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## History 600, Sec. 2

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### INDIAN REMOVAL

Fall 2011  
Univ. of Wisconsin-Madison  
Seminar Meetings: Wednesday, 1:20PM-3:20 PM  
5255 Humanities

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Office hours: M, 1:30-3:00

1. OVERVIEW. On 26 May 1830, Andrew Jackson signed the Indian Removal Act into law, fulfilling a campaign pledge and providing the legal pretext for the greatest forced relocation in American history. By the mid-1840s, the United States had removed approximately 50,000 Native Americans to marginal lands in the west, where they were reduced to economic dependency and threatened with cultural extinction. In broad terms, most Americans are familiar with the Cherokee “Trail of Tears” and acknowledge this indelible stain on Jackson’s historical legacy. Yet Americans—Native or otherwise—have remembered the tragedy of removal in socially useful manners that essentialize the participants along strictly racial lines as victims or aggressors. This course will reexamine one of the most regrettable chapters of American history in the light of primary documents, oral traditions, and recent scholarship to reveal a more complex conflict over the locus of sovereignty, the meaning of national honor, the sources of republican virtue, and the currency of class and race as measures of human worth.
2. COURSE OBJECTIVES. Students will:
  - a. Become familiar with the major themes and events of the Removal Era.
  - b. Understand the importance of historiography to the study of history.
  - c. Gain an appreciation of ethnohistorical research methodology.
  - d. Develop and demonstrate competence in the crafts of research (emphasizing the use of primary sources) and writing.
  - e. Make an original, scholarly contribution to the study of Indian Removal.
3. COURSE FORMAT. This course consists of two complementary components: (1) a general practicum in historical research and writing and (2) directed readings dealing with the Indian Removal in the American southeast. Over the first two-thirds of the semester, we will typically divide our time between methodological concerns and discussion of the assigned historical reading, the latter providing a common familiarity with the removal of the southeastern tribes (the Chickasaws, Choctaws, Creeks, Cherokees, and Seminoles) from their homelands. Moreover, these historical readings will afford students an opportunity to analyze and critique

the ways in which several scholars have engaged their sources, their audiences, and one another. In the final third of the semester, assigned reading will subside to allow you the time to concentrate on your research and writing. Students will be assigned to writing groups of three based on shared research interests. Group members will read and provide feedback on all submissions from other members of the group and will prepare one collaborative presentation in November (see Requirement 5 below).

#### 4. GRADED REQUIREMENTS.

- a. Requirement 1: Refined Research Topic. Students will submit two paragraphs summarizing (1) the state of a historical debate that you'd like to enter and (2) the historical problem you'd like to solve and your rationale for doing so (i.e. *why* do you want to address this issue). On its face, this requirement may seem fairly simple, but it will require students to develop a familiarity with the secondary literature concerning their topics. Consequently, these two paragraphs are worth 5% of the total course grade. Students will submit this requirement via Learn@UW at least 24 hours prior to the Week 4 class meeting.
- b. Requirement 2: Preliminary Proposal. Building upon and refining Requirement 1, the written, preliminary proposal will contain:
  - i. A clear, grammatically correct thesis question.
  - ii. An explication of the significance of this question (to include historiographical treatment).
  - iii. A *tentative* thesis.
  - iv. A concise, annotated bibliography (see Turabian) that complements the above and demonstrates familiarity with sufficient primary sources to support the intended project.

Students will communicate the first three elements of this proposal in coherent paragraphs; the complete submission should not exceed four typewritten pages. Students will submit this requirement via Learn@UW at least 24 hours prior to the Week 5 class meeting. During this meeting, students will present their preliminary proposals to one another in small groups. These presentations may take whatever form the student deems most appropriate but must not exceed 10 minutes. Following each presentation, reading partners will lead no more than 10 minutes of critical discussion. The preliminary proposal will account for 5% of each student's course grade.
- c. Requirement 3: Problem with Sources. For Week 6, students will bring to class a problem they have uncovered with sources that may take one of the following forms:
  - i. Suspect interpretation of a primary source by a secondary source.
  - ii. A primary source that appears problematic or untrustworthy in light of other evidence.
  - iii. Inferences you are tempted to make on the basis of incomplete primary evidence.

Note that all of the above involve primary sources in some capacity. Students will copy whatever documents or passages are necessary to discuss the problem with their writing partners. This requirement is worth 5% of each student's course grade.

- d. Requirement 4: Final Proposal. A further development of Requirement 2, the final proposal likewise consists of a written submission and an oral presentation. The written submission will contain:
- i. An updated thesis question.
  - ii. A revised explication of the significance of this question (to include historiographical treatment).
  - iii. An updated, tentative thesis.
  - iv. A discussion of methodology (i.e. how you will use your sources to answer your question).
  - v. A sentence outline.
  - vi. An annotated bibliography of all *significant* sources (do not include sources of marginal or episodic value).

Students will communicate the first four elements of this proposal in coherent paragraphs; the total submission should not exceed eight typewritten pages. Students will submit this requirement via Learn@UW at least 24 hours prior to the Week 7 class meeting. During this meeting, students will make 10-minute oral presentations of their proposals within their small groups, followed by 10-minute discussions per Requirement 2 / Week 5. This immensely important requirement represents each student's detailed plan for completing his or her research project. Accordingly, this requirement will account for 10% of each student's course grade.

- e. Requirement 5: Tribal Presentations. This requirement consists of three components: (i) an individual book review; (ii) a collaborative (group-assembled), annotated bibliography, and (iii) a group presentation. Groups will submit the written components (i.e. each book review and the bibliography) at least 24 hours before the appropriate class meeting or Weeks 9 through 11 (see COURSE SCHEDULE below). Groups will make their oral presentations during the corresponding class meetings. Each component is worth 5% of the final course grade, for a total of 15%. Book review grades will vary by student; other components will be graded in common.
- i. Individual book review. All students will review a scholarly monograph of particular relevance to their projects. Students are encouraged to select a book from those listed under the appropriate section of paragraph 8 (COURSE TEXTS) below, but Prof. Hall will consider proposals for alternate texts. All reviews should be critical, analytical, and thoughtful. Assess the book as a work of individual scholarship and locate it in the larger body of literature. Consider and address at least three published, scholarly reviews in your own. At a minimum, reviews should provide:
    - (1) Information on the author and his or her qualifications.
    - (2) A brief, *general* description of the organization and contents of the book.
    - (3) A statement of the purpose of the book and its thesis.

- (4) Your critical evaluation of how successful the author is in achieving his or her goals and in persuading you of the thesis. The emphasis in each review should be on **critical** reading and evaluation. No book is perfect and none is worthless. The objective is to discern the strengths and weaknesses in the books you read and to place them in the context of the kinds of literature being done in the field and approaches to the various topics.
- ii. Collaborative bibliography. Students will enhance their grasp of the relevant historiography by collaboratively assembling each of their working bibliographies into a single, "master" bibliography on the removal of each of the tribes. These bibliographies should represent more than the sum of their parts (and certainly more than a paraphrasing of Herman Peterson's chapter on your tribe). DO NOT list every source you have come across. Instead, assume that you are writing this bibliography for the benefit of another group writing on the same topic. List all of the essential sources and (in your annotations) offer an assessment of their relative merits and historiographical place. The full bibliography should run 4-6 pages.
- iii. Group presentations. Writing groups will provide 30-minute informational presentations to the class on their respective tribes during the class meetings for Weeks 9-11. Each presentation will be followed by 30 minutes of discussion, led by Prof. Hall. At a minimum, each presentation must address:
- (1) The cosmology, social structure, and early history of the tribe.
  - (2) The tribe's political, economic, military involvement with the United States prior to removal.
  - (3) The removal experience of the tribe (drawing as extensively as possible from primary sources).
  - (4) The post-removal fate of the tribe (and those elements that avoided removal).
- The use of visual aids is not required by highly encouraged. All students must contribute substantively to the presentation.
- f. Requirement 6: Draft Papers. No later than 1:20 PM, 22 November, students will submit a draft paper via Learn@UW. These drafts are to be polished, penultimate versions of the final paper—not "rough" drafts. They should be free of errors (spelling, typographical, or grammatical) and properly formatted. Exclusive of bibliography, papers will be twenty to twenty-five pages in length. Drafts are worth 20% of each student's course grade and will be evaluated by the criteria explained in GRADING STANDARDS FOR WRITTEN WORK (below). Prof. Hall will provide detailed verbal and written feedback during individual appointments following the Thanksgiving break. Students electing to submit their papers early may arrange to have their individual appointment before the break.
- g. Requirement 7. Presentation of research. During the class meetings of Weeks 13 and 14, students will present their research findings to their classmates. Presentations will last ten minutes, followed by five minutes of discussion. Presentations should prioritize the most original aspects of the project and may (but need not) incorporate visual aids. This presentation is worth 5% of the final course grade.

- h. Requirement 8. Final paper. Final papers are due via Learn@UW at least 24 hours before the Week 14 class meeting. They are worth 25% of each student’s course grade.
- i. Discussion Participation. Throughout the semester, the quality of class discussions is dependent upon student contributions. These—judged on quality and consistency—will account for 10% of each student’s grade.
- j. Grading summary.

| Requirement                 | Due  | Weight |
|-----------------------------|--|--------|
| 1: Refined Research Topic   | 24 hours before Week 4 meeting (via Learn@UW)  | 5%     |
| 2: Preliminary Proposal     | 24 hours before Week 5 meeting (via Learn@UW)  | 5%     |
| 3: Problem with Sources     | In class, Week 6 meeting (4 copies)  | 5%     |
| 4: Proposal with Outline    | 24 hours before Week 7 meeting (via Learn@UW)  | 10%    |
| 5: Group Presentations      | Written component due 24 hours before appropriate session, Weeks 9-11; oral component in class the same week | 15%    |
| 6: Draft Paper              | No later than 1:20 PM 22 November (via Learn@UW)   | 20%    |
| 7: Presentation of Research | In class, Weeks 13 and 14  | 5%     |
| 8: Final Paper              | 24 hours before Week 14 meeting (via Learn@UW)   | 25%    |
| Discussion Participation    | N/A  | 10%    |

## 5. GRADING STANDARDS FOR WRITTEN WORK.

- a. Organization:
  - i. Does the essay begin with an effective introduction that (a) engages the reader, (b) identifies historical problem under consideration, and (c) posits the student’s thesis?
  - ii. Do paragraphs comprise discrete ideas defined by identifiable topic sentences?
  - iii. Does the student make effective use of transitions (especially between paragraphs)?
  - iv. Does the student arrange his or her paragraphs (ideas) in a logical sequence that furthers the argument while maintaining a coherent, chronological narrative?
  - v. Does the student conclude with a summary of the paper’s most salient findings and (if appropriate) an allusion to their broader significance?
- b. Use of sources:
  - i. Is the student’s research adequate?
  - ii. Does the student make significant / sufficient use of primary sources?
  - iii. Does the student over-rely on select secondary sources or non-scholarly sources?
  - iv. Does the student make appropriate use of the *best available* sources?
  - v. Does the student effectively use evidence from these sources to further his or her argument?
  - vi. Does the student understand the historiography of his or her topic?
  - vii. Does the student make excessive or inappropriate use of direct quotations?

- c. Overall:
  - i. Does the student present an original, compelling argument substantiated by appropriate historical evidence? Would a general, educated reader find the argument compelling?
  - ii. Does the student demonstrate mastery of the subject matter?
  - iii. Is the essay well written? Would a general, educated reader understand it and enjoy reading it?
  - iv. Is the essay properly formatted and free of errors?<sup>1</sup>

## 6. HOW TO SUCCEED IN THIS COURSE.

- a. Do the reading.
- b. Attend all class meetings.
- c. Contribute to discussions.
- d. Be a diligent writing partner.
- e. Take notes—in class and while reading.
- f. Work ahead on all graded requirements and submit them on time. **Late submissions will not be accepted.**
- g. **Do your own work.**
- h. Seek the professor's assistance if you are struggling or do not understand the expectations.

## 7. COURSE TEXTS.

- a. Students are responsible for acquiring the following texts, which should be available for purchase at the University Bookstore:

Foreman, Grant. *Indian Removal: The Emigration of the Five Civilized Tribes*. 1832. Reprint, with a forward by Angie Debo (Norman: University of Oklahoma Press, 1972).

Marius, Richard, and Melvin E. Page. *A Short Guide to Writing About History*. 7th ed. New York: Pearson/Longman, 2009.

Perdue, Theda, and Michael D. Green, eds. *The Cherokee Removal: A Brief History with Documents*. Boston: Bedford Books of St. Martin's Press, 1995.

Strunk, William, and E.B. White. *The Elements of Style*. 4th ed. New York: Longman, 2000.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th ed. Chicago: University of Chicago Press, 2007.

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<sup>1</sup> Proper citation of your sources is not a formality; it is an essential (and therefore graded)

b. The following materials are available at Learn@UW or will be distributed in class.

Axtell, James. "Ethnohistory: An Historian's viewpoint." *Ethnohistory* 26, no. 1 (winter 1979): 1-13.

Bilotta, James D. "Manifest Destiny and the Five Civilized Tribes." *Indian Historian* 10, no. 3 (1977): 23-33.

Braund, Kathryn E. Holland. "The Creek Indians, Blacks, and Slavery." *Journal of Southern History* 57, no. 4 (1991): 601.

Carson, James Taylor. "Native Americans, the Market Revolution, and Culture Change: The Choctaw Cattle Economy, 1690-1830." *Agricultural History* 71, no. 1 (1997): 1-18.

Champagne, Duane. *Social Order and Political Change: Constitutional Governments among the Cherokee, the Choctaw, the Chickasaw, and the Creek*. Stanford, Calif.: Stanford University Press, 1992 (selected pages).

Fierst, John T. "Rationalizing Removal: Anti-Indianism in Lewis Cass's *North American Review* Essays." *Michigan Historical Review* 36, no. 2 (2010): 1-35.

Finger, John R. "The Saga of Tsali: Legend Versus Reality." *North Carolina Historical Review* 56, no. 1 (1979): 1-18.

Hall, John W. "A Reckless Waste of Blood and Treasure': The Last Campaign of the Second Seminole War." In *Between War and Peace: How America Ends its Wars*, edited by Matthew Moten, 64-84. New York: Free Press, 2011.

Kelleher, Michael. "The Removal of the Southeastern Indians: Historians Respond to the 1960s and the Trail of Tears." *Chronicles of Oklahoma* 78, no. 3 (2000): 346-353.

McLoughlin, William Gerald. "Native Americans' Reactions to Christian Missions." In *The Cherokees and Christianity, 1794-1870: Essays on Acculturation and Cultural Persistence*, edited by William Gerald McLoughlin and Walter H. Conser, 9-33, 311-313. Athens: University of Georgia Press, 1994.

Merrell, James H. "The Indians' New World: The Catawba Experience." *William & Mary Quarterly* 41, no. 4 (1984): 537-565.

Mooney, James. "Kana' ti and Selu: The origin of Game and Corn" in "Myths of the Cherokees." In *Nineteenth Annual Report of the Bureau of American Ethnology to the Secretary Of The Smithsonian Institution, 1897-98*, edited by John Wesley Powell, 242-249. Washington: Govt. Print. Off., 1900.

- Perdue, Theda. "The Trail of Tears: Removal of the Southern Indians." In *The American Indian Experience: A Profile, 1524 to the Present*, edited by Philip Weeks, 96-117. Arlington Heights, Ill.: Forum Press, 1988.
- Perdue, Theda. "Women, Men, and American Indian Policy: The Cherokee Response to 'Civilization.'" In *Negotiators of Change: Historical Perspectives on Native American Women*, edited by Nancy Shoemaker, 90-114. New York: Routledge, 1995.
- Prucha, Francis Paul. "Andrew Jackson's Indian Policy: A Reassessment." *Journal of American History* 56, no. 3 (1969): 527-39.
- Satz, Ronald N. "Rhetoric Versus Reality: The Indian Policy of Andrew Jackson." In *Cherokee Removal: Before and After*, edited by William L. Anderson, 29-54. Athens: University of Georgia Press, 1991.
- Waring, Antonio J. *Laws of the Creek Nation*. Athens: University of Georgia Press, 1960.
- "Washington and the Cherokees," *Cherokee Phoenix*, March 20, 1828.
- Williams, Walter L. *Southeastern Indians since the Removal Era*. Athens: University of Georgia Press, 1979 (chapters 7, 8, and 10).
- Wright, J. Leitch. *The Only Land They Knew: The Tragic Story of the American Indians in the Old South*. New York: Free Press 1981 (pp. 1-26, 293-97).

c. Review books. The following texts are recommended for the fulfillment of Requirement 5 (Book Review).

a. Chickasaw.

Atkinson, James R. *Splendid Land, Splendid People: The Chickasaw Indians to Removal*. Tuscaloosa: University of Alabama Press, 2004.

Gibson, Arrell Morgan. *The Chickasaws*. Norman: University of Oklahoma Press, 1971.

Green, Richard. *Chickasaw Lives*. 3 vols. Ada, OK: Chickasaw Press, 2007.

b. Choctaw.

Carson, James Taylor. *Searching for the Bright Path: The Mississippi Choctaws from Prehistory to Removal*, Indians of the Southeast. Lincoln: University of Nebraska Press, 1999.

Debo, Angie. *The Rise and Fall of the Choctaw Republic*. Norman: University of Oklahoma Press, 1934.

DeRosier, Arthur H. *The Removal of the Choctaw Indians*. Knoxville: University of Tennessee Press, 1970.

c. Creek.

Ellisor, John T. *The Second Creek War: Interethnic Conflict and Collusion on a Collapsing Frontier*. Lincoln: University of Nebraska Press, 2010.

Ethridge, Robbie Franklyn. *Creek Country: The Creek Indians and Their World*. Chapel Hill: University of North Carolina Press, 2003.

Green, Michael D. *The Politics of Indian Removal: Creek Government and Society in Crisis*. Lincoln: University of Nebraska Press, 1982.

Saunt, Claudio. *A New Order of Things: Property, Power, and the Transformation of the Creek Indians, 1733-1816*. New York: Cambridge University Press, 1999.

d. Seminole.

Covington, James W. *The Seminoles of Florida*. Gainesville: University Press of Florida, 1993.

Mahon, John K. *History of the Second Seminole War, 1835-1842*. Revised ed. Gainesville: University of Florida Press, 1985.

Wickman, Patricia R. *The Tree that Bends: Discourse, Power, And The Survival Of The Maskóki People*. Tuscaloosa: University of Alabama Press, 1999.

e. Cherokee.

Anderson, William L. *Cherokee Removal: Before and After*. Athens: University of Georgia Press, 1991.

Moulton, Gary E. *John Ross, Cherokee Chief*. Athens: University of Georgia Press, 1977.

Wilkins, Thurman. *Cherokee Tragedy: The Ridge Family and the Decimation of a People*. 2nd ed, The Civilization of the American Indian series. Norman: University of Oklahoma Press, 1986.

d. Reserve materials. The following resources have been placed on reserve for this course.

Peterson, Herman A. *The Trail of Tears: An Annotated Bibliography of Southeastern Indian Removal*, Native American bibliography series. Lanham: Scarecrow Press, 2011.

## 8. COURSE SCHEDULE.

Week 1, 7 September

**Introduction to Ethnohistory and  
Historical Research**

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1. Readings: Axtell; Marius, pp. 1-40; Perdue, "The Trail of Tears"; Turabian, chpts. 1-2.
2. Assignments:
  - a. Complete questionnaire on Learn@UW and submit no later 24 hours before first class meeting
  - b. Be prepared to discuss your tentative research topic in class.
3. Objectives:
  - a. Explain course rhythm and expectations.
  - b. Introduce fundamental concepts and directions in Native American history.
  - c. Introduce historical research methodology.

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**Week 2, 14 September**

**Archival Sources**

1. Reading: Bilotta; Kelleher.
2. Assignments: *Meet in Reading Room on the 4<sup>th</sup> floor of the Wisconsin State Historical Society.*
3. Objectives:
  - a. Familiarize students with available primary sources and the means of locating them.
  - b. Inspire students to pursue an original project that furthers our understanding of some aspect of Indian Removal and capitalizes on available, primary sources.

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**Week 3, 21 September**

**Working with Sources / From Contact to Removal**

1. Reading: Marius, Chapter 3; Turabian, Chapters 3-4; Wright; Merrell; Mooney
2. Assignments: None.
3. Objectives:
  - a. Discuss the challenges of dealing with primary and secondary sources and prioritizing your research.
  - b. Examine the pre-contact culture of Native peoples of the Southeast and their colonial experiences.

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**Week 4, 28 September**

**Refining Topics / Federal Policy**

1. Readings: Fierst; Prucha, *Great Father*; Prucha, "Andrew Jackson's Indian Policy; Satz; "George Washington to the Cherokees."
2. Assignment: **submit Requirement 1 via Learn@UW at least 24 hours prior to class meeting.**
3. Objectives:
  - a. Discuss Requirement 1 and clarify expectations for future submissions.
  - b. Trace the development of the United States' "civilization" policy from the perspectives of diplomacy and ideology, and explore a historiographical debate regarding Andrew Jackson's agency in developing this policy.

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**Week 5, 5 October**

**Preliminary Proposal Discussions /  
Economic Change**

1. Readings: Braund; Carson; Perdue, "Women, Men, and American Indian Policy"; Perdue & Green, pp. 25-31, 48-57.
2. Assignments:
  - a. **Submit Requirement 2 via Learn@UW at least 24 hours prior to class meeting.**

- b. Read partners' submissions and be prepared to provide constructive feedback in class.
3. Objectives:
  - a. Improve project designs through the constructive feedback of writing partners.
  - b. Understand how the end of the deerskin trade and the European contest for empire brought significant change to Native southerners.

**Week 6, 12 October**

**Arguments & Outlining, Problems with Sources / Political Change**

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1. Readings: Marius, pp. 40-93; Turabian, Chapter 5; Champagne, pp. 87-175, 278-92; Waring.
2. Assignments: **submit Requirement 3 at the beginning of class.**
3. Objectives:
  - a. Discuss the construction, organization, and evaluation of historical arguments.
  - b. Examine problems with sources and discuss strategies for resolving them.
  - a. Understand the ways in which Native peoples modified their governments in response to United States policy and in order to meet the needs of their changing societies.
  - b.

**Week 7, 19 October**

**Proposal Discussions / Social Change**

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1. Readings: McLoughlin; Perdue & Green, 43-48.
2. Assignments:
  - a. **Submit Requirement 4 via Learn@UW at least 24 hours prior to class meeting.**
  - b. Read partners' submissions and be prepared to provide constructive feedback in class.
3. Objectives:
  - a. Continue refinement of research projects via constructive peer feedback.
  - b. Review social changes already wrought (the development of a class system and the introduction of African-American slaves) and discuss the influence of Christian missions.

**Week 8, 26 October (NO CLASS)**

**Reading & Research Drop**

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1. Reading: Review book; Marius, Chapter 5; Turabian, Chapters 6 & 7 (scan 8); Strunk & White (complete)
2. Assignments: none.
3. Objective: continue to refine scope and intent of research projects.

**Week 9, 2 November**

**Choctaw & Chickasaw (Presentations)**

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1. Readings: Foreman, Books 1 and 3.
2. Assignment: **Choctaw and Chickasaw group presentations of Requirement 5 (written components due via Learn@UW at least 24 hours before class meeting).**
3. Objectives:
  - a. Share knowledge gained to date with classmates.
  - b. Practice the skills of oral presentation and providing constructive, collegial criticism.

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**Week 10, 9 November** **Creek & Seminole (Presentations)**

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1. Readings: Foreman, Books 2 and 5; Hall.
2. Assignment: **Creek & Seminole group presentations of Requirement 5 (written components due via Learn@UW at least 24 hours before class meeting).**
3. Objectives:
  - a. Share knowledge gained to date with classmates.
  - b. Practice the skills of oral presentation and providing constructive, collegial criticism.

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**Week 11, 16 November** **Cherokee (Presentation) & Post-Removal**

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1. Readings: Foreman, Books 4; Finger; Williams.
2. Assignments: **Cherokee group presentation of Requirement 5 (written components due via Learn@UW at least 24 hours before class meeting).**
3. Objectives:
  - a. Share knowledge gained to date with classmates.
  - b. Practice the skills of oral presentation and providing constructive, collegial criticism.
  - c. Examine the fate of those Native people who remained in the Southeast as well as those removed to Indian territory.

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**Week 12, 23 November** **Individual Appointments-NO CLASS**

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1. Reading: Turabian, Chapters 9-13.
2. Assignments:
  - a. **Submit Requirement 6 (Draft Paper) via Learn@UW no later than 1:20 PM on 22 November.**
  - b. Meet with Prof. Hall for scheduled appointment in 5133 Humanities
3. Objective: review progress to date and provide personal feedback and recommendations.

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**Week 13, 30 November** **Final Presentations**

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1. Reading: none.
2. Assignment: **In-class presentation of Requirement 7.**
3. Objectives:
  - a. Practice the skills of oral presentation and providing constructive, collegial criticism.
  - b. On the basis of this feedback, enable refinement of the final product.

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**Week 14, 7 December** **Final Presentations**

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1. Reading: none.
2. Assignments:
  - a. **Submit Requirement 8 via Learn@UW at least 24 hours prior to class meeting.**
  - b. **In-class presentation of Requirement 7.**
3. Objectives:
  - a. Practice the skills of oral presentation and providing constructive, collegial criticism.

- b. On the basis of this feedback, enable refinement of the final product.

**Week 15, 14 December**

**Wrap up**

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1. Reading: Turabian, Chapter 14.
2. Assignment: provide peer feedback on final paper.
3. Objectives:
  - a. Review the semester.
  - b. Discuss possibilities for publication and further research.