

HIST 6400: Research Seminar

Nineteenth- and Twentieth-Century North American West

David Wrobel

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Spring 2015 3 Credits

Class Time: R: 6-9PM

Location: WHC

Office: DHT 419

Hrs.: T 1-2; R 9-noon & 1-2

Phone: (405) 325-6024

Course Description: This research seminar designed to provide a constructive and collaborative framework of professor and peer review for researching and writing on any aspect of the nineteenth- or twentieth-century North American West—environment, culture (including western representation in art and literature), borderlands, urban issues, race-relations, Native American, political or economic history.

The first four weeks of the course are devoted to analysis of two book monographs, a scholarly article and a book chapter, as well as the recent content of journals pertinent to your research interests. Because of the large class size, we will meet in two separate groups for the next nine weeks to discuss your individual research projects in their various stages of development. We will reconvene as a whole for the last two weeks of class and in finals week for paper presentations, in conference session format.

Requirements: Participation in weekly discussions of readings; presentations on your own work in progress and that of colleagues; final presentation in conference session format; short report on the recent contents of a scholarly journal (500 words); one book review on either required book (500 words); a reader report on one paper draft (500 words); and, the main assignment for the course: an article/essay-length manuscript (10,000-12,500 words, including notes). You may, of course, work on a thesis or dissertation chapter during the semester, but must structure the capstone paper to meet the above requirement.

Attendance: The course meets sixteen times and you are expected to attend all sessions.

Course Readings:

Boyd Cothran, *Remembering the Modoc War: Redemptive Violence and the Making of American Innocence* (Chapel Hill: University of North Carolina Press, 2014).

Jerry J. Frank, *Making Rocky Mountain National Park: The Environmental History of an American Treasure* (University Press of Kansas, 2013).

Gary Anderson, "The Stealing of a Golden Land: Ethnic Cleansing in California," in *Ethnic Cleansing and the American Indian: The Crime that Should Haunt America* (Norman: University of Oklahoma Press, 2014), 192- 218.

Benjamin Madley, "Unholy Traffic in Human Blood and Souls": Systems of California Indian Servitude Under U.S. Rule," *Pacific Historical Review*, 83 (November 2014): 626-667. <http://www.escholarship.org/uc/item/3dp144qd>

Grading: Essay & Book Review: 70%; Presentations & Peer Review: 30%

Journals:

<i>American Historical Review</i>	<i>Journal of American History</i>
<i>American Indian Art</i>	<i>Journal of the Early Republic</i>
<i>American Indian Culture and Research Journal</i>	<i>Journal of the Civil War Era</i>
<i>American Indian Quarterly</i>	<i>Montana: The Magazine of Western History</i>
<i>Environmental History</i>	<i>Western Historical Quarterly</i>
<i>Ethnohistory</i>	<i>William and Mary Quarterly</i>
<i>Pacific Historical Review</i>	

Academic Integrity: <http://integrity.ou.edu> Webster's New World Dictionary of the American Language (Cleveland, 1964) states that plagiarism is "to take and pass off as one's own the ideas, writings, etc. of another." Plagiarism is easy to spot; more importantly, it is ethically unsound. Plagiarism on any work for the course will result in an "F" for the assignment, notification of the Student Conduct Office and Graduate College, and possibly an "F" for the class and further disciplinary action.

Disabilities: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities. The Disability Resource Center provides support services to students with disabilities: see www.ou.edu/drc, or please contact Director Suzette Dyer at drc@ou.edu, 325-3852 voice, or 325-4173 TDD.

Religious Accommodations: It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of required class work that may fall on religious holidays.

Classroom Etiquette: Please, during class time, do not text, take phone calls, or use laptops, I-pads, tablets, or other electronic devices for anything other than class related purposes. Laptops, etc., may be used for note taking. Please do not arrive late for class, and do not leave class early without informing me of a special circumstance. Most importantly, please be constructive and supportive in your commentary on the work of peers, and respectful, congenial and collaborative in your interactions with them. You are part of a community of scholars and the privilege of membership in that community comes with significant responsibilities vis-à-vis personal comportment and collegiality.

Class Schedule:

Week 1: January 15: Course Introduction + Discussion: California Indian History
Reading: Anderson, and Madley

Week 2: January 22: The State of the Fields: Journals Review + Cothran
Reading: 1 Journal + Cothran

Week 3: January 29: Cothran Redivivus + Frank
Reading: Frank + Cothran (re-examine)

Week 4: February 5: Frank Redivivus + Project Outlines **Cothran Reviews Due**
Reading: Frank (re-examine)

Week 5: February 12: Historiographical Landscapes (Group A) **Frank Reviews Due**

Week 6: February 19: Historiographical Landscapes (Group B)

Week 7: February 26: Historiographical Landscapes (Group C)

Week 8: March 5: Historical Significance (Group A)

Week 9: March 12: Historical Significance (Group B)

No Class March 19: (Spring Break)

Week 10: March 26: Historical Significance (Group C)

Week 11: April 2: Crafting History (Group A)

Week 12: April 9: Crafting History (Group B)

Week 13: April 16: Crafting History (Group C)

Week 14: April 23: Final Presentations: Conference Sessions 1-3

Week 15: April 30: Final Presentations: Conference Sessions 4-6

Final Week: May 7: Final Presentations: Conference Sessions 7 & 8

Reports & Peer Feedback:

Book Review: 500 words; a few words over or under is acceptable.

Journal Reports: 500 words outlining the key trends in the publication in the last decade.

Research and Writing Reports: 4 reports per class session. 10 minutes per report; 10 minutes for reader and instructor feedback; 15 minutes for discussion. A short handout (1 page) should accompany each of the three research reports.

Historiographical Landscapes: Research reports on the state of the field in relation to your topic and how your research will augment or revise scholarly understanding.

Historical Significance: Reports on the structure of your paper, its themes, arguments, and evidence, and how it augments our historical understanding—why it matters.

Crafting History: Reports on your first written draft—have you demonstrated the historiographical and historical significance of your work in compelling fashion?

Conference Session Format: 3 papers X 15 minutes, 15 minutes for commentary & discussion. Commentators should focus on connections and contrasts among and between the three papers.