Course Description
Survey of the making of North America from initial contact between Europeans and Africans and Native Americans to the creation of the continent’s three largest nations by the mid-nineteenth century: Canada, Mexico, and the United States. Topics include the history of Native populations before and after contact; geopolitical and imperial rivalries that propelled European conquests of the Americas; evolution of free and coerced labor systems; environmental transformations of the continent’s diverse landscapes and peoples; formation of colonial settler societies; and the emergence of distinct national identities and cultures in former European colonies. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and material culture.

The central purpose of this course is to introduce you to early North American history, especially west of the Appalachians, as both as a historical topic and history as an intellectual discipline. Along the way, you will improve your ability to think historically and conceptually while broadening your knowledge of American history as viewed from the early borderlands. Historical thinking does not come naturally. It is hard, difficult work that includes learning to recognize the complexity, ambiguity, and uncertainty in human affairs; developing a critical eye toward sources of information about the past (and present); and understanding that events occur sequentially and that order matters. Placing events and details in context is a key to thinking historically. Imposing order on the messy, numerous, and diverse information from the past is neither easy nor quickly learned. Thinking historically, then, requires learning details, accounting for discrepancies in sources, placing events in context and applying this knowledge to support your interpretation in a scholarly, persuasive manner.

Readings
There is no textbook for the course. I expect students to have a basic grasp of United States history, but I will begin each class meeting with a brief overview of the period and themes to be addressed that day. Interested students may want to look at the following recommended readings: David J. Weber, The Spanish Frontier in North America (New Haven: Yale University Press, 1992, 2009); Gregory Nobles, American Frontiers: Cultural Encounters and Continental Conquest (New York: Hill & Wang, 1997); Robert V. Hine and John Mack Faragher, The American West: A New Interpretive History (New Haven: Yale University Press, 2000); Richard White, “It’s Your Misfortune and None of My Own”: A New History of the American West (Norman: University of Oklahoma Press, 1991). Copies are on reserve at Hawthorne-Longfellow Library, along with other general books that students might find helpful.

Required books are available through Bowdoin’s Chegg site at http://www.chegg.com/bookstore/bowdoin, or through Amazon.com. All titles are also on 2-hour reserve at H-L Library, along with other relevant titles.

Chester Brown, Louis Riel: A Comic-Strip Biography
Allan Greer, Mohawk Saint: Catherine Tekakwitha and the Jesuits
Albert Hurtado, *Intimate Frontiers: Sex, Gender, and Culture in Old California*
Karl Jacoby, *Shadows at Dawn: A Borderlands Massacre and the Violence of History*
Andrés Reséndez, *A Land So Strange: The Epic Journey of Cabeza de Vaca*

Course readings for History 2180/ES 2425/LAM 2180 (on electronic reserve)

Additional documents will be on electronic reserve and can be found through the course website or the Bowdoin College Library Gateway. There may be, from time to time, handouts or additions to the course web site to supplement assignments.

Because this a writing-focused course, I recommend that you purchase the following books as well:


The first book is one of the best primers on writing in American English, and should be part of your collegiate reference library. For those of you planning to major in history, the Rampolla book is vital.

Students should note that while the reading load for this course is substantial, averaging 200-250 pages per week, it is not unreasonable for an intensive college-level history survey course. We may also see several short films this term. In accordance with copyright law, these screenings are not open to the public.

**Course Requirements**

The major assignments are two short primary source analysis papers, an in-class midterm exam, and a final exam. Students are also required to post their reactions to the primary source readings before classes on most Thursdays. Students must complete all assignments in order to pass the course. In addition, there may be periodic in-class writing and speaking assignments. These will be graded pass/fail, but they are mandatory.

1. **Two short papers, 5-6 pages, (40% course grade, 20% each):** You will write two thesis-driven papers this semester. I will provide questions in well in advance of the due dates.
   - Paper #1 due Friday, February 18 by 12 noon at my office
   - Paper #2 due Friday, April 22 by 12 noon at my office

   You have the option of rewriting one of the two papers, with the average of the two grades paper counting toward your final grade. Revised papers must include the original draft. Details forthcoming.

2. **In-class midterm on Thursday, March 10 (15% course grade):** This will be an in-class examination: one essay and several short identifications based upon material covered in the first half of the term. I will distribute study questions in advance to help you prepare beforehand.

3. **Final exam, Friday, May 20, 9 am-12 noon (25% course grade):** The exam will cover the entire semester, but will focus largely on material since the midterm. Study questions will be provided.

4. **Blackboard postings and class participation (20% course grade):** In order to facilitate discussion, I ask that you post your reactions to the weekly primary source readings on the Blackboard Discussion Board. The primary source readings are due most Thursdays. Your responses need not be long—one or two short but thoughtful paragraphs will suffice—but your postings taken together will comprise your reading journal this term. You may post more than once per week if you wish, but no less. Please see the Blackboard site for details on posting requirements and grading standards. For participation, students must attend all classes and arrive prepared to discuss the readings for that week. Additionally, there will be several in-class writing assignments, ranging from your response to the assigned readings to personal reflections on the course material that will also count toward your participation grade. Participation, however, is more than speaking up in class. It is also coming to see me during office hours, contributing to Blackboard, and asking questions.
Attendance and Student Responsibilities
It is your responsibility to come to class having done the reading in advance. I will announce changes to the syllabus in class as well as on the website. However, if you are not in class, it is your responsibility to find out about changes or additions. Finally, remember that attendance is a major part of your participation grade. If you do not come to class, you cannot pass the course.

Ultimately, this is your course and I am here to help you make the most of it. One thing that you can do to succeed is to take risks, both during discussion and in your papers. By its very nature, the study of history cuts against received wisdom, undermines cherished assumptions, and erodes stereotypes. Studying history allows us to learn how past circumstances can touch people in the present while giving them a voice to critique political, social, and cultural conditions that shape their lives today. In this class, we will debate the meanings of texts, the judgments of authors, the contexts in which they wrote, and the voices excluded or perspectives ignored. As a result, our discussions about the past may become intense. I look forward to such times; real learning often occurs then. However, you should treat one another with dignity and civility no matter what the situation. I will endeavor to do the same. To repeat, all ideas are open to challenge, even my own, because history is about interpretation and analysis.

Finally, I hope that you will make the time to meet with me outside of class. Getting to know your professors is one of the most rewarding opportunities of attending a school like Bowdoin. I am happy to meet with you almost any time; my door is open and when it is not, we can find another occasion to talk. But please schedule your meeting in advance (or come to office hours) so we can make the most of our time together.

A Note on Email
Like many instructors, I use email to communicate with students individually or collectively. Please get in the habit of checking your Bowdoin email account frequently. If you write to me, I usually reply within a reasonable amount of time, often no later than 24 hours. But please do not expect an instant response.

Statement on Personal Digital Devices in the Classroom
Unless you have a documented accommodation from the Dean for Student Affairs, I do not allow laptops, cell phones, or tablet computers in the classroom. Ample scientific evidence suggests that digital devices detract from learning. The one exception to this rule is when certain assignments or in-class activities may require you to use laptops. In these instances, I will give you advance warning.

Grading and Late Assignments
I will convert numerical grades to letter grades according to the following system. However, I do not grade on a curve and I reserve the right to raise your final course grade by as much as 1/3 (from a B to a B+, for example) for exceptional performance or improvement.

94-100=A  87-89=B+  77-79=C+  60-69=D
90-93=A-  83-86=B  73-76=C  60 and below=F
80-82=B-  70-72=C-

I will read and comment on late assignments, but all of the papers have clear deadlines and, unless you made arrangements beforehand, late papers will be marked down 1/3 of a grade per day (e.g., B+ to B). I rarely grant extensions, so please do not ask.

Citation of Sources
In your written work, when referring to sources (primary or secondary) on which you have drawn, you should provide a complete citation including author, title, publisher, place and date of publication and page numbers. I ask that you use follow the so-called “Chicago-style” for all footnotes or endnotes. Be sure to
include a bibliography as well. We will discuss how to assemble proper notes and bibliographies later this term. Good printed reference works for citation include The Chicago Manual of Style and Kate Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations. There is also information on the Library Gateway, for quick reference, as well as a link to Sources: Their Use and Acknowledgement, a Dartmouth College publication that Bowdoin has reproduced for its students. The History Department web page lists several relevant sites that explain research methods, citation styles, and plagiarism: http://academic.bowdoin.edu/history/resources/. All are available via the course Blackboard page.

Plagiarism and Adherence to the Academic Honor and Social Codes
All students are responsible for reading and heeding the statement on plagiarism, as well as reviewing and following the Academic Honor Code and Social Code, as written in the Bowdoin Student Handbook, 2013-14. Suspected cases of plagiarism will result in a meeting with me, and, if necessary, the Judicial Board. If you are unsure about plagiarism, you should re-read the Handbook, talk to a college librarian, or ask me.

Intercollegiate Athletics and Special Accommodations
Athletics are an important part of Bowdoin. If your participation in intercollegiate athletics compels you to miss class, however, it is your responsibility to inform me of your schedule in advance, what work you will miss, and how and when you intend to make up that work. Some of you may have special accommodations for your learning needs, and I will make every effort to meet them. Nonetheless, even if I have received notification from the Dean of Student Affairs about your situation, it is your responsibility to arrange for your needs well in advance of any exam or assignment.

Preliminary Schedule
Please keep this syllabus handy—we will make changes during the semester!

Week 1: New Worlds: Contact, conflict and accommodation
Tuesday, January 26
Introductions, in-class writing assignment

Thursday, January 28
Reséndez, A Land So Strange, 1-89
Excerpts from Cabeza de Vaca’s Adventures in the Unknown Interior of America, translated and edited by Cyclone Covey (Albuquerque: University of New Mexico Press, 1993), 25-67

Week 2: Catholic Empires: New Spain, New Mexico, New France and Louisiana
Tuesday, February 2
Reséndez, A Land So Strange, 91-228

Thursday, February 4
Week 3: Protestant Empires: Jamestown, Plymouth and New Amsterdam  
Tuesday, February 9  
Greer, Saint Catherine, vii-124

Thursday, February 11  
John Smith, The generall historie of Virginia, New-England, and the Summer Isles, etc. (London: Michael Sparkes, 1624): Chapter VII:  
http://docsouth.unc.edu/southlit/smith/smith.html

Week 4: Indigenous imperiums and European proxy wars  
Tuesday, February 16  
Greer, Saint Catherine, 125-205

Thursday, February 17  
Hendrik to British Council (1754): Jeptha Root Simms, History of Schoharie County, and the Border Wars of New York (Albany, NY: Munsell & Tanner, 1845), 126-29:  
http://historymatters.gmu.edu/d/7804

Friday, February 18  
Paper #1 due at my office by 12 noon

Week 5: World at War: European imperial contests in the Americas and beyond  
Tuesday, February 23  

Thursday, February 25  
Louis St. Ange de Bellerive, “St. Ange to Dabbadie, April 7, 1765.” in The Critical Period, 1763-1765, vol. 1, 468-81  

Week 6: Corporate and Oceanic Empires: The global commodities trade  
Tuesday, March 1  

Thursday, March 3  

Francis A. Chardon, Chardon’s Journal at Fort Clark, 1834-1839 ed. Annie Heloise Abel; (Pierre, SD, 1932; University of Nebraska Press, 1997), 69-145, 310-17

**Week 7:** Mobile Empires: Comanche and Sioux expansion  
Tuesday, March 8

Thursday, March 10
Midterm exam—blue books provided

** Spring Vacation—March 12-27 **

**Week 8:** Hybrid Societies: Fort Vancouver and Alta California  
Tuesday, March 29
Hurtado, Intimate Frontiers, xxi-74

Thursday, March 31
**Guest lecture by Professor Connie Y. Chiang (History & ES)**
Richard Henry Dana, Two Years Before the Mast: A Personal Narrative of Life at Sea (New York, 1840; Boston: James Osgood & Co., 1876), Chapters XI, XII, XXI and XXVI.
• “Songs of Gold Mountain Wives,” c. 1850
• Norman Asing, “To His Excellency Governor Bigler,” 1852
• “The Founding of Golden Hills’ News,” 1854
Excerpts from John David Borthwick, Three Years in California (Edinburgh and London: William Blackwood and Sons, 1857): TBA.

**Week 9:** Pacific Domains: Russian America, Hawai‘i and British-American Oregon  
Tuesday, April 5
Gray Whaley, “‘Complete Liberty’? Gender, Sexuality, Race, and Social Change on the Lower Columbia River, 1805-1838,” Ethnohistory 54 (Fall 2007): 669-95
Thursday, April 7
Caleb Cushing, "English Politico-Commercial Companies," The United States Democratic Review 17, no. 90 (December 1845): 403-13

Week 10: Wars of Manifest Destiny: The Texas Revolution and the Mexican-American War
Tuesday, April 12
Hurtado, Intimate Frontiers, 75-142

Thursday, April 14
Letter from Don Ramon Musquiz to José Maria Letona, September 25, 1831, http://www.tsl.state.tx.us/exhibits/indian/intro/musquiz-1831-1.html
Treaty Between Texas Commissioners and the Cherokee Indians, 1836, http://www.tsl.state.tx.us/treasures/giants/cherokee-1.html
Big Mush, Chief of the Cherokees, to the Committee of Safety, April 13, 1836, http://www.tsl.state.tx.us/exhibits/indian/early/bigmush-1836-1.html

Week 11: Imagined Nations: Republic of the Pacific, Deseret and Red River
Tuesday, April 19
Brown, Louis Riel, all

Thursday, April 21
James Buchanan, "Claim of Governor Douglas, of Vancouver's Island," House of Representatives Executive Document 72, 35th Congress, 2nd Session, 1859
Excerpts from Correspondence Relating to the Recent Disturbances in the Red River Settlement (London: W. Clowes for Her Majesty’s Stationary Office, 1870), 1-30

Friday, April 22
Paper #2 due at my office by 12 noon

Week 12 Internal Empires: Railroads, migrants, reservations and insurrection
Tuesday, April 26
Jacoby, Shadows at Dawn, 1-180

Thursday, April 28
Visit to Bowdoin Museum of Art, analysis of historic works on paper, led by Ellen Tani, PhD, Andrew W. Mellon Postdoctoral Curatorial Fellow
  • Meet at the Bowdoin Museum of Art lobby at 1:00 pm
  • Bring only pencils and a notebook with you into the Museum

Week 13 Borderlands to Borders: Métis, Sioux, Comanche, Apache, Kānaka Maoli
Tuesday, May 3
Jacoby, Shadows at Dawn, 181-278

Thursday, May 5

Week 14 Conclusion: From empires to borderlands to frontiers to nations
Tuesday, May 10
Final discussion, course wrap-up and evaluations
Frederick Jackson Turner, “The Significance of the Frontier in American Culture” (1893), from History, Frontier, and Section: Three Essays by Frederick Jackson Turner (Albuquerque: University of New Mexico Press, 1993), 59-91
Herbert E. Bolton, “The Epic of Greater America,” American Historical Review, 38, no. 3 (April 1933): 448-74
Harold Adams Innis, “Conclusion,” from The Fur Trade in Canada: An Introduction to Canadian Economic History (Toronto: University of Toronto Press, 1930, 1956), 383-404

Friday, May 20, 9 am-12 noon
Final exam—blue books provided

Reading period Thursday, May 12-Sunday, May 15
Final exams Monday, May 16-Saturday, May 21