**History 37200 HISTORY OF THE AMERICAN WEST**

Dr. Dawn G. Marsh TTH 1:30-2:45

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(other days/times by appointment)

Description

This course examines both the “place” and the “process” of the history of the U.S. West, a shifting region of Native North America that was the object first of Spanish, French, English, and then American expansionism, and finally as a distinct region with a unique relationship to the U.S. federal government, distinctive patterns of race relations, and a unique place in American cultural memory. While this course is a general survey of the west as a region, it will examine the west as both a place and as an idea in American culture and in the popular imagination. Accordingly, it will spend some time in the east exploring the backcountry frontier during the first years of the republic when the west meant the Ohio Valley and Kentucky, as well as focusing on the historical development of the trans-Mississippi west stretching from the Great Plains to the Pacific Ocean. Using films, monographs, memoirs, letters, and academic articles and literary fiction it will explore the struggle for land, resources, identity, and power, which have characterized the west and its role in the history of the American nation-state. **While this is a survey course, which requires no prerequisites, it is not a lecture format. Instead we will focus on active learning, which will require students to read assigned texts and be prepared to discuss these documents in class to ascertain their historical meaning and significance.**

\*The most efficient way to communicate with me is through my **direct email address**—not through Blackboard’s email. Conversely, if I am ill, unable to teach the class, or have need to cancel class, I will send you an email through Blackboard.

Materials

All assigned readings and materials are available on Blackboard Learn, Purdue Library Database and various web sites.

Assessment

Participation (includes 6 pop-quizzes) 20%

Midterm Research Project 40%

Final Research Project 40%

Important Dates

Midterm Exam Friday March 3

Final Exam Tuesday May 3

Participation Grade:

This class will focus on the development of interpretive, analytical, and presentation skills. For each class students are asked to examine information from a variety of sources delivered through a variety of platforms. Your task is to evaluate these sources of information to determine how they might be used to form a historical narrative. Exploring the origin and nature of the assigned texts, students should be able analyze, interpret, and synthesize the content of specific historical and cultural artifacts. Each class will focus on how we process and engage with information and ideas in order to assign meaning to the past, and to create a narrative understanding of past experience.

In order to develop this skill set, you will be asked to work collaboratively in small groups where you will work through the assigned study questions. This will require that you **read or watch the assigned materials before class**. Small groups will then be asked to present their findings briefly and succinctly. You will also be called upon to answer follow up questions from the instructor or fellow students as they arise. Each student will be expected to serve as the primary presenter for his or her group at least once during the semester. There will be six pop quizzes during the course of the semester, each worth five points. Only five of the quizzes will count toward your final grade. The quizzes should be easy for anyone who has **read or watched the assigned materials** for a given class.

Attendance

Attendance will be taken and factor into your final grade. If you are absent from class when I give a pop-quiz quiz, you will forfeit those points, no exceptions. No extensions will be given for the midterm or final project unless dire hardship intercedes: illness, etc. In that case, you will have to provide documentation for an extension. Again, no exceptions.

Note-taking

In order to do well in class and participate in discussion it is important that you take notes while reading and/or viewing the assignments for each day. Your preparedness will be evident during participation. I expect to see students using notes during group discussions. If it becomes apparent that you are not reading the assignment or coming to class prepared—steps will be taken to remedy the problem.

Midterm and Final Projects

Students will select one topic from the first half (midterm project) and second half (final project) of the semester. For each project students will write a 5,000-word essay (approx. 10 pages of text, double-spaced, *excluding* citations and bibliography) based on the sources and study questions provided by the instructor. You are expected to expand on those sources and incorporate your research into the essay. Your assignment is to identify and explicate a theme in the assigned texts and study questions so as to provide insight into a particular historical experience, event, or person. What does this theme reveal about the west, about the United States as a country or society? Each essay must have a title, citations (footnotes), and a list of “Works Cited” (bibliography) separated by primary and secondary sources.

Blackboard

Announcements, schedule changes, class handouts and additions to the reading list will **always** be posted on Blackboard. It is your responsibility to pay attention to information posted there and any class emails. I will communicate to the class through class email.

Email

The most efficient means of communicating to me is to contact me directly through my Purdue account (dmarsh@purdue.edu). Do not post emails to me through Blackboard, as I do not check Blackboard as often as my personal email. Your email may go unread for several days if you post it through the Blackboard site. **I will only respond to emails that are written and properly formatted**. A properly formatted email includes your name, full sentences and your class identification (History 372).

Class Ethics

This class is intended to encourage open, informed discussions and I hope to protect and foster a classroom atmosphere that will encourage an open and enlightened discourse in the class. Ultimately I would hope that you take those ideas and informed discussions with you beyond the classroom. Respect, open-mindedness and tolerance will be the standard for all classroom discussions. I encourage you to ask questions you may have on this topic either in the class or during office hours.

Class Courtesy

Repeated tardiness is unacceptable and it will be addressed. Do not fall asleep or nod off in my class. You will be asked to leave. No exceptions.

Phones, Tablets, Computers

Your use of phones, tablets, and computers in my class must be limited to the work we are doing in my class: note-taking, research, and other specific uses. If you do not limit your use to these tasks you will be asked to leave my class—forfeiting any points earned that day.

Academic Integrity

Students are required to abide by the rules of academic honesty and integrity provided by Purdue University. Plagiarism and/or cheating will not be tolerated at any level in my classroom. Students who do so will receive an "F" for the course and will be adjudicated to the History Department Head, R. Douglas Hurt.

**And now a word from our sponsors . . .**



**EMERGENCY NOTIFICATION PROCEDURES are based on a simple concept – if you hear a fire alarm inside, proceed outside.  If you hear a siren outside, proceed inside.**

**Indoor Fire Alarms** mean to stop class or research and immediately **evacuate** the building.

Proceed to your Emergency Assembly Area away from building doors.  **Remain outside** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

**All Hazards Outdoor Emergency Warning Sirens** mean to immediately seek shelter (**Shelter in Place**) in a safe location within the closest building.

“Shelter in place” means seeking immediate shelter inside a building or University residence.  This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air.  Once safely inside, find out more details about the emergency\*.  Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

In both cases, you *should seek additional clarifying information by all means possible…Purdue Emergency Status page, text message, Twitter, Desktop Alert, Alertus Beacon, digital signs, email alert, TV, radio, etc…review the Purdue Emergency Warning Notification System multi-communication layers at* [*http://www.purdue.edu/ehps/emergency\_preparedness/warning-system.html*](http://www.purdue.edu/ehps/emergency_preparedness/warning-system.html)

**EMERGENCY RESPONSE PROCEDURES:**

Review the **Emergency Procedures Guidelines** <https://www.purdue.edu/emergency_preparedness/flipchart/index.html>

Review the Building Emergency Plan  (available on the Emergency Preparedness website or from the building deputy) for: evacuation routes, exit points, and emergency assembly area, when and how to evacuate the building, shelter in place procedures and locations

**EMERGENCY PREPAREDNESS AWARENESS VIDEOS**

Shots Fired on Campus: When Lightning Strikes," is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident.  See:  <http://www.purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm>

**MORE INFORMATION**

Reference the Emergency Preparedness web site for additional information: <https://www.purdue.edu/ehps/emergency_preparedness/>

**CLASS SCHEDULE**

**Week 1 Jan 12 and 14**

Tuesday

Introductions and Administrative

Thursday: Lecture and Discussion

Course overview

**Week 2 Jan 19-21**

**Tuesday: Lecture**

The Iconography and Ideology of American Expansion

**Thursday-Discussion**

Readings

Frederick Jackson Turner, Chapter 1, “The Significance of the Frontier in American History,” in The Frontier in American History , 1-38, <http://www.gutenberg.org/files/22994/22994-h/22994-h.htm>

John Filson, [The Discovery, Settlement and Present State of Kentucke](http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1002&context=etas) (1784). read "The Adventures of Col. Daniel Boon" in the appendix.

Bryan Daniel, [The Mountain Muse](http://memory.loc.gov/cgi-bin/ampage?collId=icufaw&fileName=bbc0051/icufawbbc0051.db&recNum=0&itemLink=D?fawbib:4:./temp/~ammem_Wd6K::). Browse through the poem but make sure to read images 24 to 44, marked in the text as pages 28-48.

Timothy Flint, [Indian Wars of the West, Section V and VI](http://books.google.com/books?id=l2dJAAAAIAAJ&hl=en) (p. 49-105).

Watch: Mell-O-Toons, "Daniel Boone" <https://www.youtube.com/watch?v=2yZbgdP-vak>

Study Questions

1. John Filson’s narrative is often seen as the first popular Western adventure. Does it seem like a typical "western" to you? In what ways does it seem different from later narratives of the West? What is the significance behind Filson's description of the physical environment? How does masculinity figure into Filson's narrative? How does this history of Kentucky relate to last week’s readings? What do you make of the opening paragraph where the writer claims the first "white man" to discovered the "province" of Kentucky in 1754, or his claim that after this discovery the region remained "concealed until 1767?

2. Daniel Bryan’s “The Mountain Muse” is an unusual interpretation of Daniel Boone's story. In what kind of framework is he trying to cast Boone's history? How is this similar or different from John Filson's narrative? **In your answer try to cite specific passages in the text.**

3. In “Indian Wars of the West,” how does Timothy Flint narrate the Indian attacks? What aspects does he focus on, and which are left out? How does Flint characterize the Indians’ motivations?

4. How has the frontier influenced American history according to Frederick Jackson Turner? Can you see Turner's understanding of the frontier in the writings of Filson, Flint and Bryan?

5. According to Flint, Daniel Boone despised the trappings of civilization, and yet he was widely regarded as having brought civilization to the west. How would you explain and make sense of this contradiction?

6. Flint writes on page 56 that settlers built cabins in the Kentucky Territory and lived in them for a single season before returning to their homes in the British colonies in order to establish "a future claim on the land on which they built." How was this process of claiming and settling the west linked to the American Revolution and the creation of the republic?

7. For writers like Filson, Flint, Bryan, and Jackson what role did American Indians play in the development of America?

**Week 3 Jan 26-28**

**Tuesday- Lecture**

The Evolution of a Native New World on the Great Plains

**Thursday-Discussion**

Readings

Pekka Hamalainen, “The Rise and Fall of Plains Indian Horse Cultures,” Journal of American History, 90.3 (2003) (BB)

"The Journals and Letters of Pierre Gaultier de Varennes le Sieur de La Verendrye," edited by Lawrence J. Burpee, (BB)

Optional: [additional background information](http://www.trailtribes.org/) on the tribes encountered by La Verendryes; see the Mandan, Hidatsa, and Arikara: <http://www.trailtribes.org/>

Study Questions

1. La Verendrye begin his journal by informing the Governor of New France that he seeks to increase the number of his children.  What does he mean by this?

2. How does La Verendrye use gifts when he deals with Native peoples?

3. What is the purpose of La Verendrye's expedition?  What does he hope to find?

4. Explain the significance of the theft of La Verendrye's possessions?

5. How does La Verendrye communicate with the Mandan?  What is the significance of this style of communication?

6. According to Hamalainen, why did the U.S. fight a long war with the Dakota and quickly defeat the Commanche?

7. What does Hamalainen mean when he describes the Commanche as pastoralists?  And, what is the significance of this transformation in terms of ecology, economy, social structure, politics, diplomacy?

8. Describe the military impact of plains Indians adopting horses.  How did this process facilitate U.S. expansion onto the Great Plains?

**Week 4 Feb 2-4**

**Tuesday-Lecture**

The Rise of Indian Power in the Southwest

**Thursday-Discussion**

Readings

Barr, Juliana. “Geographies of Power: Mapping Indian Borders in the Borderlands of the Early Southwest," *The William and Mary Quarterly*, 68.1 (2011), 5-46. (BB)

[Interactive map](http://oieahc.wm.edu/wmq/Jan11/Barr/figure2/index.html) of Indian, French, English, and Spanish territorial boundaries

<https://en.wikipedia.org/wiki/Territorial_evolution_of_North_America_since_1763>

 Cunningham, Debbie S. ed., “[The Domingo Ramon Diary of the 1716 Expedition into the Province of the Tejas Indians: An Annotated translation](http://muse.jhu.edu/journals/southwestern_historical_quarterly/v110/110.1cunningham.html)," *Southwestern Historical Quarterly*, 110.1 (2006), 38-67. (BB)

Study Questions

1. How was the Ramon expedition different from the expedition of La Verendrye?

2. What was the significance of Ramon assigning Spanish names to the places he passed through?

3. How is the Spanish relationship with Native peoples different from the French relationship with Native peoples?

4. How were the Spanish Missions incorporated into Caddo Society?  How did the Caddo's reception of the Spanish compare with the Mandan's reception of the French? Did Spanish interactions with the Caddo differ from their interactions with other Indians they encountered as they traveled?

5. According to Barr how did Euro-American maps erase Indian geography?  How does this impact the historical narrative of European/American expansion?  How is this linked to the mythology (as opposed to the history) of the American West?

6. What, according to Barr is the link between space and sovereignty among Native peoples.  Is this the same for the Karankawa as it is for the Caddo?

7. What impact did Apache and Comanche raiding have on Spanish settlement?  How did these raiding practice influence the relationship between Native peoples?  How did Apache and Comanche power influence Spanish imperial power, and how does this influence the way Americans understand the expansion of the U.S. into this region?

**Week 5 Feb 9-11 (No class)**

**Week 6 Feb 16-18**

**Tuesday-Lecture**

The Santa Fe Trail and the Republic of Texas

**Thursday-Discussion**

Readings

[Texas in 1840 or, The Emigrant's Guide to the New Republic](http://www.archive.org/details/texasin1840oremi00allerich), pages xiii-xxii and Ch. 17, Ch. 20, Ch. 21 (226-237, 257-272).  <https://archive.org/details/texasin1840oremi00allerich>

George Wilkins Kendall, [Narrative of the Texan Santa Fé Expedition: Comprising a tour through Texas, and Capture of the Texans](http://books.google.com/books/about/Narrative_of_the_Texan_Santa_F%C3%A9_expedit.html?id=L34FAAAAQAAJ) (1846)  Read pages 1-7, 40-55, 85-100, 148-154, 190-195, 202-212 and 216-229. <https://books.google.com/books?id=L34FAAAAQAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false>

[George Wilkins Kendall](http://www.tshaonline.org/handbook/online/articles/fke19): <https://www.tshaonline.org/handbook/online/articles/fke19>

[The Texas Santa Fe Expedition](http://www.tshaonline.org/handbook/online/articles/qyt03): <https://www.tshaonline.org/handbook/online/articles/qyt03>

Study Questions

1. “Texas in 1840” is one of many nineteenth-century guides for people emigrating to the West. Guides ranged from detailed descriptions of the region to guidebooks with step-by-step maps and instructions on how to get to the new region. Keeping this genre in mind, who was the authors' ideal audience? Think about specific examples from the text that demonstrate the authors' motivations.

2. What image of the Republic of Texas (1836-1846) does this text create? If you were looking for a new country to emigrate to, would Texas appeal to you? Why or why not? Consider specific examples and think about variables based on sex, age, occupation, marital status etc., that would help determine the appeal of Texas.

3. Who is George Wilkins Kendall? (You may need to look up information on Kendall in an outside source.) What role did he play in the Texas Santa Fé Expedition? According to Kendall, why did he join the expedition?

4. How does Kendall depict the goals of the expedition? Upon joining the expedition, how did Kendall think he and others on the expedition would be received by Santa Fe’s inhabitants? How did their expectations differ from reality and what can we determine about the individuals on the expedition and the regions' politics?

5. The Texas Santa Fe Expedition set out in 1841, a year after the publication of Texas in 1840. What does the juxtaposition of these two texts suggest about Texas' economy, goals, society, and relationship with Mexico and the United States?

6. Throughout the excerpts Kendall mentions encounters with American Indians. How does he perceive the Indians he sees and hears stories about? How does he differentiate between the different groups he meets?

7. Kendall claims, “The desperation of their [the Indians’] hunger was such as to overcome any astonishment or intimidation the appearance of our wagon might have caused…” (87). What other reasons may explain why the sight of wagons and Texan traders did not astonish the southwestern Indians? What do the Indian attacks imply about this region?

**Week 7 Feb 23-25**

**Tuesday-Lecture**

John C. Fremont and the Corps of Topographical Engineers

**Thursday-Discussion**

Readings

John C. Fremont, [The Life, Explorations, and Public Service of John Charles Fremont](http://books.google.com/books/about/The_life_explorations_and_public_service.html?id=CdgR_sNRSSIC) (1856). Read chapters 4 and 5. <https://books.google.com/books?id=CdgR_sNRSSIC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false>

Explore the [Reports of Expeditions and Surveys](http://www.archive.org/search.php?query=reports%20explorations%20surveys%20railroad) of the Secretary of War. Browse through [Volume 3](http://www.archive.org/stream/economicrailroad06secrrich#page/n5/mode/2up), [Volume 6](http://www.archive.org/stream/economicrailroad06secrrich#page/n5/mode/2up), and [Volume 7](http://www.archive.org/stream/reportsofexplora07unit#page/n79/mode/2up) (front to back) and read the introductory materials. Click on the links to the other volumes to get a general sense of their contents. <http://archive.org/search.php?query=reports%20explorations%20surveys%20railroad>

Study Questions

1. What did it take to plan a railroad? These "Reports of Explorations and Surveys" are a remarkable record of how the Corps of Topographical Engineers conducted their explorations of the trans-Mississippi west, as they surveyed the territory to find the best routes for future railroads. In the process these expeditions mapped the west's geology, zoology, and plant life--and gave detailed impressions of the landscape, as well as Indian people they encountered on their way.

Consider the following questions as you explore these volumes:

2. What kind of resources (labor, supplies, and expertise) went into these expeditions?

3. For what audience are these volumes intended? When were they published and who published them? Who are the writers of the various texts that make up the volumes?

4. What is the extent of the territory that these reports cover?

5. What are artists' impressions of the west (lithographs and drawings)?

6. What do these reports tell us about the Indians and their observations?

**Week 8 March 1-3**

**Tuesday-Lecture**

The Oregon Trail and Mormon Migration

**Thursday-Discussion**

Readings

[Whitman Letters](http://www.pbs.org/weta/thewest/resources/archives/two/whitman0.htm). Read the letters for: June 3, 1836, July 18th – August 7th, 1836; September 21, 1836; September 22, 1836; June 25 1839; May 2, 1840; March 1, 1842; September 29, 1842; May 27, 1843; October 9, 1844; April 22, 1846; May 15, 1846; April 6, 1848: <http://www.pbs.org/weta/thewest/resources/archives/two/whitman0.htm>

Clips from [Episode Two](http://www.pbs.org/weta/thewest/program/episodes/two/)**: Empire Upon the Trails, in Ken Burns'** The West **(PBS). Video available: Netflix and You Tube:** <https://www.youtube.com/watch?v=AilTHeHBNog>

Clips

1. 23:00-30:00 (In the Midst of Savage Darkness)

2. 50:33- 1:21(Westward I Go Free and So We Die)

\*Melvin L. Bashore, "Where the Prophets of God Live" : A Brief Overview of the Mormon Trail Experience, available at Trails of Hope: <http://overlandtrails.lib.byu.edu/essay_mtrail.php>

In addition, look through the [map](http://www.pbs.org/mormons/map/map_swf.html) detailing Mormon migration. Pay close attention to numbers 4, 5, and 6 (more background information is available in "Mormon Developments" and "Why They Left/Building a Community" at the top right of each window).

If you would like to read more extensive excerpts than the quotes provided in Bashore's essay, consider looking at the journals of [Appleton Milo Harmon](http://contentdm.lib.byu.edu/cdm4/item_viewer.php?CISOROOT=/Diaries&CISOPTR=4241&CISOBOX=1&REC=4), [Emmeline Wells](http://contentdm.lib.byu.edu/cdm4/item_viewer.php?CISOROOT=/Diaries&CISOPTR=4267&CISOBOX=1&REC=2), or [Levi Jackman](http://contentdm.lib.byu.edu/cdm4/item_viewer.php?CISOROOT=/Diaries&CISOPTR=4247&CISOBOX=1&REC=1) **[OPTIONAL]**.

#### Study Questions

The Oregon Trail and "pioneers" moving west are familiar images, popularized in television shows, movies, trail days/festivals, games, and monuments. The Oregon Trail game,\* for example, takes players through the trail, narrates certain events, and requires decisions on what to buy for the trip and how to react to certain situations (broken wagon axle, dysentery, fording a river vs. taking a ferry, when to hunt etc.).

Pulling examples from the Whitman's letters and the journal entries quoted in Bashore's essay on the Mormons, consider how you would create a game about traveling west in the mid-nineteenth century. How would you rewrite The Oregon Trail? Consider a more nuanced version of the game that goes beyond popularized stereotypes. Also, feel free to consider individuals' experiences once they reach their destination, such as the Salt Lake Valley or the Walla Walla Valley.

Questions you might consider:

1. What are important decisions travelers had to make? What difficulties did they run into? What motivated their movement west and how did these motivations affect their trip?

2. Compare and contrast the Mormons' trail experience to that of the Christian missionaries, such as the Whitman's. How would a game based on each experience look? Also, consider how the game might look different from the perspective of a man, woman, or child.

\*If you are unfamiliar with The Oregon Trail—a game created for educational purposes around 1971 that was popular in elementary schools in the 1980s and 1990s—an internet search will turn up videos, blogs, and promotional material related to the game.

For example, a [video](http://youtu.be/KzxIx9b-deA) promoting the Facebook version of the game provides an idea of the basic premise. On the Learning Company’s [website](http://oregontrail.com/hmh/site/oregontrail/home/arcade), you can also find images and links about the different versions of the game, from the original Apple version to the newest home edition

**Week 9 March 8-10**

**Tuesday-Lecture**

California Gold Rush

**Thursday-Discussion**

Readings

Susan L. Johnson, “Domestic’ Life in the Diggings: The Southern Mines in the California Gold Rush,” in Over the Edge: Remapping the American West, Valerie J. Matsumoto and Blake Allmendinger, eds. Berkeley: University of California Press, 1999, 107-132. (BB)

From "California As I Saw It: First-Person Narratives of California's Early Years" at the American Memory collection (for each piece in this collection, read the link, Bibliographic Information):

* "[A Frenchman in the Gold Rush: The Journal of Ernest De Massey](http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field%28DOCID+@lit%28calbk082%29%29)" -- Read Chapter X: "In the Trinity Mines" <http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field(DOCID+@lit(calbk082div20))>
* "[California: Four months among the gold finders](http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field%28DOCID+@lit%28calbk125%29%29)" by J. Tyrwhitt Brooks -- Read Chapters IX, X, XI, XII-- <http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field(DOCID+@lit(calbk125div13))>
* ["California, in-doors and out**"**](http://memory.loc.gov/cgi-bin/query/r?ammem/calbkbib:@field%28NUMBER+@band%28calbk+176%29%29:) by Eliza W. Farnham --Read Chapter XXXI

<http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field(DOCID+@lit(calbk176div34))>

* "[California Gold Rush Merchant](http://memory.loc.gov/cgi-bin/query/S?ammem/calbkbib:@OR%28@field%28AUTHOR+@od1%28Davis,+Stephen+Chapin,+1833-1856+%29%29+@field%28OTHER+@od1%28Davis,+Stephen+Chapin,+1833-1856+%29%29%29)": The journal of Stephen Chapin Davis. Read the Introduction, which provides Davis' biography and read [August 26, 1850- February 16, 1851](http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field%28DOCID+@lit%28calbk072div40%29%29:).

<http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field(DOCID+@lit(calbk072))>

* Edmund Booth. Forty-Niner: The Life Story of a Deaf Pioneer. Read the following letters:

[Jacksonville, Tuolumne Co., California Aug. 18th, 1850.](http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field%28DOCID+@lit%28calbk066div87%29%29) (3 pages)

<http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field%28DOCID+@lit%28calbk066div87%29%29>

* [Sonora, Tuolumne Co., California Nov. 3, 1850](http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field%28DOCID+@lit%28calbk066div90%29%29)

<http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field%28DOCID+@lit%28calbk066div90%29%29>

["Ho! For California,"](http://open.umich.edu/sites/default/files/ho_for_california-12021848.pdf)The Weekly Herald. December 2, 1848. (BB)

[**“**Ho! For California,”](http://open.umich.edu/sites/default/files/ho_for_california_12081848.pdf) Alexandria Gazette, December 8, 1848. (BB)

The Days of Forty Nine, Song [lyrics](http://memory.loc.gov/cgi-bin/query/r?ammem/cowell:@FIELD%28SOURCE+@band%28afccc+@1%28dysof%29%29%29:@@@$REF$). [http://memory.loc.gov/cgibin/query/r?ammem/cowell:@FIELD%28SOURCE+@band%28afccc+@1%28dysof%29%29%29:@@@$REF$](http://memory.loc.gov/cgi-bin/query/r?ammem/cowell:@FIELD%28SOURCE+@band%28afccc+@1%28dysof%29%29%29:@@@$REF$)

In addition, hear Leon Ponce sing a version of the[song](http://memory.loc.gov/afc/afccc/audio/a336/a3365a2.mp3) in 1939.

<http://memory.loc.gov/afc/afccc/audio/a336/a3365a2.mp3>

Sculpture "Gold Rush" at the Robert T. Matsui U.S. Courthouse, Sacramento, California. Carol M. Highsmith Archive, Library of Congress, Prints and Photographs Division.

<http://www.loc.gov/pictures/related/?&pk=2010720721&st=gallery&sb=call_number#focus>

*Study Questions*

1. Do the primary sources further support Johnson's argument that the world that emerged around the gold mines was "a world upside down"? How do the primary sources add to or contest Johnson's discussion of gender, class, and race?

2. How do these accounts define "civilization"? What is associated with civilization and what is its opposite? How do these men and women see themselves and their lifestyles in California? How might you connect their accounts to previous discussions regarding civilization?

3. Like the "pioneers" of the Oregon Trail, miners during the California Gold Rush are emphasized by textbooks and other narratives centered on the West. Why? What makes the Gold Rush an "American" experience? How do the different types of readings support the images the Gold Rush evokes and how do these accounts differ or conflict with the popular narrative of the Gold Rush?

4. For this discussion, there are many different types of sources, which each provide a small snapshot of California or the Gold Rush. What information does this material provide when considered in juxtaposition? What is the significance of 1848 newspaper articles placed next to letters from a miner to his wife in 1850? Taken together, what type of picture of the Gold Rush does this material create? Is it an accurate depiction? Are certain perspectives missing?

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**Spring Break March 14-18**

**Week 10 March 22-24**

**Tuesday-Lecture**

Indian Wars on the Plains

**Thursday-Discussion**

Readings

Richard White, "[The Winning of the West: The Expansion of the Western Sioux in the Eighteenth and Nineteenth Centuries](http://www.jstor.org/stable/1894083?&Search=yes&searchText=winning&searchText=white&searchText=sioux&searchText=richard&searchText=west&list=hide&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Drichard%2Bwhite%2Bwinning%2Bof%2Bthe%2Bwest%2Bsioux%26gw%3Djtx%26acc%3Don%26prq%3Drichard%2Bwhite%26Search%3DSearch%26hp%3D25%26wc%3Don&prevSearch=&item=3&ttl=580&returnArticleService=showFullText),” Journal of American History 65.2 (1978), 319-343. (BB)

Jeffrey Ostler, “[Conquest and the State: Why the United States Employed Massive Military Force to Suppress the Lakota Ghost Dance](http://www.jstor.org/stable/3639984?&Search=yes&searchText=conquest&searchText=state&searchText=ostler&searchText=jeffrey&list=hide&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Djeffrey%2Bostler%2Bconquest%2Bstate%26gw%3Djtx%26acc%3Don%26prq%3Drichard%2Bwhite%2Bwinning%2Bof%2Bthe%2Bwest%2Bsioux%26Search%3DSearch%26hp%3D25%26wc%3Don&prevSearch=&item=1&ttl=57&returnArticleService=showFullText),” Pacific Historical Review 65.2 (1996), 217-248. (BB)

Paul Rosier, "Indian Country in the Twenty-First Century," in Serving Their Country: American Indian Politics and Patriotism in the Twentieth Century (2009), 276-282. (BB)

Elizabeth Custer, [Boots and Saddles](http://etext.virginia.edu/toc/modeng/public/CusBoot.html) (1899). Read the last chapter (XXIX).

[http://web.archive.org/web/20081121015341/http://etext.lib.virginia.edu/toc/modeng/public/CusBoot.html](http://web.archive.org/web/20081121015341/http%3A//etext.lib.virginia.edu/toc/modeng/public/CusBoot.html)

Aaron Beede, [Sitting Bull - Custer](http://www.archive.org/stream/sittingbullcuste00beed#page/n7/mode/2up) (1913)

<http://www.archive.org/stream/sittingbullcuste00beed#page/n0/mode/2up>

Study Questions

Jeffrey Ostler writes about the increased U.S. military presence in the West following the Civil War. Today we will think about how military intervention came to be seen as an increasingly central "solution" to the Indian-U.S. relations on the Great Plains.

1. How would you characterize Elizabeth Custer's portrayal of both the Indian and American women in "Boots and Saddles"? And what kind of masculinity do the soldiers evidence? What is the dramatic pay-off of how Custer recounts the events of Little Bighorn here?

2. Who was Aaron Beede? What prompts him to present himself as an authority on the Battle of Little Bighorn? How is he portrayed in the "Publisher's Preface"?

3. Beede writes in his introduction that he wants to give "a picture of the 'Custer Massacre,' so called, as the Indians themselves saw the battle." When you read his note on "Sources" at the end of the book, do you think Beede is successful in doing this? To what extend does he succeed or not?

4. Scene IV: "Sitting Bull and Custer Face to Face" stages a dialogue between Sitting Bull and the dead Custer's spirit. What kind of resolution does the play offer? What is the final word on Custer?

**Week 11 March 29-31**

No class

**Week 12 April 5-7**

**Tuesday-Lecture**

Railroads, Homesteads and Ranching

**Thursday-Discussion**

Readings

Daniel Belgrad, “[Power’s Larger Meaning: The Johnson County War as Political Violence in an Environmental Context](http://www.jstor.org/stable/4144801?&Search=yes&searchText=daniel&searchText=larger&searchText=belgrad&searchText=power&searchText=meaning&list=hide&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Ddaniel%2Bbelgrad%2Bpower%2Blarger%2Bmeaning%26gw%3Djtx%26acc%3Don%26prq%3Drichard%2Bwhite%2Bwinning%2Bof%2Bthe%2Bwest%2Bsioux%26Search%3DSearch%26hp%3D25%26wc%3Don&prevSearch=&item=1&ttl=54&returnArticleService=showFullText),” Western Historical Quarterly XXXIII.2 (2002), 159-177. (BB)

Watch: Shane (George Stevens, 1953) –on reserve and Netflix

From Richard White’s [Railroaded](http://www.stanford.edu/group/spatialhistory/cgi-bin/railroaded/gallery) website: <http://web.stanford.edu/group/spatialhistory/cgi-bin/railroaded/>

* [The Alfred Hart Collection](http://www.stanford.edu/group/spatialhistory/cgi-bin/railroaded/gallery/railroad-repeats-alfred-hart-collection) <http://web.stanford.edu/group/spatialhistory/cgi-bin/railroaded/gallery/railroad-repeats-alfred-hart-collection>
* [Interactive Visualizations](http://www.stanford.edu/group/spatialhistory/cgi-bin/railroaded/gallery/interactive-visualizations) (Click on "Transcontinental Railroad, "Cattle Production in the American West," and "Rise of the American Railway Union.") <http://web.stanford.edu/group/spatialhistory/cgi-bin/railroaded/gallery/interactive-visualizations>

Study Questions

1. What do the photographs in the Alfred Hart collection tell you about the immediate environmental impact of building the railroads?

2. What do the interactive visualizations suggest was the long-term impact of the railroads in terms of labor and social and economic change in the American West?

3. Daniel Belgrad writes that the history of the Johnson County War found its way into history in “two archetypal forms” (p. 159). What archetypal story does Shane tell about the Johnson County War? What does its depiction in the film tell us about general U.S. conceptions of the American West?

4. Discuss the character of Shane as a “western hero.” Does he seem like the archetype of the gunfighter? Do you sense a change in the way he is presented throughout the film?

5. Try to keep track of different characters’ accents, backgrounds, and their family situation. Of what kind of people is this community in Wyoming composed? And what do you make of the confrontation between Wilson and “Stonewall”?

6. In a confrontation with Ryker, Joe tells him that trappers and Indian traders “tamed” the country long before Ryker did. In this short dialogue, what is Joe implying? What cultural ideas about cultivating the land shine through in Joe’s dialogue?

7. Belgrad suggests that the co-existence of private land and public land led to insurmountable tensions. Are these the terms in which Shane depicts the conflict at the heart of the film? What are the central tensions in the film’s retelling of the Johnson County War history?

8. What is the turning point in the film at which the homesteaders determine to fight back against Ryker? Why do you think it is at just this moment?

9. The film ends on a rather ambiguous note—why is the hero made to ride away?

**Week 13 April 12-14**

**Tuesday-Lecture**

Labor and Immigration

**Thursday-Discussion**

Readings

Lissa Wadewitz, “[Pirates of the Salish Sea: Labor, Mobility, and Environment in the Transnational West](http://www.jstor.org/stable/10.1525/phr.2006.75.4.587?&Search=yes&searchText=lissa&searchText=wadewitz&list=hide&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dlissa%2Bwadewitz%26gw%3Djtx%26acc%3Don%26prq%3Drichard%2Bwhite%2Bwinning%2Bof%2Bthe%2Bwest%2Bsioux%26Search%3DSearch%26hp%3D25%26wc%3Don&prevSearch=&item=1&ttl=22&returnArticleService=showFullText),” Pacific Historical Review 75.4 (2006) 587-627. (BB)

Dorothy Fujita-Rony, “[Water and Land: Asian Americans and the U.S. West,](http://www.jstor.org.proxy.lib.umich.edu/stable/10.1525/phr.2007.76.4.563?&Search=yes&searchText=water&searchText=americans&searchText=land&searchText=asian&list=hide&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dwater%2Band%2Bland%2Basian%2Bamericans%26acc%3Don%26wc%3Don&prevSearch=&item=6&ttl=5251&returnArticleService=showFullText)” Pacific Historical Review 76.4 (2007), 563-74. (BB)

View the Powerpoint slides selection of cartoons from the 19th-century San Francisco magazine The Wasp. (From “[The Chinese in California](http://memory.loc.gov/ammem/award99/cubhtml/cichome.html)” collection in American Memory, Library of Congress.)  BB

The Workingmen's Party, “[An Address From the Workingmen of San Francisco to Their Brothers Throughout the Pacific Coas](http://sunsite.berkeley.edu/cgi-bin/flipomatic/cic/chs1363)t"  (Focus especially on pp. 1-2 ; 8-10; 17-24)[http://content.cdlib.org/ark:/13030/hb7199n8g9/?order=2&brand=calisphere](http://content.cdlib.org/ark%3A/13030/hb7199n8g9/?order=2&brand=calisphere)

Dennis Kearney, [Appeal from California: The Chinese Invasion](http://historymatters.gmu.edu/d/5046/), Indianapolis Times, 28 February 1878. http://historymatters.gmu.edu/d/5046/

Study Questions

The traditional view of the "creation" of the American West is often imagined as a narrative of westward expansion. A more informed historical approach, however, recognizes how the history of the American West is also one of continuous travel and migration from West to East, across the Pacific. Although the west was supposedly made "American" in the course of the 19th century, when we look at labor and immigration the west reveals that its borders are less clearly defined. Consider the following questions:

1. How does Fujita-Rony propose to rethink how we look at the American West? And how does her argument compare to that of Lissa Wadewitz's article?

2. The Wasp was a San Francisco satirical magazine that became known for its cartoons -- including a score which stereotype immigrants. Besides their anti-immigration message, what do these cartoons try to convey about Chinese immigrants? What are some recurring visual elements that strike you?

3. The cartoon images including "The Chinese Must Go: But Who Keeps Them?" poses a provocative question. What, according to the visuals, is the intended answer to this question? What does the donkey in the middle of the cartoon signify?

4. Look up some information on Dennis Kearney and the Workingmen's Party. What rhetorical moves does Kearney make in his "Appeal" in order to legitimate his anti-Chinese message?

5. In the Address from the Working Men How is the tariff linked to the labor force and how are labor, the tariff and "the trusts" linked to Chinese immigration?

**Week 14 April 19-21**

**Tuesday-Lecture**

Conservation and Creation of the National Park System

**Thursday-Discussion**

Readings**:** Please consider the readings in the **order** that they appear below.

PBS [Timeline](http://www.pbs.org/nationalparks/history/timeline/): http://www.pbs.org/nationalparks/history/timeline/

Henry David Thoreau, "Walking" in [Excursions](http://memory.loc.gov/cgi-bin/query/r?ammem/AMALL:@field(NUMBER+@band(amrvr+vr01))) (1863). Scroll down to page185. Read pages 185-199. <http://memory.loc.gov/cgi-bin/query/r?ammem/consrv:@field(DOCID+@lit(amrvrvr01div10))>

John Muir, [Our National Parks](http://open.umich.edu/sites/default/files/john_muir-our_national_parks.pdf). Read pp. 1-36. (BB)

[John Muir and Theodore Roosevelt in Yosemite](http://www.pbs.org/nationalparks/watch-video/#645), "The National Parks: America’s Best Idea" (PBS). View 6-minute video. <http://www.pbs.org/nationalparks/watch-video/#645>

Theodore Roosevelt, [Outdoor Pastimes of an American Hunter](http://open.umich.edu/sites/default/files/roosevelt-outdoor_pastimes.pdf) (1908). Read pp. 315-317. <http://open.umich.edu/sites/default/files/roosevelt-outdoor_pastimes.pdf> (BB)

Theodore Roosevelt and George Bird Grinnell, [Hunting in Many Lands](http://open.umich.edu/sites/default/files/boone_and_crockett.pdf): The Book of the Boone and Crockett Club (1895). Read pp. 439-441, 403-423 and 433-438. <http://open.umich.edu/sites/default/files/boone_and_crockett.pdf> (BB)

K. Jacoby, "Ken Burns Gone Wild: Naturalizing the Nation in The National Parks: America's Best Idea," The Public Historian 33.2 (2011): 19-23. (BB)

Study Questions

1. Carefully consider how the material this week is interconnected. For instance, note that Theodore Roosevelt was President of the Boone and Crockett Club in 1895 when he coauthored Hunting in Many Lands with George Bird Grinnell. Roosevelt also helped found and name the club in 1887.

2. Can you identify the influence of Thoreau in the writings and ideas of John Muir or Theodore Roosevelt?  If so, be specific in forming an answer.

3. Where are the Indians in Muir's wilderness?  How would contrast Muir's wilderness with Turners?  How would you contrast Muir's idea of wilderness with Joe Start and his ideas of land use in the movie Shane?

4. What did Muir mean when he described eastern Americans as over-civilized? And how did he relate this concept to the National Parks and National Forests?

5. Consider how these readings revisit themes discussed in previous classes. Are the ideas presented by Muir, Roosevelt, and Thoreau connected to earlier discussions? How do you think each man would define the West? How is the concept of the West we have discussed throughout the course connected to the creation of the National Park System? What do these men value and what do they wish to preserve?

6. Why according to Karl Jacoby, should we not treat nature or wilderness as self evident categories?  What does he mean when he describes the cultural construction of nature?

**Week 15 April 26-28**

Dead Week No class

**Week 16 Finals Week**

Final Project Due **May 3**