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**History 245: Imagining the American West**  
**Tuesday & Thursday 11:00-12:15 / Burnham Hall 209**  
Fall 2019

**Course Description**

Fantasies about the U.S. West are central to American history, popular culture, and collective memory. This class examines the myths that have circulated about the West alongside what has been called new western history in an attempt to make sense of western Americans and the societies they created. Beginning with notions of the frontier we will consider the historiography that challenges our thinking about a region that has defied simple constructions. We will spend a significant amount of time in the course analyzing race and gender and their constructions in the U.S. West.

**Course Expectations and Assignments**

This course will combine lecture and discussion. Students are expected to attend every class meeting, to do the assigned reading before the class meetings, and to conduct themselves in a courteous and respectful manner (arrive on time, do not eat in class, and *please* turn off your cell phones and put them away). *I do not allow laptops to be used in my classroom unless medically necessary.* Always bring your readings to class as we will often analyze specific passages and refer to them frequently. Occasionally we will have in-class assignments or quizzes in which students analyze documents or write brief essays about materials presented in class and/or the readings for that particular week. ***It is essential that you keep up with the reading assignments. I expect all students to be active participants in the classroom: This means that you answer and ask questions and take notes during lectures. Lectures will not repeat the material in the readings and I will frequently bring in supplemental materials (a map, a letter, or a photograph) that we will discuss in class. Students who miss more than two classes will find this reflected in your participation grade.***

The writing in this course is an important component. There is one essay assignment, a primary source paper, a midterm exam and a final exam. Essays (4-5 pages in length) will analyze course readings. The primary source paper will require you to analyze a document and use scholarship to explain the significance of the document. Late papers will be marked down one third of letter grade per day. Further instructions about the assignments will be handed out in class. I strongly suggest that you meet with me or the teaching assistant about the paper and make use of the campus writing center.

Grading will be calculated as follows:

Essay (due **September 19**) counts for 20% of the final grade

Midterm (**October 3**) counts for 20%

Primary Source Paper (**November 22**) counts for 25%

Final Exam (due **December 9**) counts for 25%

Class participation (including attendance, in-class assignments and discussion) counts for 10% of the final grade

Students with disabilities who require accommodations for full access and participation in UIC Programs must be registered with the Disability Resource Center (DRC). Please contact DRC at (312) 413-2183 (voice) or (312) 413- 0123 (TDD).

### **Academic Integrity**

All assignments submitted for this course must be your own original work. When you draw on material from work written by others, whether or not you quote it directly, you must cite the source appropriately. Plagiarism, fabrication, or other violations of the UIC Guidelines Regarding Academic Integrity will be addressed in accord with the policy's stipulations. Students who engage in academic misconduct will receive a grade of "F" on each assignment implicated and possibly a grade of "F" for the course. Furthermore, students will be subject to disciplinary actions by university officials and/or civil authorities. Refer to section 6.6 the student handbook

([www.uic.edu/depts/oa/SMAAPP/guide.pdf](http://www.uic.edu/depts/oa/SMAAPP/guide.pdf)) for specific rules regarding these matters.

### **Required Reading**

*Books (available at UIC bookstore):*

Patricia Limerick, *Something in the Soil: Legacies and Reckonings in the New West* (Norton, 2001)

Albert L. Hurtado, *Intimate Frontiers: Sex, Gender and Culture in Old California* (UNM, 1999)

L.G. Moses, *Wild West Shows and the Images of American Indians, 1883-1933* (UNM, 1999)

Kelly Lytle Hernández, *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965* (UNC, 2017)

*Articles & Chapter (available on Blackboard):*

Quintard Taylor, "Slavery in the Antebellum West, 1835-1865," in *In Search of The Racial Frontier: African Americans in the American West, 1528-1990* (Norton, 1998).

Kenneth Hamilton, "Allensworth, California" in *Black Towns and Profit* (Illinois, 1998).

Quintard Taylor, "Facing the Urban Frontier: African American History in the Reshaping of The Twentieth-Century American West," *Western Historical Quarterly* 43:1 (Spring 2012): 4-27.

Laura Lovett, "'African and Cherokee by Choice': Race and Resistance under Legalized Segregation," in *Confounding the Color Line: the Indian-Black Experience in North America*, James Brooks, ed. (Nebraska, 2002).

Laura Jane Moore, "Elle Meets the President: Weaving Navajo Culture and Commerce in the Southwestern Tourist Industry" in *Women and Gender in the American West* (University of New Mexico Press, 2004).

### **Course Schedule**

#### *Subject to Change*

#### August 27 & 29: *Where and What Is West?*

- Limerick, introduction and chapters IA, IC

#### September 3 & 5: *Frontiers*

- Limerick, chapters IB, IIC
- Hurtado, introduction, chapters 1-2

#### September 10 & 12: *Sex, Gender, and the Frontier*

- Hurtado, chapters 3-6
- Limerick, chapter VC

#### September 17 & 19: *The Gold Rush*

#### **First essay due on Thursday, September 19 on Blackboard (by midnight)**

- Limerick, chapters IIB and IIIC

#### September 24 & 26: *Western Slavery*

- Deborah M. Liles, "Before Emancipation: Black Cowboys and the Livestock Industry," in *Black Cowboys in the West*, Bruce Glasrud & Michael Searles, eds. (Oklahoma, 2016).
- Quintard Taylor, "Slavery In the Antebellum West, 1835-1865," in *In Search of The Racial Frontier: African Americans in the American West, 1528-1990* (Norton, 1998)

#### October 1 & 3: *The Black West*

- Kenneth Hamilton, "Allensworth, California" in *Black Towns and Profit* (Illinois, 1998).
- Quintard Taylor, "Facing the Urban Frontier: African American History in the Reshaping of The Twentieth-Century American West," *Western Historical Quarterly* 43:1 (Spring 2012): 4-27.

### **MIDTERM in class on Thursday, October 3**

***Please bring exam booklets***

#### October 8 & 10: *Native American Identities*

- Moses, chapters 1-2
- Laura Lovett, "'African and Cherokee by Choice': Race and Resistance under Legalized Segregation," in *Confounding the Color Line: the Indian-Black Experience in North America*, James Brooks, ed. (Nebraska, 2002)

October 15 & 17: Performing the West

- Moses, chapters 3-5
- Find and read your primary source

October 22 & 24: Selling Indians

- Moses, chapters 6-9
- Find and read your primary source

October 29 & 31: Tourism

- Moses, chapters 10-12
- Laura Jane Moore, “Elle Meets the President: Weaving Navajo Culture and Commerce in the Southwestern Tourist Industry ” in *Women and Gender in the American West* (University of New Mexico Press, 2004)

November 5 & 7: Conquest in the City of Angels

- Hernández, *City of Inmates*, Introduction and chapter 1

November 12 & 14: Labor, Immigration, and Incarceration

- Hernández, *City of Inmates*, chapters 2 & 3

November 19 & 21: Borders, Revolution, and Criminalization**Primary source paper due on Blackboard on Friday, November 22**

- Hernández, *City of Inmates*, chapter 4

November 26: Jim Crow

- Hernández, *City of Inmates*, chapter 5 & 6

December 3 & 5: Reimagining the West

- Limerick, chapters IVB and IVC

**FINAL EXAM: Turn in on Blackboard.  
Due no later than midnight on Monday, December 9<sup>th</sup>, 2019**