, and it should relate the films to other course materials. Here are the three options for your journal entry:

1) Write a 1-2 page journal entry in which you discuss at least two episodes of the documentary film *The West* and their relationship to other course materials (readings, lectures, and/or other films).

2) Write a 1-2 page journal entry in which you discuss both feature films, *Black Robe* and *Lone Star*, and their relationship to other course materials (readings, lectures, and/or other films).

3) Write a 1-2 page journal entry in which you discuss at least one of the episodes of the documentary film *The West* and one of the two feature films, *Black Robe* or *Lone Star*, and their relationship to other course materials (readings, lectures, and/or other films).

Your film journal entry is due on at the beginning of lecture on Thurs. Dec. 13. It can be computer-generated 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.

3. Papers: You'll write two papers for this class, a brief 2-page paper on assigned primary sources, and a longer 5-page paper on one of the three single-author books assigned. 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. This paper will give you a chance to consider in depth some of the primary source readings from The West in the History of the Nation, those reprinted in chap. 1, "Cultures in Conflict: First Encounters," chap. 2, "Colonization: Religion and Economy in Frontier Regions," and chap. 3, "The Late Seventeenth Century: Rebellion on Two Frontiers." You'll choose at least two of the primary sources from any of these chapters and analyze the different points of view of the Spanish and/or French and/or English conquest and Native responses represented by each. Your paper will be due at the beginning of lecture on Tues. Sept. 25. Papers must be computer-generated, 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: White, The Middle Ground; Reséndez, Changing National Identities; or Johnson, Roaring Camp. We'd like to have roughly equal numbers of students writing on each of these books. So during the second week 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. (Note that on [xxxx], we will have a librarian come to teach us how to find such materials.) The research teams from each mega-group will report on the primary sources they've found during the class period in which we will be discussing the book assigned to that mega-group (Middle Ground, Thurs. Oct. 4; Reséndez, Changing National Identities, Thurs. Nov. 8; Roaring Camp, Thurs. Dec. 6). 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 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 (Middle Ground, Thurs. Oct. 11; Reséndez, Changing National Identities, Thurs. Nov. 15; Roaring Camp, Thurs. Dec. 13). Papers must be computer-generated, 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.

4. 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. Oct. 11, and your answers must be handed in at the beginning of lecture on Thurs. Oct. 18. There will be no lecture on Tues. Oct. 16, but the professor and teaching assistants will be available in the classroom to answer any questions you may have about the Midterm. The Final questions will be handed in lecture on Thurs. Dec. 13, and your answers must be handed in between 5:05 and 7:05 p.m. on Wed. Dec. 19--that is, during the regularly scheduled final exam period for this course. There will be no formal lecture on Thurs. Dec. 13, but after a brief course wrap-up, you'll be given time to review the exam questions and then the professor and teaching assistants will be available in the classroom to answer any questions you may have about the Final. Midterm and Final exams must be computer-

generated, 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, plagiarism, or other academic dishonesty 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*. These events will be announced in class and/or over the class email list. If you want extra credit for an event that has not been announced in class or over the class email list, please check with Professor Johnson to make sure that the event that interests you is sufficiently relevant to course content before writing a response paper and turning it in.

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).

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, 2004).

Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (Cambridge: Cambridge University Press, 1991).

The following book *isn't required*, but it's *ever-so-highly recommended*. Those of you who purchase it may well find it something you'll be happy to have on your bookshelf for years to come. Still, it's quite expensive, so you might consider either sharing with a classmate or using one of the copies on reserve at College Library. The assignments in this book aren't 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 written by some of the leading practitioners in the field of western history. Was Daniel Boone saint or sinner? What are the roots of contemporary Chicanas and Chicanos? Before Wisconsin was known for cheese, for what was it known (a question for out-of-state students)? Where were the seven cities of gold, or Cíbola? How did Lakota people become known as the Sioux? Where did the Santa Fe Trail begin and end, and who and what traveled along it? Who were the first people of African descent in what we now call the West? Who invented scalping? Who cried on the Trail of Tears? Why were mountain men hooked on beavers? Why does so much of the Midwest look like a checkerboard when you fly over it? Why do so many Mormons live in Utah? Why is Texas so weird? 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. Sept. 4: Course Introduction

Thurs. Sept. 6: Native North America: Concepts

Reading: The West: Intro., pp. xv-xvi, & chaps. 1 & 2, pp. 2-45

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

Week 2

Tues. Sept. 11: Native North America: Peoples and Places

Thurs. Sept. 13: Imperial Designs

Reading: Middle Ground, Intro., pp. ix-xvi, & chaps. 1-3, pp. 1-141

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; Exploration, Spanish; Exploration, English; Exploration, French; Exploration, Russian; Cabeza de Vaca; Coronado; DeSoto; Oñate; Cíbola; Acoma Pueblo

Week 3

Tues. Sept. 18: Special library workshop on finding primary sources
(held in regular classroom)
David Null, Director, University Archives

Thurs. Sept. 20: Spanish Colonies and Indian Peoples: New Mexico

Tues. evening: special screening of the film "Black Robe," TBA

Reading: Middle Ground, chaps. 4-6, pp. 142-268
The West: chap. 3, pp. 46-65

NEAW: New Mexico (thru Spanish period); Santa Fe (thru Spanish period); Indian-captivity narratives

Week 4

Tues. Sept. 25: Spanish Colonies and Indian Peoples: Texas and California
First paper due in lecture

Thurs. Sept. 27: Film, *The West*, part 1, *The People*

Reading: Middle Ground, chaps. 7-9, pp. 269-412
The West: chap. 4, pp. 66-87

NEAW: Texas (thru the Spanish period); San Antonio; San Francisco de las Tejas; Alamo (thru 1793); 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; Indian-white relations, British Indian policy, 1763-75; Pontiac's Rebellion

Week 5

Tues. Oct. 2: Empires in the Woods

Thurs. Oct. 4: discussion of The Middle Ground

Reading: Middle Ground, chaps. 10-11 & Epilogue, pp. 413-523
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; Vial; fur trade, in the colonies; Hudson's Bay Co.; beaver; Tecumseh; Tenskwatawa

Week 6

Tues. Oct. 9: Pushing into the Plains

Thurs. Oct. 11: Wars of Empire
Middle Ground *papers due in lecture*
MIDTERM EXAM QUESTIONS HANDED OUT

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

NEAW: horse; buffalo; Sioux (Lakota, Dakota); Cheyenne & Arapaho; Comanche; Colonial wars

Week 7

Tues. Oct. 16: work on exams; professor and TAs
available in classroom for consultation

Thurs. Oct. 18: New Nations: United States
MIDTERM EXAM DUE IN LECTURE

NOTE: *no discussion section meetings on Tues. & Wed., Oct. 16 & 17*

Week 8

Tues. Oct. 23: New Nations: Mexico

Thurs. Oct. 25: The Science of Conquest: Exploration

Reading: Changing National Identities, Intro. & chaps. 1-2, pp. 1-92
The West, chap. 7-8, pp. 128-75

NEAW: land policy, 1780-1860 (thru 1850); U.S. Indian policy, 1775-1860 (to 1820s); Northwest Ordinance; territorial system; Whiskey Rebellion; Missouri Compromise; frontier life to 1850; Adams-Onís Treaty; New Mexico (thru the Mexican period); Texas (thru the Mexican period); Austin, Moses; Austin, Stephen; empresario system; Fredonian Rebellion; California (thru the Mexican period); Anza; Exploration, U.S.; Lewis; Clark; Lewis & Clark Expedition; Charbonneau; Sacagewea; Pike; Long, Stephen; Louisiana Purchase; Fremont, Jessie & John C.

Week 9

Tues. Oct. 30: The Business of Conquest: Trade

Thurs. Nov. 1: Engines of Conquest: Farms, Factories, Plantations

Reading: Changing National Identities, chaps. 3-6, pp. 93-196
The West, chap. 9, pp. 176-97

NEAW: 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; 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; Martínez, Antonio José; Armijo; Magoffin; Texas Revolution; U.S. Indian policy, 1775-1860 (from 1820s); Cherokee Indians; Black Hawk; Black Hawk War

Week 10

Tues. Nov. 6: Film, *The West*, part 2, *Empire Upon the Trails*

Thurs. Nov. 8: discussion of Changing National Identities

Reading: Changing National Identities, chaps. 7-8 & Conclusion, pp. 197-271
The West, chap. 10, pp. 198-219, & chap. 12, pp. 240-51 only

NEAW: African Americans on the frontier (to 1850); Cayuse Indians; Whitman; Young, Brigham; Latter-Day Saints (thru 1850)

Week 11

- Tues. Nov. 13: Manifest Design: The Mexican North
- Thurs. Nov. 15: Manifest Design: The Oregon Country
Changing National Identities *papers due in lecture*
- Reading: Roaring Camp, Prologue & chap. 1, pp. 23-95
The West, chap. 11, pp. 220-39

NEAW: Texas (thru 1850); Bowie; Crockett; Travis; Texas annexation; Bear Flag Rebellion; Mexican War; Santa Anna; Houston, Samuel; Kearny; Guadalupe Hidalgo, Treaty of; Gadsden Purchase; Mexican Americans; Oregon (to 1850); 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; Murieta

Week 12

- Tues. Nov. 20: Trail's End: Santa Fe and Salt Lake
- Thurs. Nov. 22: *Thanksgiving, no class*
- Reading: Roaring Camp, chaps. 2-3, pp. 97-183

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

Week 13

- Tues. Nov. 27: Trail's End: Willamette Valley and Sutter's Fort
- Thurs. Nov. 29: A Pacific World
- Reading: Roaring Camp, chap. 4, pp. 185-234
The West, chap. 12, pp. 251-65 only

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

Week 14

- Tues. Dec. 4: Film, *The West*, part 3, *Speck of the Future*
- Thurs. Dec. 6: discussion of Roaring Camp
- Thurs. evening: special screening of the film "Lone Star," TBA*
- Reading: Roaring Camp, chaps. 5-6 & Epilogue, pp. 235-344

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

Week 15

Tues. Dec. 11: "Forget the Alamo": History, Memory, and the West

Thurs. Dec. 13: Wrap-up
FINAL EXAM QUESTIONS HANDED OUT
 work on exams; professor and TAs
 available in classroom for consultation
Roaring Camp papers due in lecture
 Film journals due in lecture

Reading:

NEAW: western films; Alamo; Peale; Seymour; Stanley; Abert, James W.; Kern bros.;
 Catlin; Bodmer; Miller, Alfred Jacob; Bingham; Bierstadt; Moran; Cooper, James
 Fennimore

NOTE: *no discussion section meetings on Tues. & Wed., Dec. 11 & 12*

Final Exam Period

Wed. Dec. 19,
 5:05 to 7:05 p.m. **FINAL EXAMS DUE**

By 1850 the U.S. had control of lands from the Atlantic to the Pacific, covering almost all of today's continental United States. Expanding the boundaries of the United States was in many ways a cultural war as well. The desire of southerners to find more lands suitable for cotton cultivation would eventually spread slavery to these regions. Native Americans in the west resisted American intrusion and fought renewed wars in the early 19th century. Furthermore, the expansion of plantation slavery beyond the coastal southeast meant that huge numbers of slaves were forcibly moved to new territories. In spite of these enormous human costs, the overwhelming majority of white Americans saw western expansion as a major opportunity. United States - United States - The United States from 1816 to 1850: The years between the election to the presidency of James Monroe in 1816 and of John Quincy Adams in 1824 have long been known in American history as the Era of Good Feelings. The phrase was conceived by a Boston editor during Monroe's visit to New England early in his first term. The American Revolution and the early federal republic. Prelude to revolution. The tax controversy. The growth of the West, encouraged by the conquest of Indian lands during the War of 1812, was by no means regarded as an unmixed blessing. American Old West Wild West redirects here. For other uses, see Wild West (disambiguation). For cultural influences and their development, see Western (genre). American Old West The List of American Old West outlaws This is a list of known outlaws and others of the American frontier popularly known as the Wild West . Outline of the American Civil War The following outline is provided as an overview of and topical guide to the American Civil War: American Civil War civil war in the United States of America that lasted from 1861 to 1865. Eleven Southern slave states declared their secession. North American frontiers through the period of the Mexican War. Major Indian cultures of North America; the frontiers and differing imperial systems of Spain, France, and England; and the westward movement of the United States through 1850. Prereq> So st. HISTORY 461. Teacher Ratings. Read student teacher reviews. HISTORY 461. Past Tests & Quizzes. Presentation on theme: "American West Terms (1850 to 1890)." Presentation transcript: 1 American West Terms (1850 to 1890). 2 Manifest Destiny. 3 Great Plains (Great American Desert). The American West in American Memory THE WEST Historians and the West "Frederick Jackson Turner" The Frontier Thesis "The New Western Historians. Similar presentations. About project.