

Winter 2016

## **Historical Studies 357**

### **Wild West/ Mild West?**

## **Comparative History of the U.S. and Canadian Wests**

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### **COURSE DESCRIPTION:**

This course explores the separate and connected histories of the Canadian and U.S. Wests. Defining history as the story of nation states had generated remarkable ignorance of our connected pasts, of the people and economies that have crossed our national borders, and of how Canadians and Americans created separate nations and identities. Culturally and geographically, these histories are connected, but not identical. The development and settlement of the Canadian and U.S. Wests involved similar policies, promises, and challenges: claiming an already-inhabited land; the ownership and use of natural resources; relationships with native peoples and among the many immigrants who settled the West(s); trade and transportation; creating communities; relationships with national governments. This course explores similarities and connections in these pasts, and also analyzes some of the differences between the histories of the Canadian and U.S. Wests from before Europeans arrived to the present. The course is not encyclopedic—it cannot cover the entire history of either West. Rather, it addresses key events, experiences, and movements.

Such a comparative course raises questions about myth and history, and about the ways that region and nation have functioned in the ways we see the past. The Canadian and American Wests share a great deal, including connected landscapes, similar resources, Aboriginal foundations, immigration patterns, economies, technologies, politics and religions. Yet historians of both nations have defined their Wests quite differently. Canadian historians have described the Canadian West as a peaceful and orderly region that developed under the direction of far-removed metropolitan centres. U.S. historians, by contrast, have at times seen the process of western settlement as the defining process in American history: a sequence of western frontiers, they contend, *made* America and Americans. Even more powerfully, a mythic West has created an imagined America in both the U.S. and Canada. This course explores these imagined territories, and the underlying realities of what, and who, have crossed the boundaries that link and separate the Wests of two nations.

## TEXTS:

Robert V. Hine and John Mack Faragher, *Frontiers: A Short History of the American West*  
John Herd Thompson, *Forging the Prairie West*  
Truth and Reconciliation Commission of Canada, *Final Report of the Truth and Reconciliation Commission of Canada, Volume One: Summary: Honouring the Truth, Reconciling for the Future* (only portions are assigned)  
Selected documents and reading available on D2L.

### Recommended Texts for Papers:

*Please Note: Some of the following recommended texts are available in the campus bookstore; Nakano was ordered but may only be available in the library. The recommended texts are for your third papers, due at the end of the term. Do not purchase any recommended texts until you have reviewed the paper requirements and selected a topic.*

Jeanne Wakatsuki Houston, *Farewell to Manzanar*  
Takeo Ujo Nakano, *Within the Barbed Wire Fence: A Japanese Man's Account of his Internment in Canada*  
Lisa Marie Stahl, *My Hutterite Life*  
Mary-Ann Kirby, *I Am Hutterite*  
Gwen Hooks, *The Keystone Legacy: Recollections of a Black Settler*  
Era Bell Thompson, *American Daughter*

## REQUIREMENTS:

Students are expected to complete the assigned readings as outlined below, and to contribute to class discussion. Some discussions will be based on Document Sets posted on D2L. Requirements include class participation, two short essays (3-5 pages and 2-3 pages respectively), one longer (8-10 page) essay, and a final examination. **The essay assignments are described on page 5 following the Lecture Outline and Reading Assignments.**

## GRADE DISTRIBUTION:

Discussion, Participation:	20%
First Essay, 3-5 pages (due March 3):	15%
Second Essay, 2-3 pages (due March 22):	10%
Third Essay, 8-10 (due April 13):	20%
Final examination (to be scheduled by the registrar)	35%

**All exams and assignments must be completed in order to pass the course. Late work will be penalized up to a half of a letter grade for each late day except in documented extraordinary circumstances, such as illness or serious family emergency.**

## **LECTURE OUTLINE AND READING ASSIGNMENTS:**

The following schedule is approximate. The dates of particular topics may vary occasionally from the list below. Students are expected to read assignments before the class for which they are assigned in preparation for lectures and for in-class discussion.

### **Week 1: Jan. 12-14: Creation Stories: Mythic Wests and National Histories**

Read: Hine and Faragher, Introduction and Chpt. 15, “The Myth of the West,” and Thompson, Introduction, “Imag[in]ing a Region.”

### **Week 2: Jan. 19-21: Before There Was a West**

Read: Hine and Faragher, Introduction, Chpt 1, “A New World Begins,” Chpt. 2, “Contest of Cultures,” pp. 17-21 only. Chpt. 3, “The Struggle of Empires,” pp. 36-38 only; and Thompson, Chpt. 1, “‘Ever ... Useless to Cultivating Man’.”

### **Week 3: Jan. 26-28: Colonial Wests**

Read: Hine and Faragher, Chpt. 5, “The Fur Trade,” and Thompson, Chpt. 2, “Cultures in Contact, 1670 – 1821.”

### **Week 4: Feb. 2-4: Manifest Destiny and Continental Claims**

Read: Hine and Faragher, Chpt. 6, “From Texas to Oregon,” Chpt. 7, “War and Destiny,” and Thompson, Chpt. 3, “Fur Trade to Settlement: 1821 – 1870.”

### **Week 5: Feb. 9-11: Land Grabs, Bonanzas, and Resistance**

Read: Hine and Faragher, Chpt. 8, “Mining Frontiers.”

### **February 14-21: Reading Week, No Class**

### **Week 6: Feb. 25-27: Conquest and Resistance: Drawing Lines and Crossing Them**

Read: Thompson, Chpt. 4, “Making the Prairie West Canadian: 1870 – 1900,” pp. 43-63; Hine and Faragher, Chpt. 9, “The Power of the Road.”

### **Week 7: March 1-3: Ranching and Homesteading**

Read: Thompson, Chpt. 4, “Making the Prairie West Canadian: 1870 – 1900”; Hine and Faragher, Chpt. 10, “Open Range”; Hine and Faragher, Chpt. 11, “The Safety Valve”; Document Set 2 (D2L)

### **First Essay Due March 3**

**Week 8: March 8-10: Violence Revisited**

Read: Truth and Reconciliation Commission of Canada, *Final Report of the Truth and Reconciliation Commission of Canada, Volume One: Summary: Honouring the Truth, Reconciling for the Future*, pp. v-134.

**Week 9: March 15-17: Unquiet Agrarians**

Read: Hine and Faragher, Chpt. 12, “A Search for Community”; Thompson, Chpt. 5, “The Twentieth Century Belongs to the Canadian West, 1901 – 1921,” pp. 86-103.

**Week 10: March 22-24: Western Opportunity Revisited: Race and Gender**

Read: Hine and Faragher, Chpt. 13, “The Urban Frontier,” Chpt. 14, “Plunder and Preservation.”

**Second Essay Due March 22**

**Week 11: March 29-31: Western Opportunity Revisited: Class and the Great Depression**

Read: Thompson, Chpt. 6, “Harsh Realities of Region, 1921 – 1939.”

**Week 12: April 5-7, World War II and Beyond**

Read: Hine and Faragher, Chpt. 16, “The Frontier and West in Our Time” and Thompson, Chpt. 7, “Prairie Canada Recast, 1940 – 1970”; Internment Laws in Document Set 3 (D2L).

**Week 13: April 12: “Post-Western” Wests: Social Movements, Popular Culture, and the Mythic Wests Revisited**

Read: Thompson, Chpt. 8, “The New West and the Nation.”

**Third Essay Due April 13**

**FINAL EXAMINATIONS APRIL 16-27, TIME AND PLACE TBA**

## ESSAY ASSIGNMENTS

### **First Essay (3-5 pages)**

**Due in the instructor's email, in class, or in the Red Box in the History Department by 4 PM March 3**

Write on one of the following:

- 1) Analyze the newspaper articles about Louis Riel in Document Set 1. What is their value and limitation as historical sources? Where did the newspapers get their information? What can you tell about their sources? Their biases or interests? How might you use these stories to document actual events? Motivations? Perceptions of Canada in the United States? You should consider all of the articles but may focus on particular ones. Refer to specific articles and footnote your sources.
- 2) Analyze the newspaper articles about Sitting Bull and U.S. Indians in Document Set 1. What is their value and limitation as historical sources? Where did the newspapers get their information? What can you tell about their sources? Their biases or interests? How might you use these stories to document actual events? Motivations? Perceptions of the United States in Canada? You should consider all of the articles but may focus on particular ones. Refer to specific articles and footnote your sources.

### **Second Essay (2-3 pages) Due in the instructor's email or in the Red Box in the History Department by 4 PM March 22**

The distinction between the "Mild" Canadian West and the "Wild" West of the United States usually rests on the comparison of warfare used by Canada and the United States when claiming their respective Wests. Does war adequately cover all violence involved in westward expansion? Based on the assigned readings, lectures, and the assigned portions of the *Final Report of the Truth and Reconciliation Commission*, discuss what you consider to be appropriate definitions of western violence. Using your own definition, how would you go about comparing violence in the histories of the U.S and Canadian Wests? You need not reach a conclusion about the extent of violence in either country. You only have to provide a working definition of violence and to outline the kinds of violence you would compare. Footnote your sources.

### **Third Essay (8-10 pages)**

**Due in the instructor's email or in the Red Box in the History Department by 4 PM April 13**

Write on one of the following:

- 1) Compare the experience of Japanese internment in the United States and Canada based on the documents in Document Set 3, Jeanne Wakatsuki Houston, *Farewell to Manzanar* and one of the following: Takeo Ujo Nakano *Within the Barbed Wire*

*Fence: A Japanese Man's Account of his Internment in Canada*; the portrayal of the Ryutaro Nakagama family in the Mavericks Exhibit at the Glenbow Museum; or another appropriate source selected in consultation with the instructor. Analyze similarities and/or differences in the portrayals of internment that you receive from these sources. Be specific and footnote your sources.

- 2) Compare the experiences of religious minorities in Canada and the United States using Mary-Ann Kirby, *I Am Hutterite* and Lisa Marie Stahl, *My Hutterite Life* or other sources selected in consultation with the instructor. Compare and analyze the experience of “difference” in the two memoirs. What, besides nationality, might have affected the author’s experience? How do these memoirs support or challenge common understandings of the U.S. West as an ethnic “melting pot” and of the Canadian West as a multicultural mosaic? Be specific and footnote your sources.
- 3) Compare the experience of an African Canadian and African American western settler, based on two memoirs, Gwen Hooks, *The Keystone Legacy: Recollections of a Black Settler* and Era Bell Thompson, *American Daughter*, or other appropriate sources selected in consultation with the instructor. What do these memoirs suggest about the significance of the national border for persons of African descent in the North American Wests? After the U.S. Civil War, what promise did a western homestead offer African Americans? After the U.S. abolished slavery, what drew African Americans across the 49<sup>th</sup> parallel, and what did the Canadian West promise and deliver? Take into account time, gender, and other factors in your analysis, as well as race. Be specific and footnote your sources.
- 4) You may compare the evidence in the *Final Report of the Truth and Reconciliation Commission* with an appropriate source about Indian Boarding Schools in the United States. If you wish to pursue this option, please consult the instructor.

## Important Departmental, Faculty, and University Information

### Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

### Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

### Writing Support:

Need help coming up with a thesis statement? Confused about the proper way to use footnotes? Just want to ask someone about your written assignment for this or any other history class? The Department of History offers small-group and individual writing support for all students registered in a History class from some of our top graduate students. Check with your instructor for the scheduled weekly drop-in times, sign-up for one of the writing workshops, or arrange to meet with our writing tutors individually. More information about this program will be posted on the Department of History web site: [hist.ucalgary.ca](http://hist.ucalgary.ca).

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

### Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or

that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

**Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

**Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

**Plagiarism:**

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

**Universal Student Ratings of Instruction:**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI Surveys.

**Student Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf).

**Other Useful Information:**

Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca),  
[arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).

*Safewalk and Campus Security:* 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

*Freedom of Information:* <http://www.ucalgary.ca/secretariat/privacy>

*Emergency Evacuation Assembly Points:*

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

*Safewalk:* <http://www.ucalgary.ca/security/safewalk>

*Student Union Information:* <http://www.su.ucalgary.ca/>

*Graduate Student Association:* <http://www.ucalgary.ca/gsa/>

*Student Ombudsman Office:* <http://www.ucalgary.ca/provost/students/ombuds>

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