### History 5/449

**Race & Ethnicity in the American West**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Kevin D. Hatfield, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>360 McKenzie</td>
</tr>
<tr>
<td>Phone:</td>
<td>541-221-9671</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:kevhat@darkwing.uoregon.edu">kevhat@darkwing.uoregon.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>M 10:00-11:00AM (or by appointment)</td>
</tr>
<tr>
<td>Class Room:</td>
<td>175 LIL</td>
</tr>
<tr>
<td>Meeting Time:</td>
<td>MUWH 12:00pm – 1:50pm</td>
</tr>
<tr>
<td>Class Website:</td>
<td>blackboard.uoregon.edu</td>
</tr>
<tr>
<td>CRN:</td>
<td>43096/43097</td>
</tr>
<tr>
<td>FINAL:</td>
<td>Thursday July 14th, 12pm</td>
</tr>
</tbody>
</table>

---

## I. Course Description

Did the American West function as a “Racial Frontier” that offered people of color greater opportunity for political autonomy, economic prosperity, and social mobility than their respective places of origin? Or, did cultures of white supremacy, institutionalized racism, and racialized slavery prevent such opportunities. Finally, did the racial and ethnic landscape of the American West distinguish it from other regions of the United States? Were race relations more “complex” or “diverse” in this region? How did indigenous and immigrant cultures encounter and adapt to one another?

With the rise of “social history” over the past thirty years, western historians have posed new questions about the development and identity of the American West. Scholars such as Quintard Taylor, Richard White, and Arnoldo DeLeon have explored and recaptured a past that had been largely neglected for generations. This course will examine those overarching questions by investigating specific case studies and primary source documents. The lectures, readings, discussions, films and assignments will survey the relationship between white and non-white groups in the West, as well as the relations among non-white groups, which varied from mutual assistance to neutral coexistence and hostile competition.

This accelerated four-week course strives to cultivate a learner-centered environment that fosters active and collaborative learning, and encourages student participation and peer interaction. Regular discussions of assigned readings combined with traditional lectures will emphasize learning through the comprehension of ideas and cause-and-effect relationships, rather than solely through the rote memorization of factual data. The instructor will distribute “guided notes” containing specific information before each lecture on Blackboard to assist students with focusing on the “big-picture”–the broader contexts, themes, concepts, and trends discussed that day.
II Readings

Gordon, Linda
The Great Arizona Orphan Abduction
Cambridge: Harvard University Press; 1999/Paper

Lansing, Ronald B.
Juggernaut: The Whitman Massacre Trial, 1850
Ninth Judicial Circuit Historical Society; 1993/Paper

Wong, Marie Rose
Sweet Cakes, Long Journey: The Chinatowns of Portland, Oregon
Seattle: University of Washington Press; 2004/Paper

Zesch, Scott
The Captured: A True Story of Abduction by Indians on the Texas Frontier
X: St. Martin’s Press; 2004/Paper

III Evaluation

1. Response Papers (2 @ 15 points each; total of 30 possible points)

Do NOT Submit Papers via Email!

Students will prepare a response paper for Juggernaut and The Great Arizona Orphan Abduction.

Response papers will be typed in 12 font, double-spaced, a minimum of two pages in length, and assume the form of a book review published in a scholarly journal. Response papers should therefore present a critique the authors’ theses, themes, sources, and/or methodologies; they will avoid a descriptive summary of the books’ content. Students may also offer some comparative analysis with other course readings. Successful sample response papers from past courses are provided as a general guideline. Response papers are due by the end of class or at the specified times on the dates indicated in the following schedule.

2. Group-Led Oral Presentation and Discussion (30 possible points)

To engage students in the reading discussions, the class will be divided into eight reading groups, each comprising four to five students depending on enrollment. Each group will be assigned a specific portion of the readings (usually about 100-150 pages of material). For each scheduled discussion, the leading group for that day will deliver a ten to fifteen minute presentation that frames the major themes and arguments of their particular author. Each member of the leading group will prepare one historical question to pose to the class. Leading groups are welcomed to incorporate multi-media elements such as music, video, or PowerPoint slide-shows into their presentation.

After the presentation, students will divide into their respective groups to discuss the historical questions posed by the leading group. Each group will
turn in a hand-written answer to one of the questions posed by the leading
group at the end of class. All students must complete all the reading for every
discussion, however, the designated leading group will be the “experts” for that
day.

** Once you are assigned to groups for the “Oral Presentation” requirement of the course, inform the
instructor if you foresee that you will be unable to attend class the day of your presentation.
You will be reassigned to another group. **

3. Book Quiz (30 possible points)

Short Answer. You will write five short answers based on questions drawn
from Sweet Cakes, LongJourney. Responses should be one to two paragraphs in
length and do not require an “essay” format.

4. Book and Movie Review Quiz (30 possible points)

You will write four short answers comparing the historical reconstruction of
inter-cultural relationships and acculturation as examined in The Captured, and
portrayed in a Hollywood feature film shown on the day of the quiz. Responses
should be one to two paragraphs in length and do not require an “essay” format.

5. Class Attendance & Participation in Class Discussions (30 possible Points)

Your regular attendance, and thoughtful contributions to general and group-led
class discussions are vital to your success in this class.

6. Final Examination (total of 40 possible points)

Essay Section (20 possible points):
You will write one essay, selected from a list of three questions. You must
incorporate specific content drawn from the lectures, class discussion, and
assigned readings into a coherent and clearly expressed essay to answer the
questions successfully.

You also need to establish an accurate chronology to demonstrate your
understanding of cause-and-effect relationships and the broader context.
Although specific dates are not mandatory, you should clarify the sequence of
historical events. The evaluation of essays is largely based on peer performance
within the group dynamic of each particular course. Hence, no “absolute” or
“abstract” key will be applied to the essays. Despite this approach, those essays
incorporating the most specific evidence and articulating the most coherent
reasoning will receive the highest marks, and those with comparatively less
substance and clarity will be graded accordingly. Errors in spelling and grammar
(within reason) will not undermine your performance, however, a lack of specific
content and well-reasoned arguments will.
Short Answer Section (20 possible points):
You will define *five terms* selected from a list of eight. These definitions must include two elements: a description of specific factual information and an explanation of broader significance. The specific description should address the who, what, where, when, and why information. To ensure you have illustrated the broader significance of the term ask yourself the following questions. How does this term reflect or symbolize a larger theme, trend, or model? How is this term an important precedent or change from the past? How does this term establish a new pattern? How does this term fit into a larger cause-and-effect relationship? How is this term influential? Terms may encompass individuals, organizations, ideas, events, laws, court cases, publications, and places. Successful responses to short-answer questions typically comprise two substantive paragraphs, the first addressing the specific description and second clarifying the broader significance.

Total Possible Points for Entire Course = 190 points

**Final Course Grade Breakdown**

<table>
<thead>
<tr>
<th>Points</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>177 and above</td>
<td>A</td>
</tr>
<tr>
<td>171 - 176</td>
<td>A -</td>
</tr>
<tr>
<td>165 - 170</td>
<td>B+</td>
</tr>
<tr>
<td>157 - 164</td>
<td>B</td>
</tr>
<tr>
<td>152 - 156</td>
<td>B-</td>
</tr>
<tr>
<td>146 - 151</td>
<td>C+</td>
</tr>
<tr>
<td>139 - 145</td>
<td>C</td>
</tr>
<tr>
<td>133 - 138</td>
<td>C-</td>
</tr>
<tr>
<td>127 - 132</td>
<td>D+</td>
</tr>
<tr>
<td>119 - 126</td>
<td>D</td>
</tr>
<tr>
<td>114 - 118</td>
<td>D-</td>
</tr>
<tr>
<td>113 and below</td>
<td>F</td>
</tr>
</tbody>
</table>
IV  Schedule and Reading Assignments

*Note: It is imperative that students complete the weekly assigned reading before our in-class discussion.

**Week 1**  Mon, June 20


Discussion: Introductions & Group Assignments

Tue, June 21

Lecture: Pre-Contact Indigenous Culture & The Columbian Exchange

Wed, June 22

Lecture: Spanish Borderlands: The Pueblo Revolt & Race Relations

Thu, June 23

Lecture: The Missionary Experience & Religious Syncretism

► Discussion: **Group A**
Reading: Landsing, *Juggernaut*. Preface thru Appendix D. (pgs xiii-111)

➢ DUE:  *Juggernaut Response Paper*
*Due in class, or in my office 360 MCK by 5pm, Thursday June 23*.  

**Week 2**  Mon, June 27


Tue, June 28

Lecture: Expansionism, Slavery & Freedom in the Antebellum West [Part II] Case Study: Texas Revolution

► Discussion: **Group B**

Wed, June 29

Lecture: Asians in the American West & Trans-Pacific Immigration

► Discussion: **Group C**
Reading: Wong, *Sweet Cakes, Long Journey*: Chapter 4 thru Epilogue. (pgs 149-270)
Thu, June 30
Lecture: The “Great Father”: Federal Indian Policy, 1850-1910
Case Studies: Oregon Indian Treaty Act & Klamath Allotment
Book Quiz: *Sweet Cakes, Long Journey*

---

**Week 3**

Mon, July 4: Independence Day; NO CLASS

Tue, July 5
Lecture: The Reconstruction West: Freedmen, Exodusters, and Re-enslavement

► Discussion: **Group D**
Reading: Zesch, *The Captured*:
Prologue thru Chapter 6. (pgs xv-139)

Wed, July 6
Lecture: The Gilded Age West: Capital Incorporation, Racialized Labor, and the Dual-Wage System

► Discussion: **Group E**
Reading: Zesch, *The Captured*:
Chapter 7 thru 13. (pgs 140-300)

Thu, July 7
Midterm: *The Captured* and Movie Review Test

---

**Week 4**

Mon, July 11
Lecture: Transnational European Immigration & Acculturation:
Community Case Studies: Nampa Triangle Basques & New Odessa Jews

► Discussion: **Group F**
Reading: Gordon, *The Great Arizona Orphan Abduction*:
Preface thru Chapter 3. (pgs ix-108)

Tue, July 12
Lecture: The Invisible Empire in Oregon: The Resurgence of the Ku Klux Klan in Oregon

► Discussion: **Group G**
Reading: Gordon, *The Great Arizona Orphan Abduction*:
Chapter 4 thru Chapter 5. (pgs 108-200)
Wed, July 13

Lecture: “We Are Still Here” Native Americans in the twentieth Century West: From Re-organization through Termination

► Discussion: Group H
Reading: Gordon, The Great Arizona Orphan Abduction: Chapter 6 thru Epilogue. (pgs 201-318)

Thursday, July 14 at 12:00pm in 175 LIL

entiful EXAMINATION: (Bring two blue/green books purchased from the Bookstore)
DUE: The Great Arizona Orphan Abduction Response Paper
** Turn-in during Final, or in my office 360 MCK by 12 noon Friday, July 15th.

V Blackboard

Course Materials: The instructor will post the syllabus, lecture outlines, printer-friendly PowerPoint slides shows, film synopses, and other class handouts on Blackboard.

Scores: Assignment scores will be posted on the Blackboard Grade Book throughout the term. You can monitor your progress and see the class average, high and low for each assignment.

VI University Academic Honesty Policy:

All work submitted in this course must be your own and produced exclusively for this course. You must acknowledge and document the ideas and words of others. Violations are taken seriously and are noted on student disciplinary records.

VII Policy on Missed Deadlines, Absences & Incompletes

Exceptional Emergency Situations:
The following are unforeseen/incontrollable exceptional emergency situations that are acceptable excuses for missed deadlines or absences without penalty, and issuance of incomplete (I) final grades at the end of the course:

☑ ACCEPTABLE:

Documented serious illness/injury;
Documented death in the immediate family;
× UNACCEPTABLE:

Personal Reasons:
× weddings; family visits or special occasions (e.g. birthdays, anniversaries etc.);
× work and school conflicts; “I was unable to get off work/I have to work”;
× job interview; leaving early to start a job;
× vehicle broke down; missed the bus;
× regular dental/medical appointments;
× being generally “busy” or “I have a lot going on right now…”;
× “I got the due date/exam time mixed up/wrong/confused”.

Technological Reasons:
× assignment completed on computer is “missing”/was accidentally erased;
× inability to access saved and/or completed assignment;
× printer ran out of ink or paper;

To ensure equitability in the evaluation of all students, the following policies will be strictly adhered to:

1. All written assignments will be submitted, and examinations will be taken on the dates and times listed in this syllabus. Any changes in due dates and examination times can only be initiated by the instructor.

   Early examinations will NOT be given under any circumstances; please plan your term accordingly.

2. All assignments must be submitted in hardcopy format. They are due in class, or in the instructor’s office by the deadlines as specified in “IV Schedule and Written Assignments”.

   Any assignments submitted via email will be deleted and receive a grade of 0.

3. Should a student be unable to meet a deadline for an assignment, participate in the Group-Led Oral presentation, or take an examination as scheduled due to an exceptional, unanticipated and incontrollable emergency (see above):

   a. contact the instructor as soon as possible,
   b. arrangements to complete and/or submit an assignment, presentation or examination in an alternative format can be permitted dependent on the situation,
   c. submit hard copy documentation of the emergency as soon as possible, or before the last day of class.

   It is the student’s responsibility to initiate contact with the instructor. In all other cases—unexplained/undocumented absences, missing assignments or late submissions of work—the final grade reported to the registrar will be based upon the work the student has completed by the end of the term, which may well result in a failing grade.
Issuance of an Incomplete Grade:
In accordance with the policy of the University of Oregon, a mark of I (incomplete) may be reported only when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed.

An “incomplete” will be granted in-lieu of letter grades only in exceptional emergency situations as stipulated above, to students who have completed at least 85% of all course requirements with a grade of C and above. Students must inform the instructor and also submit documented proof before the end of the term to obtain an incomplete for the course. The instructor will then negotiate with the student to draft a contract on the requirements and deadline for completion that will be needed to clear the incomplete grade.

VII Policy on Accommodating Disabilities

If you are having difficulty and are in need of academic support because of a documented disability, whether it be psychiatric, learning, physical, hard of hearing, or sensory, you may be eligible for academic accommodations through Disability Services. Contact the Disability Services at 541-346-1155 or disabsrv@darkwing.uoregon.edu.

VIII Succeeding In The Course

At any time during the term, please consult the instructor if you have any questions or concerns about the requirements, policies or material covered in this class. Successful students have regular attendance, complete readings before attending classes, participate actively in discussions and make use of office hours. Your overall effort and any improvements demonstrated throughout the course will be considered when deciding your final course grade.

“I look forward to an engaging four weeks, and to learning about the different perspectives and ideas you have regarding the topics we will cover in this course.”

~ Kevin