University of Winnipeg – Department of History

Fall 2014/Winter 2015

Hist-4111: Frontiers and Borderlands
GHist-7004: Special Studies in Social History
UofManitoba course number: HIST 9226/9060

Instructor: Dr. Mark Meuwese
My office: 3A18
Course meets: Thursdays 2:30-5:15
Office hours:
Classroom: TBA
Email: use Nexus or (for large documents) m.meuwese@uwinnipeg.ca

Course description:
This course uses the concepts of frontiers and borderlands to analyze intergroup struggles for place and space throughout world history. Because the historiography is particularly well developed for North America, many of our readings are on frontiers and borderlands in that region of the world. At the same time, this course is not intended to be a comprehensive overview of North American borderlands. The main goal is to examine in depth some of the recent writings on frontiers and borderlands in North America as well as in other parts of the globe. To gain comparative perspectives on North America we study frontiers and borderlands in maritime Asia, South Africa, Australia, South America, and Eastern Europe. Furthermore, there will be a strong thematic focus on violence on frontiers and borderlands. Recent studies have argued that mass-violence and genocides are often associated with empires, colonies, and contested geographic spaces. Comparisons will be made between the frontiers of North America and the ‘wild east’ of the Nazi empire during World War II. This seminar is of interest to students concerned with colonialism, empires, violence, global history, and Indigenous peoples.

Learning Outcomes:
After successful completion of this course, students will
- have a better understanding of some of the critical issues in the fields of frontier and borderland studies
- have strengthened their reading, analytical, and writing skills at a senior undergraduate level
- have improved their discussion and presentation skills
- be able to give constructive criticism to fellow students

Book purchases: available at the UW bookstore; also keep in mind that many books are now available as e-books. Where possible books will also be put on reserve at the UW library. This may save you money.


Pekka Hamalainen, *The Comanche Empire* (Yale University Press, 2008) UW library has copy


Alfred Cave, *Lethal Encounters: Englishmen and Indians in Colonial Virginia* (University of Nebraska Press, 2013)


Students may also find it useful to invest in a writing manual such as Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Bedford St. Martin’s, many editions).

**Format:**
This is a seminar course based on active student participation. Because this format depends on active participation, attendance is essential and 20% of the total grade for the course is allocated to student attendance and participation. Minimal satisfactory student participation requires you to attend class each week, come prepared to discuss issues arising from the readings, and contribute to discussions in a thoughtful way.

**Assignments:**
This is a joint undergraduate honours and graduate course. Students will be evaluated depending on their level of study.

Three review essays (3 x 10, 800 words each) 30
At least two essays have to be submitted during the fall semester
Each essay analyzes one book or at least two articles.
Graduate students: 1,200 words each

Research paper proposal (5) and presentation (5) 10
(500 words plus bibliography)
Paper can be on any topic on frontiers and borderlands (broadly defined) and as long as you have my approval. Papers should be based on primary sources as much as possible.
Research paper draft (as complete as possible) 15
Due date: February 12, 2015 (minimum 3,000 words) graduate students: 4,000
It should include three questions that you would like to discuss at the seminar.
Draft papers should be circulated at least one week before the class presentation.

Research paper final version 15
(4,500 words minimum) The final version of your paper is expected to have incorporated feedback from students and from me.
Graduate students: 6,500

Seminar participation 20
A record of your attendance and participation is kept.
Attendance and active, thoughtful, constructive participation is expected at all meetings.
Students are expected to have done ALL the designated readings for each meeting.

Presentations on readings 10
Each student presents for 15 minutes at one seminar (and has at least two questions for discussion)
Graduate students lead the discussion for one entire seminar

Research paper topic meeting:
Sometime during the first weeks of the fall term I want to meet with everyone briefly to discuss their possible topical interests for the research paper.

Grading Scale:

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A+</td>
<td>Excellent</td>
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<tr>
<td>89-83</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>82-80</td>
<td>A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>79-77</td>
<td>B+</td>
<td>Strong</td>
</tr>
<tr>
<td>76-70</td>
<td>B</td>
<td>Strong</td>
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<tr>
<td>69-67</td>
<td>C+</td>
<td>Above Average</td>
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<td>66-58</td>
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<td>57-50</td>
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<td>Marginal/Weak</td>
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<td>49-0</td>
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<td>Failure</td>
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Schedule:

Week 1: September 4: Introduction

Week 2: September 11: Frontiers: History of a concept:


**Week 3: September 18: Environmental History as Frontier History**
Cronon, *Changes in the Land.*

**Week 4: September 25: Fear and Frontiers**
Silver, *Our Savage Neighbors*, through page 160

**Week 5: October 2: Fear and Frontiers continued**
Silver, *Our Savage Neighbors*, rest.

**Week 6: October 9: Remembering Frontiers of New England**
O’Brien, *Firsting and Lasting*, all of it.


**Week 7: October 16: Borderlands historiography**


Juliana Barr, “Geographies of Power: Mapping Indian Borders in the ‘Borderlands’ of the Early American Southwest,” *William and Mary Quarterly* 67 (January 2011), 3-44. (e-journal)
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Michiel Baud and Willem Van Schendel, "Toward a Comparative History of Borderlands," *Journal of World History* 8:2 (1997), 211-42. (e-journal)

**Week 8: October 23: Southwestern Borderlands**
Hamalainen, *Comanche Empire*, through page 180

**Week 9: October 30:**
Hamalainen, rest.

Graduate students: Forum on *Comanche Empire* in *History and Theory* 52 (February 2013), pages 49-90. (e-journal)

**Week 10: November 6: Frontiers in Early Modern Asia**


**Week 11: November 13:** Andrade, rest of *How Taiwan became Chinese*, maybe with web supplements

**Week 12: November 20: Presentations and discussion of thesis proposals (5-10 minutes each)**

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**Winter term**

**Week 13: January 8: Microhistory and Borderlands History**

**Week 14: January 15:**
Jacoby, rest of the book plus website documents

**January 21:** Final date to withdraw without academic penalty

**Week 15: January 22:** workshop on primary sources and research papers; bring primary and secondary sources to class (share at least one primary source with the rest of the class one week before this class)

**Week 16: January 29: Empires, Colonialism, and Genocides**

Lorenzo Veracini, “Colonialism and Genocides: Notes for the Analysis of a Settler Archive,” in *Empire, Colony, Genocide*, 148-161. (Nexus reading)
PROVISIONAL


Raymond Evans, “Plenty shoot ‘em: The Destruction of Aboriginal Societies along the Queensland Frontier,” in Genocide and Settler Society, 150-173 (Nexus reading)


Week 17: February 5: Genocide on the North American Frontiers?
Cave, Lethal Encounters, all of it.

Week 18: February 12: Coexistence and Violence on the Borderlands of Eastern Europe
Selective essays from Omer Bartov and Eric Weitz, eds., Shatterzone of Empires: Coexistence and Violence in the German, Habsburg, Russian, and Ottoman Borderlands (Indiana UP, 2013) (available as e-book through UW library): introduction, and essays by Larry Wolff, Eric Weitz, Taner Akcam, Pamela Ballinger

February 12: Due date for the research papers first drafts

February 15-21: Reading week – no class

Week 19: February 26: Comparing North American and Nazi Frontiers/Borderlands
Kakel, American West and Nazi East, all of it.


Week 20: March 5: 20th century frontiers
Garfield, Indigenous Struggle, all of it.

Week 21: March 12: Work/study on papers

Weeks 22: March 19: draft presentations

Week 23: March 26: draft presentations

Week 24: April 2: draft presentations, last class and wrap up

Friday April 10: Due date of the final draft of your research papers

Important information:

1) Some house rules:
   Please arrive in class on time. It is disruptive to the instructor and to your fellow
students if you (regularly) arrive late. If you need to leave class early for a legitimate purpose (doctor’s appointment for example), please inform me of it at the beginning of class and take a seat nearby the door so you can leave without interrupting the class.

Also, turn off all cell phones and any other electronic devices (I-pad, I-phone, etc.) for the duration of the class. Laptops may be used for note-taking only (not for Facebooking, gaming, or surfing the web). Students who are using their laptops for non-class related purposes will no longer be able to take them to class. Lectures may only be recorded if you first consult with me.

Email etiquette: address emails to me or other faculty and staff working at the university as you would a formal letter such as ‘Dear Mark Meuwese’ or ‘Dear Professor Meuwese’. Keep in mind that emailing faculty and staff at the university is not the same as emailing or texting among friends. In this context it is also useful to know that you should refrain from using an email address that you use among friends (such as ‘frosty blue lady’ or ‘battle angel’). Use your UW issued email address instead.

2) Plagiarism and academic misconduct:

Every student should know that it is unacceptable to copy or paraphrase from someone else’s work (including Internet sources) without giving formal acknowledgments in the form of foot- or end-notes. All assignments that show evidence of plagiarism will be reported to the appropriate university authorities. Also please note that your papers may be subject to an oral examination and that your paper drafts and notes for the written assignments may be requested by me to authenticate your work. For further information please familiarize yourself with the appropriate section of the Academic Calendar (Section VII of the Course Calendar) dealing with appeals, withdrawal dates, and academic misconduct such as plagiarism and cheating.

It can be found online at [http://www.uwinnipeg.ca/index/cms-filesystem-action/pdfs/calendar/RegulationsandPolicies.pdf](http://www.uwinnipeg.ca/index/cms-filesystem-action/pdfs/calendar/RegulationsandPolicies.pdf)

3) Students are not allowed to bring any notes, books, computers, or any other electronic devices to the exams. Exceptions may be made for English dictionaries but only with my approval.

4) Keep extra copies of your papers:

In case of computer malfunction during the writing of your assignments please notify me immediately. In case this happen you may be requested to supply me with your handwritten notes or drafts. To avoid this problem it is a good idea to make backup copies of your work (save them on memory sticks).

6) Keep all your graded work until you receive your official mark from the UW.

7) Late policy for assignments:

Any assignments that are handed in after the due date will be automatically penalized 10 points for each day that it is late. Thus, a paper that scored 90 points out of 100 but was
handed in three days after the due date will actually receive a final score of 60 points. Extensions for assignments will only be granted under special circumstances such as (documented) personal, medical, or family emergencies. Assignments will only be accepted until one week after the due date.

8) Withdrawal without academic penalty: January 21, 2015 is the voluntary withdrawal date without academic penalty; please see me if you are considering this option.

9) Other UW policies and info:
Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or accessibilityservices@uwinnipeg.ca to discuss appropriate options. All information about a student’s disability or medical condition remains confidential. http://www.uwinnipeg.ca/accessibility.

Students who plan to conduct research interviews, focus groups, surveys, or any other method of collecting data from any person, even a family member, must obtain the approval of the UHREB before commencing data collection. Exceptions are research activities in class as a learning exercise. See http://www.uwinnipeg.ca/index/research-human-ethics for submission requirements and deadlines."

All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at www.uwinnipeg.ca/respect.

UWinnipeg promotes a scent-free environment. Please be respectful of the needs of classmates and the instructor by avoiding the use of scented products while attending lectures. Exposure to perfumes and other scented products (such as lotion) can trigger serious health reactions in persons with asthma, allergies, migraines or chemical sensitivities.