History 390R
The American & South African Frontiers

Winter 2011
T/Th 12:00-1:15 a.m. B040 JFSB

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Overview: We will examine the economic, social, political, environmental, and cultural history of the American and South African frontiers. We will also explore the actions and attitudes of the Americans and the British on their respective frontiers, and devote considerable attention to the perspectives and responses of the American Indians and Africans to the colonizers.

Themes include: European imperialism; the Plains/the Veld; Overland Pioneers/Boer Trek; racial relations; Indian Wars/Zulu Wars; labor reserves/reservations; environmental issues; immigration; termination/segregation/apartheid; & struggles for citizenship/equal rights/the vote.

Required Readings:


Optional:


Other Resources:

Natives Journals: American Indian Culture and Research Journal; American Indian Quarterly; Ayaangwaamizin: The International Journal of Indigenous Philosophy; Gatherings; Journal of Indigenous Studies; Native Americas; Studies of American Indian Literatures; Western Historical Quarterly; Wicazo Sa Review; etc.

Native Newspapers: Indian Country Today http://www.indiancountry.com/; Navajo Times; News from Indian Country; etc.

Native Magazines: Aboriginal Voices; Native People; etc.

South Africa Resources: Journals, Newspapers, Websites, Films, etc. [See Handout]

Course Requirements:

Exams: The midterm and final will be based upon lectures, discussions, and readings and will include a combination of identifications, short answer, mapping, and essays.

Book Review: Your critiques should mention something about the author’s background and biases, the scope of the monograph (cultural, geographic, etc.), and something about the sources used (does it rely mostly on primary or secondary literature). Other questions you should answer include the author’s approach (conceptual framework, model, case study, etc.), the thesis or main argument (and whether it is logical and/or adequately proven), and its contribution or niche in historical scholarship. Finally, address

History Department Grading Policy:

Midterm 100 points
Final 100 points
Comparative Paper (8-10 pp.; RSA & USA) 100 points
Comparative Book Review (Chaka; Black Hawk) 25 points
Book Review (Dust Rose Like Smoke) 25 points
Class Presentations 25 points
Quizzes on readings/writeups/attendance/participation 25 points

Total 400 points

General Grading Scale: A+ = 100-98%; A = 97-93%; A- = 92-90; B+ = 89-87%; etc.
Course Outline:

Jan. 4 Introduction: Frontiers  
Reading: Westward, Intro

Jan. 6 Pre-contact: Places and People  
Reading: Westward, 1-2; History SA, 1

Jan. 11/13 Newcomers/Intruders: Colonialists  
Reading: Westward, 3; History SA, 2

Jan. 18/20 Expansion & Trade:  
Reading: Westward, 4-5; History SA, 3

Jan. 25 Indigenous Leaders: Black Hawk & Chaka  
Comparative BR due: Black Hawk; Chaka

Jan. 27/Feb. 1 Treks: Boer & Mormon  
Reading: Westward, 8

Feb. 3/8 TX/CA/OR/Mex. War; Natal, OFS  
Reading: Westward, 6-7, 9

Feb. 10 1850s  
Reading: Westward, 10-11, 13

Feb. 17 Film or Guest Lecture  
Reading: Dust Rose Like Smoke first ½

Feb. 22 No Class: Monday instruction  
Reading: Dust Rose Like Smoke (all)

Feb. 24 Exam

March 1/3 Mining: Comstock & De Beers  
Reading: Westward; 12; History SA, 4

March 8/10 Conflicts: Little Big Horn & Isandalwana  
Book Review due: Dust Rose Like Smoke
Westward, 14

March 15/17 Environment: Yellowstone & Krugers  
Reading: Westward, 15-17

March 22/24 African Reserves & Indian Reservations  
Reading: White Supremacy (this week)

March 29/31 Race Relations: Civil War & Boer War  
Reading: History SA, 5-7

April 5 Extermination & Apartheid  
Discuss White Supremacy  
Reading: Westward; Conclusion

April 7 Tribal Sovereignty & Free Elections:  
Reading: History SA, 8-9

April 12 Class Presentations  
Paper Due

April 19 Final Exam  
Tuesday 3-6 p.m.
BYU POLICIES RELEVANT TO THIS COURSE

- **Student Learning Outcomes**

Each program at BYU has developed a set of expected student learning outcomes to help students understand the objectives of the curriculum. To understand the expected student outcomes for the programs in the History Department go to <https://learningoutcomes.byu.edu/wiki/index.php/History>.

1. gain a historical consciousness by demonstrating a knowledge of major developments in American and world history, and understand key historical terms and theories.

2. acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.

3. demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources.

4. skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.

5. demonstrate how faith and reason intersect.

- **Statement of Academic Integrity**

Academic integrity is one of the basic principles of a university community. Brigham Young University encourages and expects the highest standards of academic honesty from all students. The Student Code of Conduct state that “cheating, plagiarism, or other forms of academic dishonesty” are subject to disciplinary action. Refer to the Student Code of Conduct for additional information. While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, as well as deal with the stress and strain of college life without resorting to cheating. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, fabrication, and falsification. All of your writing should be original work by you completed exclusively for this class.

- **BYU’s Sexual Harassment Policy**

The Education Amendments of 1972 prohibit sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor first. If the matter is not satisfactorily resolved, then contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours) or the Honor Code Office at 422-2847.

- **BYU’s Commitment to Students with Disabilities**

The University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D282 ASB.
- **Academic Honesty Policy**

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

- **Plagiarism Policy**

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

- **Devotional and Forum Attendance Policy**

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. As Elder Dallin H. Oaks stated,'You neglect your education and fail to use a unique resource of this university if you miss a single one' (from the address 'Challenges for the Year Ahead', 6 September, 1973). Your attendance at each forum and devotional is strongly encouraged.