
History 600, Sec. 007

INDIAN REMOVAL

Fall 2013
Univ. of Wisconsin-Madison
Seminar Meetings: Wednesday, 1:20PM-3:20 PM
5255 Humanities

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1: PM

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 48 hours prior to the Week 4 class meeting.
- b. Requirement 2: Book Review. Students will review a secondary source of critical importance to their proposed research. 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:
 - i. Information on the author and his or her qualifications.
 - ii. A brief, *general* description of the organization and contents of the book.
 - iii. A statement of the purpose of the book and its thesis.
 - iv. 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.Students will submit this requirement, which is worth 5% of the course grade, via Learn@UW at least 48 hours prior to the Week 5 class meeting.
- c. Requirement 3: 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 48 hours prior to the Week 6 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.

- d. Requirement 4: Problem with Sources. For Week 7, 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.

- e. Requirement 5: Final Proposal with Outline. A further development of Requirement 3, 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 48 hours prior to the Week 8 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 3 / Week 6. 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.

- f. Requirement 6: Draft Introductions. At least 48 hours before the Week 9 class meeting, students will submit a draft introduction of their paper via Learn@UW. The introduction should comprise multiple paragraphs and fulfill all of the requirements of an introduction as discussed in class.
- g. Requirement 7: Draft Papers. No later than 3:00 PM, 15 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 before Thanksgiving break.
- h. Requirement 8. Presentation of research. During the class meetings of Weeks 12-14, students will present their research findings to their classmates. Presentations will last twelve minutes, followed by eight 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 10% of the final course grade.
- i. Requirement 9. Final paper. Final papers are due via Learn@UW no later than 3:00 PM, 6 December. They are worth 25% of each student’s course grade.
- j. 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.
- k. Grading summary.

Requirement	Due	Weight
1: Refined Research Topic	48 hours before Week 4 meeting (via Learn@UW)	5%
2: Book Review	48 hours before Week 5 meeting (via Learn@UW)	5%
3: Preliminary Research Proposal	48 hours before Week 6 meeting (via Learn@UW)	5%
4: Problem with Sources	In class, Week 7 meeting (4 copies)	5%
5: Proposal with Outline	48 hours before Week 8 meeting (via Learn@UW)	10%
6: Draft Introduction	48 hours before Week 9 meeting (via Learn@UW)	5%
7: Draft Paper	No later than 3:00 PM, 15 November (via Learn@UW)	20%
8: Presentation of Research	In class, Weeks 12, 13, and 14	10%
9: Final Paper	No later 3:00 PM, 6 December (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* (rather than the most conveniently accessible) 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 (to include a cover sheet and bibliography) properly formatted in accordance with *The Chicago Manual of Style* and otherwise free of errors?¹

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.

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

- 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:

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.

Satz, Ronald N. *American Indian Policy in the Jacksonian Era*. 1975. With a new preface by the author, Lincoln: University of Nebraska Press, 2002.

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.

- b. The following materials are available either at Learn@UW or at the indicated URL.

Braund, Kathryn E. Holland. "The Creek Indians, Blacks, and Slavery." *Journal of Southern History* 57, no. 4 (1991): 601-636.

Burnett, John G. "Birthday Story." Available at <http://www.learnnc.org/lp/editions/nchist-newnation/4532>.

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).

Duffield, Lathel F. "Cherokee Emigration: Reconstructing Reality." *Chronicles of Oklahoma* 80, no. 3 (2002): 314-347.

- Evarts, Jeremiah. *Essays on the Present Crisis in the Condition of the American Indians; First Published in the National Intelligencer Under the Signature of William Penn.* Boston: Perkins & Marvin, 1829. Available at:
<http://books.google.com/books?id=ueuS0f3wG2wC&dq=Essays%20on%20the%20Present%20Crisis%20in%20the%20Condition%20of%20the%20American%20Indians%3B%20First%20Published%20in%20the%20National%20Intelligencer&pg=PA1#v=onepage&q&f=false>
- 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.
- Hoxie, Frederick E. "The Problems of Indian History." *Social Science Journal* 25, no. 4 (1988): 389-399.
- 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.
- 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.
- Rolater, Fred S. "The American Indian and the Origin of the Second American Party System." *Wisconsin Magazine of History* 76, no. 3 (1993): 180-203.
- 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.
- Vipperman, Carl J. "'Forcibly If We Must': The Georgia Case for Cherokee Removal, 1802-1832."

Journal of Cherokee Studies 3, no. 2 (1978): 103-110

"Washington and the Cherokees," *Cherokee Phoenix*, March 20, 1828.

Watson, Samuel J. *Peacekeepers and Conquerors: The Army Officer Corps on the American Frontier, 1821-1846*. Lawrence: University Press of Kansas, 2013. Chapter 4.

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. Primary Source Collections: available on Learn@UW.
- 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, 4 September

Introduction to Ethnohistory and Historical Research

1. Readings: Marius, pp. 1-40; Turabian, Chapters 1-2. Perdue, "The Trail of Tears"; Hoxie.
2. Assignments:
 - a. Complete questionnaire on Learn@UW and submit no later 48 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.

Week 2, 11 September

Archival Sources

1. Reading: Wilkins (recommended).
2. Assignments: *Meet in entrance foyer 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.

Week 3, 18 September

Working with Sources / From Contact to the Early Republic

1. Reading: Marius, Chapter 3 and pp. 94-105 ("Recording Information & Ideas"); Turabian, Chapters 3-4; Wright; Merrell; Braund; Carson.
2. Assignments: None.
3. Objectives:
 - a. Understand how to find the best sources for your project and use them efficiently.
 - b. Examine the pre-contact cultures of Native peoples of the Southeast and their evolution during the colonial era.

Week 4, 25 September

Refining Topics / Contested Sovereignty: The Cherokees, Georgia, and the United States

1. Readings: Perdue and Green, Introduction through Chapter 2; Satz, "Introduction"; Horsman; Vipperman; George Washington to the Cherokees."
2. Assignments:
 - a. **Submit Requirement 1, Refined Research Topic, via Learn@UW at least 48 hours prior to class meeting.**
 - b. Read partners' submissions and provide constructive feedback in class.

3. Objectives:
 - a. Discuss and critique Requirement 1 and clarify expectations for future submissions.
 - b. Learn how to organize sources using bibliographic management software.
 - c. Examine the triangular relationship between the federative Union, its constituent states (particularly Georgia), and Indian nations (particularly the Cherokees).
 - d. Trace the origins of the Georgia-Cherokee controversy.
 - a. Examine federal Indian policy during the Early Republic.

Week 5, 2 October

Assessing Secondary Sources / The Cherokee Response

1. Readings: Perdue, "Women, Men, and American Indian Policy"; Perdue & Green, Chapter 4; Champagne; McLoughlin.
2. Assignments:
 - a. **Submit Requirement 2, Book Review, via Learn@UW at least 48 hours prior to class meeting.**
 - b. Read partners' submissions and provide constructive feedback in class.
3. Objectives:
 - a. Evaluate important secondary sources in the field. Understand how the Cherokees adapted to changing economic and political circumstances.

Week 6, 9 October

Arguments & Outlining / The Jacksonian Agenda

1. Readings: Marius, pp. 40-55, 105-109; Turabian, Chapter 5; Satz, Chapters 1-2; Perdue and Green, Chapter 3; Satz, "Rhetoric Versus Reality"; Fierst; Rolater.
2. Assignments:
 - a. **Submit Requirement 3, Preliminary Research Proposal, via Learn@UW at least 48 hours prior to class meeting.**
 - b. Read partners' submissions and provide constructive feedback in class.
3. Objectives:
 - a. Discuss the construction, organization, and evaluation of historical arguments.
 - b. Evaluate the rhetoric employed in the Removal debate and Andrew Jackson's role in it.

Week 7, 16 October

Problems with Sources / The Instruments of Ethnic Cleansing

1. Readings: Satz, Chapters 6-7; Watson, Chapter 4.
2. Assignment: **Bring Requirement 4, Problems with Sources, to class.**
3. Objectives:
 - a. Share and resolve problems with source materials.
 - b. Examine the federal bureaucracy for implementing Indian Removal.

Week 8, 23 October

Scholarly Writing / The Trail of Tears

1. Reading: Marius, "Writing and Revisiting Drafts" (pp. 110-118), Chapter 5 "Voice and Style" (pp.119-149); Turabian, Chapters 6 & 7 (scan 8); Strunk & White (complete); Satz, Chapters 3-4; Perdue and Green, pp. 167-179; Burnett; Finger; Duffield.
2. Assignments:
 - a. **Submit Requirement 5, Proposal with Outline, via Learn@UW at least 48 hours prior to class meeting.**
 - b. Read partners' submissions and provide constructive feedback in class.
3. Objectives:
 - a. Provide preliminary feedback on outlines.
 - b. Discuss the standards, conventions, and style of academic writing in the humanities.
 - c. Survey the experiences of different Indian groups on their various "Trails of Tears" and assess popular memory of these experiences.

Week 9, 30 October

Legacy

1. Reading: Satz, Chapters 5, 8-9, Epilogue; Perdue and Green, pp. 179-186; Kelleher
2. Assignments:
 - a. **Submit Requirement 6, Draft Introductions, via Learn@UW at least 48 hours prior to class meeting.**
 - b. Read partners' submissions and provide constructive feedback in class.
3. Objectives:
 - a. Refine draft introductions and writing skills.
 - b. Discuss expectations for presentations.
 - c. Examine the "legacy of Removal" for the peoples who endured it and in historiography.

Week 10, 6 November (NO CLASS)

Reading & Research Drop

Week 11, 13 November

Presentations, 1

1. Reading: none.
2. Assignments:
 - a. **In-class presentation of Requirement 8.**
 - b. **Submit Requirement 6, Draft Paper, via Learn@UW no later than 3:00 PM on 15 November.**
 - c.
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 12, 20 November

Presentations, 2

1. Reading: none.
2. Assignment: **In-class presentation of Requirement 8.**
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 13, 27 November

Individual Appointments-NO CLASS

1. Reading: Turabian, Chapters 9-13.
2. Assignment: none.
3. Objective: Provide and clarify feedback on the draft paper.

Week 14, 4 December

Presentations, 3

1. Reading: none.
2. Assignments:
 - a. **In-class presentation of Requirement 8.**
 - b. **Submit Requirement 9, Final Paper, via Learn@UW no later than 3:00 PM on 6 December.**
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, 11 December

Wrap up

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.

Appendix

Goals of the History Major

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To insure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
3. In-depth understanding of a topic of their choice through original or creative research.
4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

If desired, students may also choose to pursue a Global Track within the History major that emphasizes the study of cross-cultural and transnational historical connections.

Skills Developed in the Major

Define Important Historical Questions

1. Pose a historical question and explain its academic and public implications.
2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

Collect and Analyze Evidence

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.
2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

Present Original Conclusions

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.
3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

Contribute to Ongoing Discussions

1. Extend insights from research to analysis of other historical problems.

2. Demonstrate the relevance of a historical perspective to contemporary issues.
3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.