

# PRACTICUM AMERICAN FRONTIERS



HIS 3942

SPRING 2023

MWF – 10:40-11:30

KEENE-FLINT 117

DR. JUSTIN GAGE

JGAGE1@UFL.EDU

OFFICE: KEENE-FLINT 021

HOURS: MON. 1:00-3:00

WED. 8:30-10:30

TA: MIGUEL TORRES-YUNDA

**The Course:** Through a broad study of "American frontiers," students will get a practical introduction to the discipline of History and the research, primary and secondary source analysis, and evidence-based arguments involved. Course content examines Euro-American westward movement and transnational migration, efforts to control and dispossess Indigenous nations, environmental change, and the function of the federal government and corporations in the development of the American West. Major topics include cross-cultural interactions, settler colonial consequences, capitalism, race, and diversity.

## **Aims of the Course:**

- To develop basic skills of a historian, including critical thought about primary and secondary sources. To learn to weigh and interpret conflicting evidence.
- To develop in-depth historical thinking, an increased ability to analyze and interpret the world historically. To better recognize change and contingency.
- To develop skills of historical research through practical experience.
- To better communicate ideas. To improve reading and writing skills in the effort to build one's own informed and evidence-based arguments.
- To better process information and opinions from a spoken source, whether from peers in classroom discussions or lectures. To better express one's own thoughts in a discussion.
- To cultivate one's aptitude for empathy. To contemplate the life experiences of unfamiliar peoples. To put that understanding in context and apply it to the present.
- To better understand the different approaches and methodologies that historians use to interpret the past.
- To gain experience interpreting digital historical materials such as maps, databases, and statistics.

---

## COVID Accommodations and Strategies:

- Please visit <https://coronavirus.ufl.edu/> for valuable information.
- **Even if you believe that getting COVID is harmless to you, it can be very harmful to others around you.**
- Please make every effort, if possible, to keep distance between you and your classmates.
- **Please do not attend class in-person if you feel under the weather, even if you are certain that you do not have COVID!** You will not be penalized in this course because of poor health. Test and retest if you feel sick. If you test positive for COVID, please reach out to those you have recently been in close contact with to inform them of your status.
- Most of our class meetings will be recorded. You can only gain access to the recording(s) of the class meeting(s) you miss because of extraordinary circumstances, including quarantine or illness. You can also attend a class meeting virtually via Zoom if you must miss the meeting because of extraordinary circumstances. Be aware that these accommodations are typically temporary, determined by the instructor, and only available for an extended period of time (not permanent) on a case-by-case basis. Examples of extraordinary circumstances include illness, disability, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, participation in official university activities, and court-imposed legal obligations.
- If the university shifts to remote delivery, our course will shift without interruption.
- **Eating is not permitted during class.** Individuals should leave the classroom to eat, if necessary. If you require accommodations due to a disability, please contact the Disability Resource Center.

## Support, Health, & Wellness:

- Students that experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) may contact the [Dean of Students Office Care Team](#) for help dealing with extended absences (like contacting instructors on your behalf).
- As a student, you may experience a range of challenges that can interfere with learning. Mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. The UF Counseling & Wellness Center (CWC) is available to provide support, and participation in services does work. You can learn more about confidential mental health services available on campus at: [counseling.ufl.edu](https://counseling.ufl.edu) Support is available (24/7) from the CWC who can be reached at: 352-392-1575 for brief consultation or support for urgent/emergent concerns.
- The U Matter, We Care Initiative aims to assist the UF community with: care related resources and programs focused on health, safety, and holistic well-being, finding an appropriate network of support, and education and training. : If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

---

## Course Expectations:

- **Engagement:** Your attendance, your contribution to our discussions, and your work outside of class are all essential to your success.
  - **Attend:** I strongly discourage absences, but I do not “take attendance” (even though I will notice your absence). If absences are excessive, the instructor will give student a warning, and instructor reserves the right to fail a student because of lack of attendance. **Please do not attend class if you are feeling sick.** If an extraordinary circumstance occurs in your personal life that causes you to miss assignments or substantial portions of class, please let me know. You do not have to explain your circumstances to me if you need assistance in this course. I’m here to help. See info above regarding class recordings.
  - **Participate:** You are a part of this course: ask questions, express your thoughts.
  - **Read:** You should do all the required reading, including weblinks. Repeated absences and/or failing to stay caught up on the assigned readings will strongly hamper your ability to excel in this course.
  - **Monitor Canvas:** Course announcements, information, assignments, and supplemental readings and links will be posted on the course’s Canvas website.
- **Originality:** The work you do here is your own. You will present your own thoughts about what you read, watch, and research. You should not present anyone else’s work as your own, so you must cite your sources. Collaboration with fellow students is allowed only with instructor’s permission.
  - Each University of Florida student is required to be familiar with and abide by the University's Student Conduct Code. Click [here to read the Code](#). Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.
  - Cheating on any assignment will result in failure.
  - The University has access to sophisticated methods for detecting plagiarism. This instructor will know if you use someone else’s work as your own.
  - I consider selling notes or PowerPoints to any commercial service a violation of my intellectual property rights and/or copyright law as well as a violation of the Student Conduct Code.
  - Continued enrollment in this class signifies intent to abide by these policies.

---

## Course Assignments (Additional details on Canvas):

- **In-class Exercises** - There will be 8 or 9 in-class exercises (quizzes) that will be graded – if you miss class, you miss the grade, no make-ups. But this should not affect your grade unless you miss an inordinate number of classes because **only your 5 best in-class exercises will count toward your final grade. Your worst exercise scores will be dropped. Please understand this!**

- **Canvas Exercises** – There will be four exercises (shorter assignments) that you will submit on Canvas. These exercises will vary (project statements, research projects, etc.), but each will help prepare you for your more extensive assignments.
- **Primary Source Analysis** – Students will think critically and write about a primary source of their choosing that fits within the themes of our course (and may lead to further research for your final prospectus). Many more details are on Canvas.
- **Book Précis** – A précis explains the major objective of a book and its main themes. You will choose a book from the list of “Suggested Readings.” Pick a book with a topic related to your interests.
- **Annotated Bibliography** – This will be a list of at least 5 primary sources and 5 secondary sources (monographs, chapters in edited volumes, or scholarly journal articles that you have read) along with 3-5 sentences of annotations for each that are relevant to your semester’s research (and your final prospectus).
- **Final Prospectus** – Students will prepare a significant research and writing proposal (4-7 pages) that describes a hypothetical research paper.
- **Grading** – You do not have to email me to ask about your grade. All grades will be posted on Canvas throughout the semester. Your final grade only appears on ONE.UF. Click [here for UF Grading Policies](#).

Five In-Class Exercises -----	50 Points
Four Canvas Exercises -----	80 Points
Primary Source Analysis -----	35 Points
Book Précis -----	35 Points
Annotated Bibliography -----	50 Points
Final Prospectus -----	100 Points
<b>TOTAL -----</b>	<b>350 Points</b>

- **Academic Resources & Support** - <https://academicresources.clas.ufl.edu/>
  - **The Writing Studio** - <https://writing.ufl.edu/writing-studio/>
  - **Using the Libraries** - <https://uflib.ufl.edu/using-the-libraries/>

**Course Policies:**

- **Tardiness** – Please come to class on time. If you are more than 10 minutes late, do not walk into class. Habitual tardiness will not be accepted.
- **While in Class** – Respect the learning experience of your classmates.
  - You may not record or photograph the instructor or lecture slides without explicit, written permission by the instructor. Lectures are protected by copyright.
- **Email** – I will be happy to respond to most any question or concern you might have through email, but I cannot treat your email as a text message. It might take some time for me to respond. There is also no guarantee that I will respond on the weekends. **Before emailing me, check the syllabus for any solution to your question.** When

emailing, be sure to use the subject line to identify yourself by first & last name and course number. Thanks!

- **Students requiring accommodations:** connect with the disability Resource Center. Click [here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
  - **Inclement Weather** – If the University of Florida is closed because of bad weather, class will be canceled.
  - **Emergency Procedures** – Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active assailant, or fire can be found at <https://emergency.ufl.edu/>.
  - **Office Hours** – I'd be happy to meet with you throughout the semester, via Zoom is also fine. My hours are on Mondays, 1:00-3:00 and Wednesdays, 8:30-10:30. My presence during those times will be consistent, but cancellations are guaranteed during a long semester. You can email me at [jgage1@ufl.edu](mailto:jgage1@ufl.edu) to let me know you're coming (or if you would like to Zoom), or you can just drop in. Alternative times may also be scheduled. If two students arrive at the same time, waiting will be necessary.
  - **GatorEvals** – Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals or in their Canvas course menu under GatorEvals.
  - **Bookmark the UF History Department [Website](#) and Follow on [Instagram](#) & [Twitter](#)**
- 

## Required Readings:

### Books (to purchase):

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, **9<sup>th</sup> Edition** (Boston: Bedford/St. Martin's, 2018).
- William Cronon, *Changes in the Land: Indian, Colonists, and the Ecology of New England* (**2003 Edition**) (New York: Hill and Wang, 1983, 2003).

### Articles and Chapters (available on Canvas):

- Nancy O. Gallman, "Reconstituting Power in an American Borderland: Political Change in Colonial East Florida," *Florida Historical Quarterly*, Vol. 94, No. 2 (2015): 169-191.
- Mark A. Kishlansky, "How to Read a Document," in *Sources of World History*, Volume 1, Third Edition (New York: Longman Publishers, 2003).
- Patricia Limerick, "Introduction" in *Something in the Soil: Legacies and Reckonings in the New West* (New York: W.W. Norton Co., 2000).
- Benjamin Madley, "California's Yuki Indians: Defining Genocide in Native American History," *Western Historical Quarterly*, Vol. 39, No. 3 (2008): 303-332.

- Jean M. O'Brien and Lisa Blee, "What is a Monument to Massasoit Doing in Kansas City? The Memory Work of Monuments and Place in Public Displays of History," *Ethnohistory*, Vol. 61, No. 4 (Fall 2014): 635-653.
- Jeffrey Ostler, "Settler Colonialism," in *The Cambridge History of America and the World* (Cambridge: Cambridge University Press, 2021).
- Brianna Theobald, "Nurse, Mother Midwife: Susie Walking Bear Yellowtail and the Struggle for Crow Women's Reproductive Autonomy," *Montana*, Vol. 66, No. 3 (Autumn 2016): 17-35.
- Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893)
- Elliott West, "Reconstructing Race," in *The Essential West: Collected Essays* (Norman: University of Oklahoma Press, 2012).
- Elliott West, "Listen Up: Hearing the Unheard in Western History," in *The Essential West: Collected Essays* (Norman: University of Oklahoma Press, 2012).

**Optional, Helpful Readings:**

- Martha A. Sandweiss, "Seeing History: Thinking About and with Photograph," *Western Historical Quarterly*, Vol. 51 (Spring 2020): 1-28.
- Patricia Limerick, Selections from *The Legacy of Conquest: the Unbroken Past of the American West* (New York: W.W. Norton, 1987).
- Richard White, Selections from *Railroaded: The Transcontinentals and the Making of Modern America* (New York: W.W. Norton, 2012).
- [The American Yawp](#)

- **Additional readings are linked in the schedule below and on Canvas.**
- 

**Class Schedule:**

**Week 1 –**

- **Jan. 9:** Welcome
- **Jan. 11:** An American Frontier?
  - **Explore:** [Native Lands](#)
- **Jan. 13:** Why History?
  - **Read:** Rampolla, Ch. 1, 3a
  - **Read:** Rael, "['Predatory' Reading](#)"
  - **Read:** Wineburg, "Why Historical Thinking is Not about History"
  - **Read:** "[What Can You Do with a History Major?](#)"
  - **Read:** Sterns, "[Why Study History? Revisited](#)"

**Week 2 –**

- **Jan. 16: NO CLASS!**
- **Jan. 18:** Identifying Sources
  - **Read:** Rampolla, Ch. 2a
  - **Read:** Rael, "[How to Read a Primary Source](#)"

- **Read:** Kishlansky, "How to Read a Document"
- **Read:** Cronon, the Afterword to *Changes in the Land*, pp. 171-185. Begin reading the full book
- **Jan. 20:** "Western" History
  - **Read:** Limerick, "Introduction" in *Something in the Soil*
  - **Read:** [Frederick Jackson Turner, "The Significance of the Frontier in American History"](#)
  - **Read:** [Interview with Patricia Nelson Limerick](#)

### Week 3 –

- **Jan. 23:** Evaluating Sources / Worlds Collide
  - **Read:** Rampolla, Ch. 2b & 6
  - **Read:** Rael, "[How to Read a Secondary Source](#)"
  - **Read:** "[Getting to Know Your Data](#)"
  - **Optionally Read:** Sandweiss, "Seeing History: Thinking About and with Photograph"
- **Jan. 25:** The Frontier in the European Mind
- **Jan. 27:** Indigenous Power and the Colonial Frontiers
  - **DUE:** Canvas Exercise 1

### Week 4 –

- **Jan. 30:** Introduction to Research I
  - **Read:** "[Undergraduate Guide to the George A. Smathers Libraries](#)"
  - **Read:** West, "Listen Up: Hearing the Unheard in Western History"
- **Feb. 1:** Introduction to Research II / Digital History
  - **Read:** "[How to Frame a Researchable Question](#)"
  - **Read:** Rael, "[How to Ask Good Questions](#)"
- **Feb. 3:** Discussion: Changes in the Land

### Week 5 –

- **Feb. 6:** Library Scavenger Hunt
- **Feb. 8:** Creating an Anglo-America
- **Feb. 10:** Discussion: "Reconstituting Power in an American Borderland"
  - **Read:** Gallman, "Reconstituting Power in an American Borderland"
  - **DUE:** Canvas Exercise 2

### Week 6 –

- **Feb. 13:** Special Collections
- **Feb. 15:** Land (and Indian) Policies of the New Republic
  - **Read:** Ostler, "Settler Colonialism"
  - **Explore:** [The Invasion of America](#)
- **Feb. 17:** Scavenger Hunt Discussions
  - **DUE:** Canvas Exercise 3

### Week 7 –

- **Feb. 20:** The Far West and the Corp of Discovery
  - **Read:** Rampolla, Ch. 3b-3d
- **Feb. 22:** Writing History
  - **Read:** Rampolla, Ch. 4
  - **Read:** Cronon, "Storytelling" or watch it [here](#).
  - **Read:** "[Arguments and Narrative](#)"
- **Feb. 24:** Manifest Destiny and Indigenous Erasure
  - **Play:** [The Oregon Trail \(1990\)](#)

### Week 8 –

- **Feb. 27:** Mexico and Gold
  - **Read:** West, "Reconstructing Race"
- **Mar. 1:** Citations
  - **Read:** Rampolla, Ch. 7
  - **Read:** "[Research and Citation](#)" & "[Quoting, Paraphrasing, and Summarizing](#)"
  - **Read:** [The Chicago Manual of Style](#)
  - **Read:** "[Precis](#)" & "[All About Precis Writing](#)"
- **Mar. 3:** Primary Sources Discussion
  - **DUE:** Primary Source Analysis Due

### Week 9 –

- **Mar. 6:** Expansion and Slavery
  - **Read:** Madley, "California's Yuki Indians: Defining Genocide"
  - **Explore:** [The Overland Trails, 1840-1860](#)
- **Mar. 8:** Americanizing the West
  - **Explore:** [On the Trail of the North American Bison](#)
  - **Explore:** [Mapping the Homestead Act](#)
  - **Explore:** [The Gossamer Network](#)
  - **DUE:** Book Precis
- **Mar. 10: NO CLASS!**

### Week 10 – SPRING BREAK!

### Week 11 –

- **Mar. 20:** Violence of U.S. Colonialism
  - **Read & Explore:** "[Land Grab Universities](#)" & [landgrabu.org](#)
- **Mar. 22:** Reservation Life
- **Mar. 24:** Industry and Labor in the West I
  - **Optionally Read:** Limerick, Selections from *The Legacy of Conquest*
  - **Optionally Read:** White, Selections from *Railroaded*
  - **DUE:** Canvas Exercise 4



### Week 12 –

- **Mar. 27:** Industry and Labor in the West II
  - **Explore:** [Chinese Railroad Workers in North America Project](#)
- **Mar. 29:** Public Memory and Monument Making
  - **Explore:** [Pioneer Monuments in the American](#)
  - **Read:** O'Brien and Blee, "What is a Monument to Massasoit Doing in Kansas City?"
- **Mar. 31:** NO CLASS! Research Day

### Week 13 –

- **April 3:** NO CLASS! Research Day
- **April 5:** The Asian American Experience
  - **Explore:** [Japanese American Relocation Digital Archive](#)
- **April 7:** The Mexican American Experience

### Week 14 –

- **April 10:** The Urban Frontier
  - **Explore:** [What the 1921 Tulsa Race Massacre Destroyed](#)
  - **Explore:** [Mapping Inequality: Redlining in New Deal America](#)
- **April 12:** Conservation
- **April 14:** Dams, Dust Bowls, and Migration
  - **DUE:** Annotated Bibliography

### Week 15 –

- **April 17:** Indian Affairs and Tribal Sovereignty
  - **Read:** Theobald, "Nurse, Mother Midwife: Susie Walking Bear Yellowtail"
- **April 19:** The Post-War West
  - **Read:** ["This is What Happens When Bitcoin Miners Take Over Your Town"](#)
- **April 21:** NO CLASS! Research Day

### Week 16 –

- **April 24:** NO CLASS! Writing Day
- **April 26:** Wrapping Up
- **Prospectus Due: May 2 by 3:00 PM**

**THE INSTRUCTOR RESERVES THE RIGHT TO MAKE ANY NECESSARY CHANGES TO THE SYLLABUS AND COURSE POLICY DURING THE SEMESTER. CHANGES MAY ONLY BE ANNOUNCED IN CLASS.**

### Suggested Readings:

- Thomas G. Andrews, *Killing for Coal: America's Deadliest Labor War*
- Stephen Aron, *How the West Was Lost: The Transformation of Kentucky from Daniel Boone to Henry Clay*
- Alice Baumgartner, *South to Freedom: Runaway Slaves to Mexico and the Road to the Civil War*

- Katherine Benton-Cohen, *Borderline Americans: Racial Division and Labor War in the Arizona Borderlands*
- Allyson P. Brantley, *Brewing a Boycott: How a Grassroots Coalition Fought Coors and Remade American Consumer Activism*
- James F. Brooks, *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands*
- Colin G. Calloway, *One Vast Winter Count: The Native American West Before Lewis and Clark*
- William Cronon, *Nature's Metropolis: Chicago and the Great West*
- William Cronon, George Miles, Jay Gitlin, eds., *Under an Open Sky: Rethinking America's Western Past*
- Brian Delay, *War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War*
- Bathsheba Demuth, *Floating Coast: An Environmental History of the Bering Strait*
- Gregory Evans Dowd, *War under Heaven: Pontiac, the Indian Nations, and the British Empire*
- Gayle Gullett, *Becoming Citizens: The Emergence and Development of the California Women's Movement, 1880–1911*
- David Gutierrez, *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*
- Kelly Lytle Hernández, *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771–1965*
- Anne F. Hyde, *Empires, Nations and Families: A History of the North American West, 1800-1860*
- Andrew Isenberg, *The Destruction of the Bison: An Environmental History*
- Karl Jacoby, *Shadows at Dawn: An Apache Massacre and the Violence of History*
- Susan Lee Johnson, *Roaring Camp: The Social World of the California Gold Rush*
- Tetsuden Kashima, *Judgment without Trial: Japanese American Internment during World War II*
- Erika Lee, *At America's Gates: Chinese Immigration During the Exclusion Era, 1882-1943*
- Patricia Limerick, *Legacy of Conquest: The Unbroken Past of the American West*
- Paul W. Mapp, *The Elusive West and the Contest for Empire, 1713-1763*
- Monica Muñoz Martinez, *The Injustice Never Leaves You: Anti-Mexican Violence in Texas*
- Lisa McGirr, *Suburban Warriors: The Origins of the New American Right*
- Megan Kate Nelson, *The Three-Cornered War: The Union, the Confederacy, and Native Peoples in the Fight for the West*
- John Nieto-Phillips, *The Language of Blood: The Making of Spanish-American Identity in New Mexico, 1880s–1930s*
- Jeffrey Ostler, *The Plains Sioux and U.S. Colonialism from Lewis and Clark to Wounded Knee*
- Andrés Reséndez, *The Other Slavery: The Uncovered Story of Indian Enslavement in America*
- Alaina E. Roberts, *I Have Been Here All the While: Black Freedom on Native Land*
- Richard Slotkin, *Gunfighter Nation: The Myth of the Frontier in Twentieth-Century America*
- Traci Brynne Voyles, *The Settler Sea: California's Salton Sea and the Consequences of Colonialism*
- David J. Weber, *The Spanish Frontier in North America*
- Elliott West, *The Contested Plains: Indians, Goldseekers, and the Rush to Colorado*
- Richard White, *The Organic Machine: The Remaking of the Columbia River*
- Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*
- Donald Worster, *Rivers of Empire: Water, Aridity, and the Growth of the American West*
- Judy Yung, *Unbound Feet: A Social History of Chinese Women in San Francisco*