

AMERICAN FRONTIERS: CRITICAL HISTORIES

WINTER 2006 SYLLABUS

(All office hours will be by appointment)

Faculty:	Office	Mailbox	Phone	Email
Kristina Ackley	Lab I 1011	Lab I	x6020	ackleyk@evergreen.edu
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Program Description

In recent years, many have challenged the frontier thesis first articulated by Frederick Jackson Turner—that the frontier is "the meeting point between savagery and civilization"—as racist and rife with imperialism. Turner delivered the thesis in 1893, amid rapid industrialization and urbanization following American westward expansion to the Pacific Coast; it summed up decades of American understanding and influenced several generations of American historians. Now, Native Americans, Western historians and others have challenged many aspects of Turner's thesis and have offered alternative histories of Anglo-American expansion, colonization and settlement in North America.

In winter quarter we will continue our exploration of many of these histories. Considering the points of view of the colonized and the colonizer, and focusing on culture, land and gender, we will examine the role of power and power relations in the encounters of diverse peoples on American frontiers. We will analyze the experiences and perspectives of indigenous peoples; women; Anglo-American explorers, entrepreneurs and settlers; African-Americans; Latinos; and Asian immigrants. We will begin by exploring the Gold Rush and the American conquest of California. Then we will turn to events after the Civil War, including Indian-fighting and the American conquest of Indian nations in the West; the society and culture of the "Old West," including the experiences of women, African Americans, Latinos and Asians; federal Indian policy and Native American experience in the West since the late 19th century; the social transformation of the American West in the 20th century; and images of the frontier and the West in American culture since the early 20th century. We will also examine the unfolding of cultural identities in the Pacific Northwest.

The program will have three central considerations that structure our group inquiry. We will reflect on the images and mythology of American frontiers and critically contextualize its place in popular culture. We will take as our starting point the difference between the "frontier" versus a homeland/region. How does American expansionism contribute to the creation of regions as "places" and how do you contrast that to having your homeland transformed/invaded? Finally, we will complicate history as a social process by interrogating the interaction of cultures and identities in the formation of places. The final project will focus on the contemporary legacies of "frontier" processes in present-day regional issues.

Weekly Schedule

Tuesday	9:00-11:00 AM	SEM II D1105	Lecture
Tuesday	12:30- 2:30 PM	SEM II B2107	Ackley Book Seminar
		SEM II B3107	Pfeifer Book Seminar
		SEM II B2109	Grossman Book Seminar
Wednesday	10 AM–1PM	SEM II C1107	Workshop/Film Viewing
Thursday	9:30-11:30 AM	SEM II B2107	Ackley Book Seminar
		SEM II B 3107	Pfeifer Book Seminar
		SEM II B2109	Grossman Book Seminar
Thursday	12:30-2:30	Longhouse 1007C	Ackley Writing Seminar
		SEM II B2107	Pfeifer Writing Seminar
		SEM II B2109	Grossman Writing Seminar

Required Texts (all books are available on reserve at the library)

The Legacy of Conquest: The Unbroken Past of the American West (Paperback)
by Patricia Nelson Limerick **Publisher:** W. W. Norton; Reprint edition (January 30, 1987)

Roaring Camp: The Social World of the California Gold Rush (Paperback)
by Susan Lee Johnson **Publisher:** W. W. Norton & Company; New Ed edition (January, 2001)

Fools Crow (Contemporary American Fiction) (Paperback)
by James Welch **Publisher:** Penguin Books; Reprint edition (November, 1987)

Indians in the Making: Ethnic Relations and Indian Identities around Puget Sound
(American Crossroads) (Paperback) by Alexandra Harmon **Publisher:** University of California Press (September 4, 2000)

Nisei Daughter (Paperback)
by Monica Itoi Sone **Publisher:** University of Washington Press (October, 1979)

Facing West: The Metaphysics of Indian-Hating and Empire-Building (Paperback)
by Richard Drinnon **Publisher:** University of Oklahoma Press; Reprint edition (March, 1997)

Devil's Bargains: Tourism in the Twentieth-Century American West (Paperback)
by Hal K. Rothman **Publisher:** University Press of Kansas; Reprint edition (October 20, 2000)

From Out of the Shadows: Mexican Women in Twentieth-Century America (Paperback)
by Vicki L. Ruiz **Publisher:** Oxford University Press (January, 1999)

SUGGESTED:

Atlas of the North American Indian (Paperback)
by Carl Waldman (Illustrator) **Publisher:** Checkmark Books; Revised edition (March, 2000)

The Luck of Roaring Camp and Other Writings (Penguin Classics) (Paperback)
by Bret Harte **Publisher:** Penguin Classics (August 1, 2001)

Something in the Soil: Legacies and Reckonings in the New West (Paperback)
by Patricia Nelson Limerick **Publisher:** W. W. Norton & Company (March, 2001)

Films

Ives, Stephen, dir. ***The West***. 1996.

Vernon, John, dir. ***La Fanciulla del West***. 1982.

Project Underground. ***Gold, Greed, and Genocide***. 2002. (www.1849.org)

Osawa, Sandra Sunrising, dir. ***Usual and Accustomed Places***. (2000)

Sayles, John, dir. ***Lone Star***. 1996.

UH Center for Hawaiian Studies. ***Act of War: The Overthrow of the Hawaiian Nation***. 1993.

American Social History Project. ***Savage Acts: Wars, Fairs and Empire***. 1996.

Eyre, Chris, dir. ***Edge of America***. 2004.

Assignments

1) Two Discussion Questions for Each Seminar: Students will compose two discussion questions in thoughtful response to the week's readings for each Tuesday and Thursday seminar, bringing a copy for their seminar leader and one for themselves. Students will use these questions as prompts for sharing ideas with their peers and contributing to seminars. The questions also serve as proof of attendance. Underneath each of the two questions, students will add 3-4 sentences of text to expand on the question, referring to specific ideas or passages in the reading that inspired the question. This explanatory text helps to verify that students have done the reading. ***Students must always bring the reading itself to the seminar.***

2) Short Synthesis Essays: You will compose a 5 page thesis-driven essay that succinctly and comprehensively draws on program readings AND suggests their significance for understanding the history of American "frontiers." You will respond to a series of questions from the faculty that you will receive that will help you focus your argument as well as use at least two of the readings, or one reading and a lecture or discussion from that week. You should not merely summarize the readings, but you should have a thesis statement that drives your analysis and structures your paper. You can discuss the implications of the readings, offer a constructive critique, or link seemingly disparate ideas to form a coherent argument. You will receive constructive critique of the composition and content of these essays from your peers and faculty in writing seminars. All essays must be stapled. If you choose, you may revise these essays in light of writing seminar critique and submit a revised draft to your seminar leader for further feedback. You will do this twice over the course of the quarter.

Schedule for small group due dates for the essays are identified in the Program Schedule.

3) Research Paper. The 15 page final project will focus on the contemporary legacies of "frontier" processes in present-day regional issues. It will center on a modern issue or controversy in the geographic region, and trace back the roots of the issue to the impacts of frontier conflicts. The paper will show how these historic issues did not end with Turner's claim of a closed frontier. Students should feel free to focus their research on the history of a conflict, or broaden their approach to encompass a variety of topics such as a curriculum review, literature analysis, or environmental conflict. The topic must be cleared with the seminar leader *before* Week 6. The research will be fully cited, with at least three sources (excluding web-based sources) identified with the first draft. Each geographic region small group will present and compare their individual papers in the last week.

Approval of research paper topic with sources due: Thursday, Feb. 9

First draft (with sources) critiqued in Writing Seminar: Thurs., Feb. 23

Research Paper final draft due: Tuesday, March 14 at 9am

Project presentation to class: March 14-16.

Schedule for Submission and Presentation of Short Synthesis Essays

-All papers must be written in 12-font size (in Times).

-All papers will be discussed on Thursdays in writing seminar in the order that follows:

Writing Group one	Writing Group two	Writing Group three
Weeks 2, 5	Weeks 3, 7	Weeks 4, 8

-In order to participate in writing seminar, students must possess sufficient copies of their completed essay to distribute to their peers and seminar leader, and a copy for themselves (most likely this will be an approximate total of **nine** copies), at the **beginning** of writing seminar. Be certain to complete your paper draft well ahead of time and to acquaint yourself with copying facilities so that this requirement is easily fulfilled. No exceptions will be made.

Credit

Full credit can be earned by doing all of the following:

Reading assigned texts in advance of class

Participating in class activities (participation is defined as active listening, speaking, and thinking)

Attending class (as attendance is a precondition of participation, absences will diminish your ability to earn full credit; more than three absences will mean reduced credit; three occasions of tardiness will equal one absence)

Completing all assignments by the date due

Writing a narrative self-evaluation for your transcript

Attending an evaluation conference when you leave the program

If you do all the above at a passing level, you will earn sixteen credits for the quarter. The quality of the work you accomplish will be described in a narrative evaluation.

Geographic Regions

The approach of this program will attempt to locate events in both time and space, taking into account chronological events, geographical places, and thematic ideas. The progression of the course will roughly follow the chronological progression of American “frontiers” across specific regions, and address the social and cultural issues that each historical stage has presented.

Lectures and seminars will focus on an overview of these temporal periods and issues. To facilitate a more in-depth treatment of particular issues, students will be part of small groups focusing on a particular region. In this way, we can better understand the complexity and local nuances of “frontier” history and its legacies. For example, we can begin to see how modern public stereotypes of American “frontiers” often focus on particular regions and not others, and that an assumption made in one region may not apply well in another.

Program projects will derive from our regional focus; the final project will deal with the legacies of the “frontier” found in contemporary issues in the region. Students will become the “experts” on their particular region, and contribute their regional angle to discussions. It may be more fruitful for students to study a region that they are not already familiar with, to enhance the breadth of their knowledge. Each of our three seminars will include three regional groups each, though all seminars will read and discuss the all-program readings on all the regions.

Pfeifer: Southeast (WG 1), Southern Plains (WG 2), Northwest (WG 3)
 Ackley: Northeast (WG 1), Southwest (WG 2), Intermountain West (WG 3)
 Grossman: Great Lakes (WG 1), Northern Plains (WG 2), California (WG 3)

Southeast:	MD, DE, VA, WV, KY, TN, NC, SC, GA, AL, MS, FL, LA, AR, MO		
Northeast:	ME, NH, VT, CT, MA, RI, NY, PA, NJ	Great Lakes:	OH, IN, IL, MI, WI
Northern Plains:	MN, IA, NE, SD, ND	Southern Plains:	KS, OK, TX
Southwest:	AZ, NM	Intermountain:	MT, WY, CO, UT, ID, NV
Northwest:	WA, OR, AK	California:	CA

Evaluation

Your evaluation will consist of your seminar leader's written evaluation of your work, your self-evaluation, and the evaluation conference. You will be evaluated on your level of comprehension of the material, on your skills (writing, thinking, speaking, listening, research, presentation), and on your intellectual engagement with the major themes of the program as reflected in assignments and seminar discussions.

A Note on Late Papers

Late papers and questions will not be accepted, unless there are extenuating circumstances, which should be discussed with your faculty leader as soon as possible.

Check out our web page for updates and the most current information!
<http://academic.evergreen.edu/curricular/americanfrontiers/>

PROGRAM SCHEDULE

WEEK ONE: JANUARY 10-12

Reading: Patricia Nelson Limerick, *The Legacy of Conquest: The Unbroken Past of the American West*, (entire); Limerick, *Something in the Soil: Legacies and Reckonings in the New West* "The Adventures of the Frontier in the Twentieth Century," pp. 74-92 (handed out on Tues., Jan. 10).

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| Tuesday 9-11 | First winter program meeting:
Kristina, Zoltán, and Michael introduce the program |
| Tuesday 12:30-2:30 | Seminar introductions and brainstorm topics for final paper |
| Wednesday 10-1 | Workshop on Limerick's <i>Something in the Soil</i> : "The Adventures of the Frontier in the Twentieth Century,"
Film: <i>The West</i> , Episode 6 (1874-77), <i>Fight No More Forever</i> |
| Thursday 9:30-11:30 | Seminar on Limerick, <i>The Legacy of Conquest</i> |
| Thursday 12:30-3 | Library research workshop |

WEEK TWO: JANUARY 17-19

Reading: Susan Lee Johnson, *Roaring Camp: The Social World of the California Gold Rush*, pp. 11-13, 25-183, 275-344 ; Bret Harte, "The Luck of Roaring Camp," "The Outcasts of Poker Flat," "Tennessee's Partner," "Wan Lee, The Pagan," "The Argonauts of '49"

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| Tuesday 9-11 | Lecture: Michael, The Making of the Far West:
Violence, Race, Gender, and Sexuality |
| Tuesday 12:30-2:30 | Seminar on Johnson, <i>Roaring Camp</i> , pp. 11-13, 25-183, 275-344 |
| Wednesday 10-1 | Films: <i>Gold, Greed, and Genocide</i> ; Puccini: <i>La Fanciulla del West</i> |
| Thursday 9:30-11:30 | Seminar on Bret Harte Stories |
| Thursday 12:30-3 | Writing Seminar: Group I (Southeast, Northeast, and Great Lakes regions) present their first essays |

WEEK THREE: JANUARY 24-26

Reading: James Welch, *Fool's Crow*; Glenda Riley, *Women and Indians on the Frontier, 1825-1915*, Chapters 4 and 5, pp. 121-203

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| Tuesday 9-11 | Lecture: Zoltán, The Lakota and Nez Perce |
| Tuesday 12:30-2:30 | Seminar on Welch, <i>Fool's Crow</i> |
| Wednesday 10-1 | Research paper citation workshop; workshop on Riley, pp. 121-203 |
| Thursday 9:30-11:30 | Seminar on Welch, <i>Fool's Crow</i> ; Students need to bring field trip fee |
| Thursday 12:30-3 | Writing Seminar: Group II (Southern Plains, Southwest, and Northern Plains regions) present their first essays |

WEEK FOUR: JANUARY 31-FEBRUARY 2

Reading: Alexandra Harmon, *Indians in the Making: Ethnic Relations and Indian Identities around Puget Sound*

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| Tuesday 9-11 | Lecture: Kristina, The Native Northwest: Framing the West |
| Tuesday 12:30-2:30 | Harmon, <i>Indians in the Making</i> , pp. 1-130 |
| Wednesday 10-1 | Guest lecture: Jennifer Scott on Quinault; <i>Usual and Accustomed Places</i> |
| Thursday 9:30-11:30 | Harmon, <i>Indians in the Making</i> , pp.131-249 |
| Thursday 12:30-3 | Writing Seminar: Group III (Northwest, Intermountain West, and California regions) present their first essays |

WEEK FIVE: FEBRUARY 7-9

Reading: Monica Itoi Sone, *Nisei Daughter*; Quintard Taylor, "Blacks and Asians in a White City: Japanese Americans and African Americans in Seattle, 1890-1940," *Western Historical Quarterly* 22 (November 1991), pp. 401-29 (on reserve)

- Tuesday 9-11 **Lecture: Michael, Pacific Northwest History;** Zoltán, Heart Mountain
 Tuesday 12:30-2:30 Seminar on Sone, *Nisei Daughter*
 Wednesday **FIELD TRIP TO SEATTLE (Read Taylor before field trip) Meet at Lot B at 9am, return at 5pm(-ish)**
 Thursday 9:30-11:30 Seminar on Taylor, "Blacks and Asians in a White City";
Deadline for approval of research paper topic
 Thursday 12:30-3 **Writing Seminar:** Group I (Southeast, Northeast, and Great Lakes regions) present their second essays.

WEEK SIX: FEBRUARY 14-16 RESEARCH WEEK -- work on research papers**WEEK SEVEN: FEBRUARY 21-23**

Reading: Vicki Ruiz, *From Out of the Shadows: Mexican Women in Twentieth-Century America*

- Tuesday 9-11 **Lecture: Kristina, Borderlands and Liminal Spaces**
 Tuesday 12:30-2:30 Seminar on Ruiz, *From Out of the Shadows*, pp. xiii-153
 Wednesday 10-1 Film: *Lone Star*
 Thursday 9:30-11:30 **Draft of research paper due;** seminar on draft
 Thursday 12:30-3 **Writing Seminar:** Group II (Southern Plains, Southwest, and Northern Plains regions) present their second essays

WEEK EIGHT: FEBRUARY 28-MARCH 2

Reading: Richard Drinnon, *Facing West: The Metaphysics of Indian-Hating and Empire-Building*, Preface, Introduction, Chapter 20, Chapter 21, Chapter 30

- Tuesday 9-11 **Lecture: Zoltán, Manifest Destiny and Overseas Imperial Expansion**
 Tuesday 12:30-2:30 Drinnon, *Facing West*, Preface, Introduction, Chapter 20, pp. 279-306
 Wednesday 10-1 Films: *Act of War: The Overthrow of the Hawaiian Nation*;
Savage Acts: Wars, Fairs and Empire (on Philippine-American War).
 Thursday 9:30-11:30 Drinnon, *Facing West*, Chapters 21 & 30, pp.307-351 & 443-467
 Thursday 12:30-3 **Writing Seminar:** Group III (Northwest, Intermountain West, and California regions) present their first essays

WEEK NINE: MARCH 7-9

Reading: Hal K. Rothman, *Devil's Bargains: Tourism in the Twentieth-Century American West*, "Maui Redux," Chapters 1-6, 10-11, and 13.

- Tuesday 9-11 **Lecture: Kristina, Selling the West: Images and Appropriation**
 Tuesday 12:30-2:30 Seminar on Rothman, *Devil's Bargains*, pp. 1-142
 Wednesday 10-1 Film: *Edge of America*
 Thursday 9:30-11:30 Seminar on Rothman, *Devil's Bargains*, pp.143-167; 252-312; 338-370
 Thursday 12:30-3 **No Writing Seminar--work on research paper**

WEEK TEN: MARCH 14-16

- Tuesday 9-11 **Final Draft Research paper due;** Research paper presentations
 Wednesday 10-1 Research paper presentations
 Thursday 9am-11am **Portfolios due;** Research paper presentations in **Lec. Hall 5**
 Thursday 12:30-2:30 **Concluding Potluck and finish presentations**

EVALUATION WEEK: MARCH 20-24

AMERICAN FRONTIERS: CRITICAL HISTORIES
PROGRAM COVENANT, WINTER 2006

As we engage in the collective work of this program, please bear in mind that we form an academic community. In order to study and learn effectively as individuals we need to work together as a group.

- **Evergreen's Social Contract**

The Social Contract includes provisions on freedom, civility, rights, prohibition against discrimination, intellectual honesty, and other topics. If you are not familiar with the social contract, contact your seminar leader or find it on line at <http://www.evergreen.edu/social.htm>. The Social Contract governs all members of the Evergreen community.

- **Learning in the midst of conflict**

It is important that we speak openly about our needs and concerns and that we respect the needs and concerns of others. As we work through the program we expect to encounter differences, and if conflict arises we agree to proceed with respect. If we critique an idea or position, we agree to offer constructive criticism, including the posing of possible alternatives.

- **Learning about cultural difference and social inequality**

In this program we will study the expansion of United States "frontiers," and its effect on people and the land. This inquiry requires an open-mindedness towards ideas and values which might be different from our own and a willingness to learn about serious issues such as the history of racism, ethnocentrism, cultural prejudice, sexism, classism and other forms of oppression. These and other structures of inequality shape the experiences of people living in the historical and contemporary world, including the experience we bring to the classroom. Our program work involves academic study and promotion of a cooperative and supportive atmosphere for all program members to work on these issues. We will respect and value differences of belief, ethnicity, race, religion, gender, sexual orientation, class background, age, and experience. We will not generalize about individuals in social groups, or assume that they represent unchanging and monolithic blocs.

- **Grievance Procedures**

It is important to act on grievances in a timely fashion. The most direct way is to pursue the matter through these steps:

1. Take up the concern with the parties involved in the grievance.
2. If not resolved, meet with seminar leader.
3. If still not resolved, meet with the faculty team.
4. If still not resolved, meet with the academic dean.

However, in some situations and particularly in difficult situations students may feel uncomfortable with face to face encounters. In such cases, the college offers a range of support services. Among these are the Grievance Office (x6891), Access Services (x6348, TTY 360-867-6834), Counseling Center (x6800), First People's Advising (x6467), Housing (x6132), and Sexual Assault Prevention Office (x5221). The Grievance Office can refer you to additional support services.

- **Academic Honesty**

In an academic community we learn from each other. It is important that you acknowledge other people for their ideas, and never pass off someone else's ideas as your own. In written work, always use proper citations. You must not simply copy information from the web without citation,

or even rely on cited web data without using library or other media sources. See the Social Contract for more information about plagiarism.

- **Evaluation of student performance**

Credit is not the same as positive evaluation. Students earn credit for fulfilling minimum requirements and standards. The evaluation is a statement describing the quality of the student's work. It is possible for a student to receive credit but receive an evaluation that describes poor quality work. It is also possible for a student to attend regularly yet receive no or reduced credit because of unsatisfactory performance. Starting early on readings and projects, and even staying somewhat ahead of the program schedule, can help prevent last-minute crisis completions of projects, and enhance your participation in seminar discussions.

- **Evaluation Conferences**

Students should not make plans for vacation without first signing up for an evaluation conference with their seminar leaders.

Each student will have an evaluation conference with his/her seminar leader at the end of the quarter to discuss the student's self-evaluation, the faculty evaluation of the student, and the student evaluation of the faculty. Students who wish to have the student evaluation process separated from the faculty evaluation process may submit a written evaluation of the faculty member to the program secretary. Students will submit a final, typed, formal evaluation of their seminar leader at the end of each quarter. Students will submit a final, typed, formal self-evaluation by the end of evaluation week.

- **Credit and Attendance**

Sixteen quarter hours of credit will be awarded for satisfactory completion of program requirements. Partial credit may be granted if full credit is not warranted. Requirements for credit are the same in all seminars, and problematic cases will be discussed by the faculty team to ensure that the same standards apply in all seminars. If you are absent more than **one time** during the quarter you will be in danger of earning reduced credit. A pattern of late arrival to class can also lead to reduced credit, as can handing in work after it is due, since both are unfair to the students and faculty who are keeping the program running on schedule. Three instances of unexcused tardiness will count as one absence.

A paper handed in late may not be accepted for credit if the faculty member does not accept your circumstances as extenuating.

I. Students may be asked to leave the program. If a student repeatedly disrupts the attempts of others to learn, faculty team members will warn the student that continuation of this behavior will result in his or her dismissal from the program. If the behavior continues, the faculty team will confer and will ask the person to leave the program at once.

J. Alcohol/Drugs. Any use of alcohol or drugs at a program event will be grounds for immediate dismissal from the program.

The faculty members have agreed to this covenant by the act of writing it and continuing in the program.

Each student recognizes that this covenant expresses the ground rules governing the program and agrees to abide by it by the act of continuing in the program and by signing and dating the next page and returning it to their seminar leader.

Faculty: Kristina Ackley, Ph.D., Zoltán Grossman, Ph.D., Michael J. Pfeifer, Ph.D.

SEMINAR INTRODUCTION FORM

Name (please print): _____

Preferred nickname (if different from your first name): _____

Standing (circle): Frosh Soph Junior Senior Master's (in _____)

(Transfer student from: _____)

Preferred e-mail (**check every weekday**): _____

Local phone: _____

Hometown: _____

Other places you have lived (or that you know well): _____

Reason(s) that you chose this program: _____

What image(s) first comes to mind when you think of the term "frontier"?

History, American Studies or Native American Studies programs/courses you have taken:

A "quirky fact" about yourself (for others to remember you by) _____

Any special needs that you want your seminar leader to know about: _____

I hereby recognize that the covenant (attached) expresses the ground rules governing the *American Frontiers: Critical Histories* program and agree to abide by it by the act of continuing in the program and by signing and dating this page and returning it to my seminar leader.

Student name (printed)

Signature

Date