

HIST 4340/5340 ■ Far Western Frontier ■ Fall 2009
Tues./Thurs. 2:00 to 3:15 p.m.

Dr. Cynthia Jo Ingham

Office: 3112 Tucker Hall

Office Hours: T/Th: 8:30 to 10:30 a.m.

T/Th: 3:30 to 5:00 p.m.

Class: RH 1542

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(Please confirm Tuesday afternoon appointments; I have bimonthly meetings on Tuesdays.)

Course Description: Through readings and lectures, we will examine key events in the trans-Mississippi West in the nineteenth century, focusing on the diversity of experiences, the outcome of encounters among peoples and with the environment, and the changing interpretation (historiographic and literary) of the West.

Required Texts:

At bookstore:

◆ Martin Ridge and Walter Nugent, eds., *The American West: A Reader* (Bloomington: Indiana University Press, 1999).

◆ Greg Lyons, comp., *Literature of the American West: A Cultural Approach* (New York: Longman, 2003).

◆◆ Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 6th ed. (Boston: Bedford/St. Martin's, 2010).

Separate purchase:

◆ William Cronon, George Miles, and Jay Gitlin, eds., *Under an Open Sky: Rethinking America's Western Past* (New York: W. W. Norton and Co., 1992).

◆ Clyde A. Milner II, *A New Significance: Re-envisioning the History of the American West* (New York: Oxford University Press, 1996).

Additional readings are on electronic COURSE RESERVE. I may also hand out primary sources, a week in advance.

Requirements: attendance and participation; midterm and final exams; reading reports; scholarly review; primary source/literature paper.

Attendance and Participation	125 points
Midterm Exam	200 points
Reading Reports (4 @ 50 points)	200 points
Scholarly Review	200 points
Primary Source OR Literature Analysis	300 points
Final Exam	150 points

Attendance, Preparation, and Participation: I take attendance, and I take it seriously. For every class, you should be prepared to offer insights and answer questions based on the readings. We will not always discuss the readings in detail, but they are essential background for the class.

At any time, I reserve the right to give you a "pop quiz" based on the readings, especially if it seems clear that few have prepared.

Writing Assignments: I have designed these as stages, to keep you from waiting until the last minute to do everything:

The **Reading Reports** are intended to keep you accountable for the readings and to help you practice the discipline and skill of analysis. **All reading reports must be submitted by Oct. 8.**

The **Scholarly Review** is intended to give you the opportunity to apply the themes and ideas of the readings to a topic of your choice. **This is due Nov. 3.**

The **Primary Source/Literature Analysis** is intended to expose you to the process of "doing history": using primary sources to test a thesis or to develop your own thesis. **This is due the last day of class.**

Reading Reports: The reading reports are one-page summaries. Briefly state the author's subject, thesis, argument, and method (sources), and link the reading to other readings/ideas in the class. You can write a

report on any assigned reading EXCEPT the literature. **The report is due on the day that the reading is assigned.** For obvious reasons, no late papers will be accepted.

A sample is printed on the last page of the syllabus. In a sense, reading reports are annotations (see *Pocket Guide*), except that I'm looking for the thesis, method, and connections rather than comments about the author.

Note: You are responsible for ALL readings, not just the ones you write about.

Scholarly Review: There is so much to read on the nineteenth-century West, so I would like you to explore beyond the confines of these assignments. Choose any topic (the gold rush, westward migration, the reservation policy, anything), and do research to find three scholarly articles or chapters from edited compilations. They **MUST** have footnotes or references to be considered scholarly. Write a paper analyzing what these historians have to say about the topic; connect it to any of the historiographies (historical interpretations) that you will read in class. The paper should be about five pages long, not including endnotes and bibliography. It is due on **November 3**. I will ask you to hand in your bibliography in advance, to make sure that you are prepared and on the right track.

Primary Source Review OR Literature Analysis: You can choose one or the other.

If you choose **primary sources**, you should settle on a topic that has at least thirty to fifty pages of primary sources. Some examples would be covered wagon diaries; journals of the Rocky Mountain rendezvous; missionaries among the Indians; exploration reports; and so on. Your task is to read and analyze these primary sources. Your paper should include some linkage to the ideas and themes of the class, especially the historiographies you will be reading. For example, if you read covered wagon diaries, you would likely include some analysis about the historiography of women in the West.

If you choose **literature analysis**, you'll need to choose short stories, essays, or novels by at least two different authors. Your paper would then be an analysis of some theme: myth versus reality; the changing portrayal of women; etc. Again, you'll need to reference the appropriate historiography.

Plan to hand in a one-page prospectus by November 10. The final paper should be typed, double-spaced, and ten pages in text, with additional pages for endnotes and bibliography. It is due December 10, the last day of class.

Citation: For the reading reports, you may reference specific ideas or direct quotes by using page numbers in parentheses in the text. For the scholarly review and the primary sources/literature analysis, you must use *Chicago Style* citation, which is explained in the *Pocket Guide*. **READ THAT FIRST:** if you still have questions about how and when to document your ideas and your sources, I will be happy to help.

Exams: The midterm and final exams will be a combination of essay and short-answer identifications covering material in the assigned readings, the lectures, and the discussion. I will hand out a study guide in advance. The midterm essay will be take-home, due on the day of the exam. If you miss the midterm, you must have a valid excuse to take a make-up exam, which must be scheduled within one week of the original date.

Class Policies: Please do not eat during class. · **I do not accept final assignments as e-mail attachments.** · Turn off your cellphone, ipod, blackberries, palm pilots, and all other widgets and gadgets before entering class, and resist your addiction to text messaging until the class is over. **THAT INCLUDES** the "she-doesn't-notice-if-I-sneak-a-look-under-the-desk" maneuver. If you succumb to your addiction, I will simply mark you as absent for that day. If it persists, I will notify you by e-mail that you are not welcome in the class. · Unless you become ill, I expect you to remain in class for the duration. If you must leave, **please do not return to the class.** It is extremely distracting. Thank you.

· In inclement weather, you are responsible for determining whether the University is closed; otherwise, class will be held as usual.

Special Accommodations: If you require any special accommodations in order to fulfill the course requirements as listed on the syllabus, please talk with me during my office hours.

Plagiarism: READ CAREFULLY CHAPTER 6 IN THE *POCKET GUIDE*. You are responsible for understanding exactly what constitutes plagiarism. If you have any questions or doubts about plagiarism, please raise them in class or come to see me. Plagiarism constitutes academic misconduct and will earn you an F on the assignment and a possible F for the class.

Office Hours: If you have ANY questions or problems with the assignments, *do not struggle in silence!* I am willing to provide any assistance humanly possible—but you must ask.

Schedule of Classes: (subject to change, with advance notification)

Aug. 25 Introduction: Defining and Interpreting the West:
American West, Introduction, and chap. 2, “The American West: From Frontier to Region”
Literature: Frederick Jackson Turner, “The Significance of the Frontier in American History,” 12-18

Aug. 27 Imagining the West
Under an Open Sky: William Cronon et al., “Becoming West”
Course Reserve: Richard White, “Other Wests”
Course Reserve: N. Scott Momaday, “The American West and the Burden of Belief”
Course Reserve: Patricia Limerick, “Believing in the American West”
Literature: Thomas Schatz, “The Western,” 270-277

Sept. 1 Before It Was the West
Under an Open Sky: George Miles, “To Hear an Old Voice: Rediscovering Native Americans in American History,” 52-70
****REQUIRED READING REPORT:** Available through JSTOR: Richard White, “The Winning of the West: The Expansion of the Western Sioux in the Eighteenth and Nineteenth Centuries,” *Journal of American History* 65, no. 2 (Sept. 1978): 319-43
Literature: Sherman Alexie, “How to Write the Great American Indian Novel,” 414-16

Sept. 3 West as East and North
Course Reserve: Sucheng Chan, “Introduction: Western American Historiography and Peoples of Color”
American West, chap. 16, “African Americans in the West”
A New Significance: Gail M. Nomura, “Significant Lives,” pp. 135-138.

Sept. 8 Discovering the TransMississippi West
Literature: Lewis and Clark, 19-30; Lewis Garrard, “The Village,” 45-57;
A. Guthrie, “Mountain Medicine,” 73-84
A New Significance: Anne F. Hyde, “Cultural Filters: The Significance of Perception”
American West, chap. 5, “Mountain Man as Jacksonian Man”

Sept. 10 The West as Environment
Course Reserve: James P. Ronda, “On the Columbia”
A New Significance: Susan Rhodes Neel, “A Place of Extremes”
American West, chap. 6, “Bison Ecology and Bison Diplomacy”

Sept. 15: Missionaries/Religion in the West
Course Reserve: Julie Roy Jeffrey, “The Meeting at Waiilatpu”

Sept. 17 Borderlands
Course Reserve: David G. Gutierrez, “Myth and Myopia”

Sept. 22 Imperialism in the West

American West, chap.7, “Mexican Opinion, American Racism, and the War of 1846”; chap. 4, “Rancheras and the Land: Women and Property Rights in Hispanic California”

Sept. 24 Gold Rush
Course Reserve: Elliot West, “Beyond Baby Doe: Child Rearing on the Mining Frontier”
Course Reserve: Susan Lee Johnson, “Domestic Life in the Diggings”
Literature: Bret Harte, “The Outcasts of Poker Flat,” 31-41

Sept. 29 BIBLIOGRAPHY FOR SCHOLARLY REVIEW DUE

Sept. 29 Ethnicity and Race in the West
Course Reserve: Shin-Shan Henry Tsai, “Chinese Immigration, 1848-1882”
A New Significance: Sucheta Mazumdar, “Through Western Eyes: Discovery Chinese Women in America,” 158-167
Under an Open Sky: Sarah Deutsch, “Landscape of Enclaves” 110-131

Oct. 1 MIDTERM

Oct. 6: FALL BREAK

Oct. 8 LAST DAY TO SUBMIT A READING REPORT

Oct. 8 Women in the West
Under an Open Sky, Katherine Morrissey, “Engendering the West,” 132-144
Course Reserve: Evelyn A. Schlatter, “Drag’s a Life”
Course Reserve: Coll-Peter Thrush and Robert H. Keller, Jr., “‘I See What I Have Done’: The Life and Murder Trial of Xwelas, a S’Klallam Woman”

Oct. 13 Homesteaders
Course Reserve: Kathryn Adams, “Laura, Ma, Mary, Carrie, and Grace”
American West, chap. 10, “Homesteading: ‘Everything I Want Is Here’”

Oct. 15 Indian Wars
American West, chap. 9, “Indians, the Army, and Settlers, 1864”

Oct. 20 Civil War in the West

Oct. 22 Economic Development in the West

Oct. 27 Labor in the West
American West, chap. 10, “Cowboys as Wage Workers”
Literature: Mark Twain, “Roughing It,” 218-26; Owen Wister, “The Jimmyjohn Boss,” 95-125; Angeline Mitchell Brown, “Diary of a School Teacher on the Arizona Frontier,” 305-314

Oct. 29 Law and Lawlessness
Literature: Zane Grey, “The Ranger,” 149-82; Dorothy Johnson, “The Man Who Shot Liberty Valance,” 255-69
Course Reserve: Darlis Miller, “The Women of Lincoln County”

Nov. 3 SCHOLARLY REVIEW DUE

Nov. 3 Federal Indian Policies and Friends of the Indians

Literature: Sarah Winnemucca, "Life Among the Paiutes, 369-379

Course Reserve: Margaret D. Jacobs, "Resistance to Rescue: The Indians of Bahapki and Mrs. Annie E. K. Bidwell"

Nov. 5 Religion in the West, Part II
American West, chap. 8, "Mormon Deliverance and the Closing of the Frontier"
On-Line: Clifford Trafzer, "Smoholla, the Washani, and Religion as a Factor in Northwestern Indian History," *American Indian Quarterly* 9 (1985): 309-322.

Nov. 10 The Multicultural West
Course Reserve: TBA

Nov. 12 Politics in the West
Course Reserve: Carolyn Stefanco, "Networking on the Frontier: The Colorado Women's Suffrage Movement"
Course Reserve: Rosalind Urbach Moss, "The 'Girls' from Syracuse"
Course Reserve: Ronald Limbaugh, "Territorial Elites and Political Power Struggles in the Far West"

Nov. 17 Western Environment: Development versus Aesthetic
Literature: all of chap. 4; Mary Hunter Austin, "The Walking Woman," 316-19, 328-34
Under an Open Sky, William Cronon, "Kenecott Journey: The Paths out of Town"

Nov. 19 Radicalism in the West

Nov. 24 Filmography of the West

Dec. 1 The Ghost Dance and Wounded Knee I

Dec. 3 End of the Century: Competing Narratives of the West
Course Reserve: Richard White, "When Frederick Jackson Turner and Buffalo Bill Cody Both Played Chicago in 1893"
Literature: Stephen Crane, "The Blue Hotel," 227-54
Course Reserve: "Simon Pokagon Offers *The Red Man's Greeting* [1893]"
Course Reserve: "Interview with Sitting Bull [1881]," "Teddy Roosevelt, Cowboy [1884]," "Nat Love, Alias Deadwood Dick [1907]"

Dec. 8 The Twentieth-Century West
Under an Open Sky: Michael McGerr, "Is There a Twentieth-Century West?" and Howard Lamar, "Westering in the Twenty-first Century"
Literature: Introduction to chap. 8, 419-25; William Kittredge, "Redneck Secrets," N. Scott Momaday, from *House Made of Dawn*, 380-88 and Linda Hogan, "From a Different Yield," 448-67

Dec. 10 PRIMARY SOURCE/LITERATURE REVIEW DUE

Dec. 10 Wrap-up

FINAL EXAM: Friday, Dec. 18, 12:30 to 2:30 p.m.