

History 500
Native Madison After Removal

Prof. Steve Kantrowitz
University of Wisconsin-Madison
Fall 2011
Wednesdays, 11-1

Overview

This course seeks to understand what it meant that, long after the Madison area ceased to be “Indian land,” it remained a land populated in part by Native Americans. It briefly explores the region before removal began in the 1830s, but our primary purpose is to explore how native peoples continued to claim a place in and around Madison in the generations following the formal cession of lands, and how whites responded to that presence.

This is primarily a reading and discussion course; most of our writing assignments will be short and focused on making sense of the common readings. As you prepare for class, your main tasks each week will be: 1) to read thoughtfully and thoroughly, asking questions about what you are learning; 2) to articulate and reflect on those questions on your own before you arrive in seminar; 3) to write short essays that make clear, logical arguments based on evidence drawn from our texts.

Near the end of the semester you will also have an opportunity to explore the resources on campus and make a report to the group about what you find. We will discuss this project later in the semester.

This course is new and experimental. I am working outside of my own intellectual comfort zone, taking risks and learning as I go. I encourage you to do the same.

Readings

The following books are available for purchase at Rainbow Bookstore Cooperative, 426 W. Gilman St. We will be reading all or most of each one.

Patty Loew, *Indian Nations of Wisconsin* (UW Press)
Philip Deloria, *Playing Indian* (Yale)
Coll Thrush, *Native Seattle* (Univ. of Washington Press)
Lucy E. Murphy, *A Gathering of Rivers* (Nebraska)
Steven D. Hoelscher, *Picturing Indians* (Wisconsin)
Laurie H. McMillan, *Buried Indians* (Wisconsin)

In addition, we will reading selections from several other scholarly works. These readings will be made available via Learn@UW and are marked with an * on the schedule below.

Please bring the week's readings to seminar with you. If you wish to share the costs of purchasing/copying these readings, you may partner with another member of the seminar, but for a good discussion we must have at least one copy for every two people.

Assignments

Unless specifically stated otherwise, all writing assignments are to be submitted via the dropbox at <http://learnuw.wisc.edu>, **no later than 8 p.m. the day before the class meeting**. These must be double-spaced, 12-point Microsoft Word (.doc or .docx) or RTF documents. I cannot decode Wordperfect or other word-processing formats unless they are seamlessly interconvertible with Word. They must be **no longer than 300 words**, and must have a word count at the end of the document.

There will be ten short essay assignments, each worth 5% of your final grade, for a total of 50% of your final grade. Please note that you remain responsible for doing the reading during weeks when you are not writing an essay.

There will also be a final project—not a lengthy research paper, as in a History 600 seminar, but a report on some resource or set of resources available in Madison for further research on the topic(s) of this course. We will discuss this assignment in greater detail later in the semester. It will constitute 20% of your final grade.

The remaining 30% of your grade will be based on participation in seminar—not on the number of times or number of minutes you speak, but on your engagement with the material and with your classmates' ideas. This means learning to trust your ideas enough to present them to others, learning to listen to what others are saying even when it does not match your assumptions or conclusions, and learning to take part in a group conversation that respects individuals while subjecting ideas and assertions to critical scrutiny. These are difficult tasks even for professional historians, and I do not expect perfection--but I do expect you to do your best.

Academic Responsibility

All work that you turn in should be your own, and you are responsible for knowing what constitutes plagiarism; claiming ignorance will not help you after the fact. If you repeat someone else's words, you must use quotation marks and must cite the relevant author, work, and page numbers (either in parentheses or in a footnote). Likewise, if you closely paraphrase another writer or rely on his or her ideas, you must acknowledge your debt with an appropriate citation. Appropriation of another author's work without citation—whether or not you use direct quotations—always constitutes plagiarism. Clear guidelines are available at http://writing.wisc.edu/Handbook/QPA_plagiarism.html. Almost every semester, I have to pursue disciplinary action against students for violations of these policies and principles. **Please help me make this semester an exception by being responsible scholars.**

Schedule of Meetings and Assignments

Please note that this schedule may be subject to revision over the course of the semester.

Sept. 7 – Introductions

Read: *Robert Birmingham, “Charles E. Brown and the Indian Mounds of Madison,” *Historic Madison: A Journal of the Four Lake Region* (1996), 17-29.
*Mary Ellen Gabriel, “Leaving the Land,” *Madison Capital Times*, Nov. 26, 2008.

Sept. 14 – UW-Madison as an Indian Place

Campus tour with Aaron Bird Bear - Meet on the steps of the (old) main entrance of the Memorial Union

Read: *Mollenhoff, *Madison: A History of the Formative Years*, 2-69, 227-233
Patty Loew, *Indian Nations of Wisconsin*

Essay: What are the most important differences between Mollenhoff’s and Loew’s accounts of the Indian presence in the Madison area after the 1830s?

Sept. 21 – What Makes an Indian Place?

Read: Coll Thrush, *Native Seattle*

Essay: What is the argument of this book?

Sept. 28 – What Was the “Middle Ground”?

Read: *Phil Deloria, “What is the Middle Ground, Anyway?” *WMQ* (Jan. 2006).
Murphy, *A Gathering of Rivers*

Essay: What were the most important forces shaping relationships between Indians and non-Indians in Murphy’s region in the period before 1830?

Oct. 5 – Interpreting Primary Sources

Read: *“Important Indian Manuscripts”- openlibrary.org
*“A Trip through Wisconsin in 1838” – *Wisconsin Magazine of History*
*Cassidy, “Naming of the Four Lakes,” *Wisconsin Magazine of History*
*Knapp, “Early Reminiscences of Madison,” Wisconsin Historical Collection
*“Town of Blooming Grove” in “Madison, Dane County, and Surrounding Towns...” – Wisconsin Digital Library
[This list is subject to revision]

Essay: What are the most interesting aspects of the depiction of the Indian presence in these sources?

Oct. 12 – Removal as a Continuing Policy

Read: * Lawrence W. Onsager, “The Removal of the Winnebago Indians from Wisconsin in 1873-1874”

Essay: TBD

Oct. 19 - Playing Indian

Read: Philip J. Deloria, *Playing Indian*

Essay: TBD

Oct. 26

Read: McMillan, *Buried Indians*

Essay: TBD

Nov. 2 –

Read: Materials related to Charles E. Brown and the effort to preserve Frost’s Woods
*Folklore pamphlets, available on “Turning Points in Wisconsin History”
*Other items by and about Brown’s campaign

Essay: TBD

Nov. 9 –

Read: Steven D. Hoelscher, *Picturing Indians*

Essay: TBD

Nov. 16 - MEET AT STEENBOCK LIBRARY

Before the course meeting, visit the exhibition at Steenbock Library, “**People of the Big Voice.**” Takes notes for your essay assignment.

Essay: Evaluate the exhibit--including photographs, text, and any other relevant features—in the context of the course readings, focusing on the interpretive choices made by its designers or questions raised by its presentation.

Nov. 30

Individual conferences

Dec. 7

Independent Work

Dec. 14

Presentation of final reports