

American Frontiers: Critical Histories

Fall 2005 Syllabus

(All office hours will be by appointment)

Faculty:	Office	Mailbox	Phone	Email
Kristina Ackley	Lab I 1011	Lab I	x6020	ackleyk@evergreen.edu
Zoltán Grossman	Lab I 1015	Lab I	x6153	grossmaz@evergreen.edu
Michael J. Pfeifer	Lab II 2253	Lab II	x6009	pfeiferm@evergreen.edu

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.

Focusing on culture, land and gender, we will explore many of these histories during the fall quarter. Considering the points of view of the colonized and the colonizer, 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. During fall quarter, we will explore the initial encounters of Europeans and indigenous peoples; the culture and society of the American backcountry and of Native peoples in the 18th and early 19th centuries; the development of Andrew Jackson's Indian removal policy and the consequent transformation of Native American society; and slavery, Africans, Native Americans and the transplantation of slave society to the Southwestern cotton frontier. Winter quarter we will address the frontier as it addresses regions further to the West.

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.

Weekly Schedule:

Tuesday	9:30-11:30 AM	SEM II B1105	Lecture
Tuesday	1-3 PM	SEM II B2109	Ackley Book Seminar
		SEM II B3107	Pfeifer Book Seminar
		SEM II B3109	Grossman Book Seminar
Wednesday	10AM–1PM	SEM II E1105	Workshop/Film Viewing
Thursday	9:30-11:30 AM	SEM II B2109	Ackley Book Seminar
		SEM II B3107	Pfeifer Book Seminar
		SEM II B3109	Grossman Book Seminar
Thursday	12:30-3 PM	Longhouse 1007a	Ackley Writing Seminar
		SEM II B3107	Pfeifer Writing Seminar
		SEM II B3109	Grossman Writing Seminar

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

American Frontiers Reader: This is a collection of articles and book chapters that we will be reading throughout the quarter. Multiple copies will be available on reserve at the library for you to photocopy, and it will also be available at the bookstore.

*Limerick, Patricia. *Legacy of Conquest: The Unbroken Past of the American West*. 1987. *You will only read a few chapters of this book fall quarter, and then will finish it during winter quarter.

Nash, Gary B. *Red, White, and Black: The Peoples of Early North America (4th Edition)*. 1999.

*White, Richard. *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*. 1991. *You will read selected chapters.

Erdrich, Louise. *Tracks*. 1988.

Wallace, Anthony F.C. *The Long, Bitter Trail: Andrew Jackson and the Indians*. 1993.

Buchanan, Thomas C. *Black Life on the Mississippi: Slaves, Free Blacks, and the Western Steamboat World*. 2004.

Saunt, Claudio. *Black, White, and Indian: Race and the Unmaking of an American Family*. 2005.

Reference Text for Fall Final Paper and for Winter quarter final projects:

Waldman, Carl. *Atlas of the North American Indian*. 1989, Revised edition 2000.

Films:

Ford, John, dir. *Stagecoach*. 1939.

Mann, Michael, dir. *Last of the Mohicans*. 1992.

Bagwell, Orlando, et al., dir. *Africans in America: America's Journey through Slavery*. 1998.

Bailey, Norma, dir. *Ikwe*. 1986.

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

Assignments

1) Personal Narrative: This program examines the history of American "frontiers," the encounter over time and space of different cultures and the formation of social identities as a result of those interactions. As you enter into the studies of the program, write a 2-page reflection on your life experiences in relation to aspects of cultural difference and social identity such as race, gender, sexuality, ethnicity, religiosity, and class. As much as possible, relate this paper to the themes of the class by placing yourself within a larger context, your family history for example.

Due on Friday of Week I in Michael's, or Kristina's, or Zoltán's mailbox in Lab I or Lab II

2) 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.

3) Mental Map: Maps are usually a tool for examining spatial relationships in the real world. Mental maps, on the other hand, are a way to examine spatial relationships in our minds. They do not necessarily show what the world looks like, but what we think it looks like. Mental mapping can be a fun exercise in exposing our ignorance, such as in the famous New Yorker magazine cover of how Big Apple residents view the rest of the world. They can also be a very useful

exercise in viewing how we perceive place, how that perception has developed and shifted historically, and how it differs from person to person. Perceptions of where the West physically begins have always shaped perceptions of where the West begins culturally, economically, and politically. Or is it the other way around? You will receive a handout on this exercise in class.

Due Wednesday, November 2

4) Short Synthesis Essays: You will compose a 4-5 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 receive constructive critique of the composition and content of these essays from your peers and faculty in writing seminars. 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 need to bring enough copies of the paper for your faculty leader, your fellow students in your small group, and yourself. Essays are due at the BEGINNING of seminar Thursday afternoons. Copies of your essays with written feedback must be in your final portfolio due the last week of class.

Schedule for due dates for students will be handed out the first week of class

5) Final Paper: Speculative Fiction: Speculative fiction is a form of alternative history that explores the "paths not followed" and the "options not taken." It can take the form of novels or short stories that speculate what path North America would have taken if the South had won the Civil War, or what the world would like if the Axis had won World War II. For example, instead of Columbus arriving in America, what if Native Americans had instead conquered Europe? (see http://www.turtletrack.org/Issues00/Co10072000/CO_10072000_Invasion.htm) Alternative histories can also speculate what negative social or environmental problems might have been avoided had the voices of a critical minority been heeded at a critical juncture. In this program, a speculative fiction writing exercise will combine your creativity and imagination about a historical "parallel universe" with historical grounding and facts. If history had taken a different turn, what would your region had looked like? We will discuss in class the particular scenarios that your essay will explore in a particular year.

Due Thursday, December 1

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)

Geographic Regions contd.

You will receive a separate handout on how you will work in your geographic region group. You will use *Atlas of the North American Indian* as your reference text and first source for your background on the Native history of your region.

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.

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.

Accommodations:

Please let your faculty know at the beginning of the quarter if there are any reasonable accommodations that you will need that will be coordinated through the Evergreen's Access Services.

Check out our web page for updates and the most current information!

<http://academic.evergreen.edu/curricular/americanfrontiers/>

WEEKLY SCHEDULE:

WEEK ONE: SEPTEMBER 27-29

Reading: Akwesasne Notes, *Basic Call to Consciousness* (Revised Edition, 2005); Philip Deloria, *Playing Indian*, Introduction and Chapter 1, (pp. 1-37).

- Tuesday 9:30-11:30 **First program meeting: Kristina, Zoltán, and Michael** introduce the program
- Tuesday 1-3 Seminar introductions and the covenant
- Wednesday 10-1 Film, *Stagecoach*
- Thursday 9:30-11:30 Seminar on Akwesasne Notes; Deloria
- Thursday 11:30-2:30 **No Writing Seminar: Class potluck and Squaxin Island field trip –**
Meet in Longhouse 1007 for lunch. We will leave in vans to get the Squaxin Island Museum and Research Center at 12:30. We will return to Evergreen around 2:30.
- Friday** **Personal Narrative exercise due in your seminar leader's mailbox (please hand in two copies)**

WEEK TWO: OCTOBER 4-6

Reading: Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893), read and print on-line **only Chapter 1** at <http://xroads.virginia.edu/~HYPER/TURNER/>; Patricia Limerick, *The Legacy of Conquest*, Introduction and Conclusion, 9-32, 322-349; William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England*, Chapters 3, 4, 7, 8 (pp. 34-81, 127-170).

- Tuesday 9:30-11:30 **Lecture: Kristina and Zoltán, Doctrine of 'Discovery' and Early Encounters**
- Tuesday 1-3 Seminar on Turner and Limerick
- Wednesday 10-1 Film, *Last of the Mohicans*
- Thursday 9:30-11:30 Seminar on Cronon
- Thursday 12:30-2:30** **Writing Seminar:** Group I (Southeast, Northeast, and Great Lakes regions) present their first essays on Week I readings for discussion

WEEK THREE: OCTOBER 11-13

Reading: Gary Nash, *Red, White, and Black: The Peoples of North America* (4th Edition); Ted Allen, *The Invention of the White Race* (on reserve)

- Tuesday 9:30-11:30 **Lecture: Michael, Cultural Interactions in early America and the Origins of Race**
- Tuesday 1-3 Seminar on Nash, 1-199
- Wednesday 10-1 Film, *Africans in America, Episode One: The Terrible Transformation, 1450-1750*
- Thursday 9:30-11:30 Seminar on Nash, 200-322; Allen
- Thursday 12:30-2:30** **Writing Seminar:** Group II (Southern Plains, Southwest, and Northern Plains regions) present their first essays

WEEK FOUR: OCTOBER 18-20

Reading: Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*; Gitlin, Jay "On the Boundaries of Empire: Connecting the West to Its Imperial Past," in *Under an Open Sky: Rethinking America's Western Past* (edited by Miles, Cronon, Gitlin) (pp 71-89 in 1992 edition)

Tuesday 9:30-11:30 **Lecture: Zoltán and Kristina: Empires and Ecology, and the "Gender Frontier"**
 Tuesday 1-3 Seminar on White, Ch. 1, 2, 3, 6
 Wednesday 10-1 Film, *Ikwe*
 Thursday 9:30-11:30 Seminar on White, Ch. 7, 8, 11, Conclusion, Epilogue; Gitlin
Thursday 12:30-2:30 **Writing Seminar:** Group III (Northwest, Intermountain West, and California regions) present their first essays

WEEK FIVE: OCTOBER 25-27

Reading: Gregory H. Nobles, "Breaking into the Backcountry: New Approaches to the Early American Frontier," *The William and Mary Quarterly*, Vol. 46, No. 4 (Oct. 1989), 641-670 (print and read from J-STOR at the TESC library); Elliot J. Gorn, "'Gouge, Bite, Pull-Hair, and Scratch': The Social Significance of Fighting in the Southern Backcountry," *The American Historical Review*, Vol. 90 (1985), pp. 18-43 (print and read from J-STOR at the TESC library)

Tuesday 9:30-11:30 **Lecture: Michael, Backcountry Society and Culture**
 Tuesday 1-3 Seminar on Nobles and Gorn
 Wednesday 10-1 Mid-quarter conferences and work in groups on final paper
 Thursday 9:30-11:30 Mid-quarter conferences and work in groups on final paper
Thursday 12:30-2:30 **Writing Seminar:** Group I (Southeast, Northeast, and Great Lakes regions) present their second essays

WEEK SIX: NOVEMBER 1-3

Reading: Louise Erdrich, *Tracks*.

Tuesday 9:30-11:30 **Lecture: Kristina and Zoltán, Counter-Narratives in *Tracks* and Indigenous Cartographies**
 Tuesday 1-3 Seminar on Erdrich
 Wednesday 10-1 Film, *The West*, Episode 1 (to 1806): The People; **Mental map workshop**
Thursday 9:30-11:30 **No Seminar: Faculty Retreat**
Thursday 12:30-2:30 **No Writing Seminar: Faculty Retreat**

WEEK SEVEN: NOVEMBER 8-10

Reading: Anthony F.C. Wallace, *The Long, Bitter Trail: Andrew Jackson and the Indians*; Ira Berlin, "Migration Generations," in *Generations of Captivity: A History of African-American Slaves* (2003), 159-244.

Tuesday 9:30-11:30 **Lecture: Zoltán, Removal and Migration**
 Tuesday 1-3 Seminar on Wallace
 Wednesday 10-1 Film, *The West*, Episode 2 (1806-1848): Empire Upon the Trails
 Thursday 9:30-11:30 Seminar on Berlin
Thursday 12:30-2:30 **Writing Seminar:** Group II (Southern Plains, Southwest, and Northern Plains regions) present their second essays

WEEK EIGHT NOVEMBER 15-17

Reading: Thomas C. Buchanan, *Black Life on the Mississippi: Slaves, Free Blacks, and the Western Steamboat World*.

Tuesday 9:30-11:30	Lecture: Michael, The Cotton Frontier
Tuesday 1-3	Seminar on Buchanan, pp., xi-100
Wednesday 10-1	Film, <i>Africans in America</i> , Episode 4 (1831-1865): Judgment Day
Thursday 9:30-11:30	Seminar on Buchanan, pp. 101-180
Thursday 12:30-2:30	Writing Seminar: Group III (Northwest, Intermountain West, and California regions) present their first essays

NO CLASS NOVEMBER 22-24: THANKSGIVING HOLIDAY

WEEK NINE NOVEMBER 29-DECEMBER 1

Reading: Claudio Saunt, *Black, White, and Indian: Race and the Unmaking of an American Family*.

Tuesday 9:30-11:30	Lecture: Kristina, "Black Indians", Buffalo Soldiers; Zoltán, Cultural Mixing
Tuesday 12:30-2:30	Seminar on Saunt, pp. 1-110
Wednesday 10:30-1	Film, <i>The West</i> , Episode 4 (1856-1868): Death Runs Riot
Thursday 9:30-11:30	Seminar on Saunt, pp. 110-222
Thursday 12:30-2:30	Speculative Fiction paper Due; Group presentation work

WEEK TEN: DECEMBER 6-8

Tuesday 9:30-11:30	Self-Evaluation Writing Workshop
Tuesday 1-3	Speculative Fiction group presentation work
Wednesday 10-1	Speculative Fiction group presentations
Thursday 9:30-11:30	Portfolios Due; Speculative Fiction group presentations
Thursday 12:30-2:30	Concluding Potluck and finish presentations

EVALUATION WEEK: DECEMBER 12-16

**American Frontiers: Critical Histories
Program Covenant
Fall and Winter 2005-2006**

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 when 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.

I hereby recognize that this covenant 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