

History of Wisconsin Indians

AIS/HIST 473

Professor: Cary Miller
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Course Description

History of Wisconsin Indians will examine the experience of the Native Peoples of Wisconsin with respect to their cultures. Properly stated, this class pursues Ethnohistory - using the cultural framework of Native Communities themselves to interpret the historical record. Because some of the Native Nations that are located within the contemporary political boundaries of Wisconsin originated in other localities, the period prior to Wisconsin state-hood will take a wider geographical scope. This, along with discussion of treaties with the US and the contexts in which they were made will help us to understand the political and social rights exercised by Wisconsin tribes today, and the complex issues they still face.

Course Objectives:

By the end of this course, students will:

- 1) understand ethnohistory as a methodology
- 2) develop an understanding of the cultural context of the histories of Wisconsin Indian Tribes
- 3) develop an understanding of impact of colonial governments, missionaries, and settlers on Wisconsin Indian Tribes
- 4) develop an understanding of the historical context of the sovereignty of Wisconsin Indian Tribes
- 5) develop an understanding of the impact of Wisconsin Indian Tribes on the growth and development of the state of Wisconsin
- 6) develop improved research and writing skills

Assignments:

Your grade will be determined as follows:

Midterm	25%
Research Paper	25%
Response Papers	10%
Class Participation	10%
Final	30%
	100%

Grading Scale:

Based on percentage correct:

A-	90-92	A	93-100		
B-	80-82	B	83-86	B+	87-89
C-	70-72	C	73-76	C+	77-79
D-	60-62	D	63-66	D+	67-69
F	59 or less				

Research Paper - Due Monday April 16

For this assignment, you will choose a contemporary issue facing a Wisconsin Native Nation (education, health care, gaming, economic development, or language preservation, etc) and discuss the historical events and contexts that gave rise to current circumstances. The paper should include mention of how the Native People in question are addressing this issue. You have the option of submitting a typed outline of your paper including its thesis on **Mar. 14** for 5 pts extra credit awarded toward the midterm exam. (**Graduate students** must submit a typed outline and 5 page historiography for their paper as part of their midterm exam grade) This paper should be typed, double-spaced, 10 pages in length with one-inch margins and 12 point font. (**Graduate student** papers should be 25 pages in length and demonstrate graduate level critical analysis of primary and secondary sources contributing to an original thesis). Pages should be numbered, and endnotes and bibliography should be included. Chicago style is the approved format for the paper. History majors in particular may wish to get a copy of Kate L. Turabian's book *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. You can also find a great deal of the endnote and bibliographic formatting examples from her book at <http://www.isr.bucknell.edu/img/assets/6535/turabian.pdf>

Exams: Midterm Monday, Mar 12

Both exams for this course will be take-home short-answer and essay papers. Exams will be distributed one week prior to the due date. Exams, while restricted to the use of class assigned texts for your resources, must still conform to all formatting rules for papers identified above for the research paper. (**Graduate students** will receive a graduate level exam for this assignment that focuses on methodological issues. As noted above, as part of this exam, graduate students must submit a typed outline and five-page historiography on their research topic.)

Response Papers - Every Wednesday

Each Wednesday, a one page response paper addressing the readings assigned for that week is due. These are informal papers designed to help prepare you to discuss the texts in class. Please feel free to share first impressions, and unsubstantiated gut instincts about the texts and their writers as well as to pose questions to which you do not have the answer. These assignments need not conform to any particular essay format. I ask only that you use complete sentences and turn it in typed, double spaced, in 12 point font with one inch margins. These assignments will be collected at the end of each class session, so that you may refer to them for ideas, and to remind yourself in class of questions that came to you while you were engaged with the reading. There may, at times, be questions that you are uncomfortable raising in class, but would still like an answer to. Include these as well, and I will do my best to give you a complete response. These papers are not assigned a letter grade. Either they are complete, or they are not. Late papers will be given one half credit, unless there are extenuating circumstances. Since the value of these papers is to help you be prepared for class discussion, their value is greatly diminished if they are turned in late. Response papers will not be due the week of the midterm exam and the week the research paper is due. (**Graduate Student** response papers must indicate the thesis of the articles assigned and assess the strengths and weaknesses of the historical arguments they contain.)

Class Participation:

Although the majority of this course will consist of lecture presentation, I encourage students to ask questions for clarification as needed. Further, every Wednesday, the last half hour of class will be devoted to discussion of the week's readings. Since this is a larger class, I don't expect every student to participate every week, I do expect all students to participate on a regular basis. This discussion period should help not only to clarify the readings in general, but also, by focusing in on important issues in the readings, should assist you in preparing for exams.

General Stuff:

You are expected to be aware of the deadlines listed above and observe them. Late assignments (research paper) will be penalized 5% per class day, in other words, one full grade per week. Response papers will be half credit if received late. The midterm and final will not be accepted late unless there is a major emergency such as a UFO abduction that caused you to "loose" the entire space of time you had the assignment. Please see our kind counseling staff for the revealing post abduction hypnosis sessions. Papers should be submitted in one of the following ways: a) turned in to me in class; b) placed in my mail box in Holton Hall; c) sent to me electronically; or d) handed to me during office hours. **Do not slip papers under my door**, as I will not be responsible for losing them in that case. If you are submitting work by any method other than handing it directly to me please make a copy of the work for yourself in case for some reason your assignment does not make it into his hands.

Students with disabilities. Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following:

<http://www4.uwm.edu/sac/SACltr.pdf>

Religious observances. Policies concerning accommodations for absences due to religious observance can be found at <http://www4.uwm.edu/secu/docs/other/S1.5.htm>

Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty can be found at the following sites:

Students: http://www4.uwm.edu/current_students/military_call_up.cfm

Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.

<http://www4.uwm.edu/secu/docs/other/S31.pdf>

Discriminatory conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. Find UWM policy details here: <http://www4.uwm.edu/secu/docs/other/S47.pdf>

Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.

http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

<http://www4.uwm.edu/secu/docs/other/S49.7.htm>

Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.

<http://www4.uwm.edu/secu/docs/other/S28.htm>

Other: The final exam requirement, the final exam date requirement, etc.

<http://www4.uwm.edu/secu/docs/other/S22.htm>

Academic Advising in History

All L&S students have to declare and complete an academic major to graduate. If you have earned in excess of 45 credits and have not yet declared a major, you are encouraged to do so. If you either are interested in declaring a major (or minor) in History or require academic advising in History, please visit the Department of History undergraduate program web page at www.uwm.edu/Dept/History/undergradadvising.html for information on how to proceed.

Major or Certificate in American Indian Studies

All L&S students have to declare and complete an academic major to graduate. If you have earned in excess of 45 credits and have not yet declared a major, you are encouraged to do so. If you either are interested in declaring a major or certificate in American Indian Studies or require academic advising in American Indian Studies, please contact Cary Miller in the Department of History at carym@uwm.edu as our website is under construction.

Required Texts:

- Child, Brenda J. *Boarding School Seasons: American Indian Families, 1900-1940*. Lincoln: University of Nebraska Press, 1998.
- Jackson, Donald, ed. *Black Hawk: An Autobiography*. Chicago: University of Illinois Press, 1955.
- Lurie, Nancy Oestreich. *Wisconsin Indians: Revised and Expanded Edition*. Madison: Wisconsin Historical Society Press, 2002.
- Tanner, Helen Hornbeck, ed. *Atlas of Great Lakes Indian History*. Norman: University of Oklahoma Press, 1987. (recommended)
- Witgen, Michael, *An Infinity of Nations: How the Native New World Shaped Early North America*. Philadelphia: University of Pennsylvania Press, 2012.

Other readings listed below are available via uwm library on-line reserve.
Ogimaag is available on D2L.

Schedule:**Jan. 23** Introduction, Creation Stories and Cosmologies

Readings:

- Mishomis Book, "Flood Story"
Ogimaag, pp. 21-46

Jan. 25 Kinship and Seasonal Cycles

Readings:

- Ogimaag 46-63

Jan. 30 Ecology, Imperialism, and Disease

Readings:

- Green, William. "Examining Protohistoric Depopulation in Examining Protohistoric Depopulation in the Upper Midwest." *Wisconsin Archeologist*. 74 (1-4), 1993, pgs. 290-323.
- Crosby, Alfred W. "Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon" in Peter C. Mancall, and James H. Merrell, ed. *American Encounters: Natives and Newcomers From European Contact to Indian Removal, 1500-1850*. New York: Routledge, 2000, pgs. 55-67.

Feb. 1 French and British Arrival and International Law

Readings: Witgen, Prologue, 111-115

- Calloway, Colin G. "New World Diplomacy and New World Foreign Policies" in *New Worlds for All: Indians, Europeans and the Remaking of Early America* (Baltimore: Johns Hopkins University Press, 1997) pp. 115-133.

Feb. 6 First Impacts - Inter-Tribal Warfare and Migration

Readings: Witgen 69-107

- Calloway, *New Worlds for All*, pp. 134-151

Feb. 8 The Fur Trade

Readings:

- White, Richard. *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*. (New York: Cambridge University Press, 1991) p. 94-141.
- Edmunds, David, "Shells that Ring for Shadows on her Face: Potawatomi Commerce in the Old Northwest." *Wisconsin Magazine of History*, 76(3), 1993, pgs. 163-179.

Feb. 13 The Middle Ground

Readings: Witgen, p. 121-167

Sleeper-Smith, Susan, "Women, Kin, and Catholicism: New Perspectives on the Fur Trade," *Ethnohistory*, vol. 47 (2), Spring 2000, pgs. 423-452.

Feb. 15 The Fox Wars:

Readings: Witgen, p. 115-222, 267-297

Peysler, Joseph L. "The Fate of the Fox Survivors: A Dark Chapter in the History of the French in the Upper Country, 1726-1737." *Wisconsin Magazine of History*. 73(2), 1989-1990, pgs. 83-110.

Feb. 20 Imperial Wars

Readings: Witgen, pgs. 297-314

Ogimaag pp. 113-146.

Feb. 22 The British Regime

Readings:

Calloway, Colin G. *Scratch of a Pen: 1763 and the Transformation of North America*, (New York: Oxford University Press, 2006) pp. 3-65

Feb. 27 Pontiac's Revolt

Readings:

Calloway, *Scratch of a Pen*, pp. 66-100

Feb. 29 American Revolution

Readings:

White, p. 366-412.

"Journal of Major Jeremiah Fogg." In Frederick Cook, ed., *Journals of the Military Expedition of Major General John Sullivan Against the Six Nations of Indians in 1779*. (Auburn, NY: Knapp, Peck, and Thomson, 1887), 92-101.

Mar. 5 The Early Republic and the Old Northwest

Readings:

Witgen, 317-358.

Mar. 7 Tecumseh and the War of 1812

Readings:

Dowd, Gregory. "Thinking and Believing: Nativism and Unity in the Ages of Pontiac and Tecumseh." in Peter C. Mancall, and James H. Merrell, ed. *American Encounters: Natives and Newcomers From European Contact to Indian Removal, 1500-1850*. New York: Routledge, 2000, pgs. 379-403.

Warren, Stephen. "The Ohio Shawnees' Struggle against Removal, 1814-1830." in R. David Edmunds ed. *Enduring Nations: Native Americans in the Midwest* (Chicago: University of Illinois Press, 2008) pgs. 72-93.

Mar. 12 Midterm

Mar. 14 Civilization Policy

Readings: Horsman, Reginald, "The Indian Policy of an 'Empire for Liberty'" in Hoxie, Hoffman, & Albert Eds, *Native Americans and the Early Republic*, pgs. 37-61.
Moranian, Suzanne Elizabeth. "Ethnocide in the Schoolhouse: Missionary Efforts to Educate Indian Youth in Pre-Reservation Wisconsin." *Wisconsin Magazine of History*. 64(4). 1981, pgs. 242-260.

Mar. 26 The Ojibwe-Sioux Conflict

Readings: McClurken, James M. *Fish in the Lakes, Wild Race, and Game in Abundance*. East Lansing: Michigan State University Press, 2000, pgs. 8-16.
Jones, London Y. "Iron Will," *Smithsonian*, vol. 33 (5), Aug. 2002, pgs. 96; 98-107.
"Proceedings of the Prairie du Chien Treaty Meeting, 1825" in William Clark Papers, 1770-1838, State Historical Society of Wisconsin Archives
Murphy, Lucy E. "'Their Women Quite Industrious Miners': Native American Lead Mining in the Upper Mississippi Valley 1788-1832." in R. David Edmunds ed. *Enduring Nations: Native Americans in the Midwest* (Chicago: University of Illinois Press, 2008) pgs 36-53.

Mar. 28 Removal

Readings: Neumeyer, Elizabeth "Michigan Indians Battle Against Removal," *Michigan History*, vol 55(4), 1971, pgs. 275-288.
Trennert, Robert A. "The Business of Indian Removal: Deporting the Potawatomi From Wisconsin, 1851." *Wisconsin Magazine of History*, 63(1), 1979, pgs. 36-50.
Weeks, Philip, "The United States Turns to a Policy of Separation" in *Farewell, My Nation*, Arlington Heights, IL: Harlan Davidson, Inc., 1990, pgs. 1-33.

Apr. 2 Black Hawk's War

Readings: Jackson, Donald, ed. *Black Hawk: An Autobiography*. Chicago: University of Illinois Press, 1955, pgs. 43-156.
Colbert, Thomas Burnell. "'The Hinge on Which All Affairs of the Sauk and Fox Indians Turn': Keokuk and the United States Government" in R. David Edmunds ed. *Enduring Nations: Native Americans in the Midwest* (Chicago: University of Illinois Press, 2008) pgs. 54-71
Recommended Reading:
Jackson, Donald, ed. *Black Hawk: An Autobiography*. Chicago: University of Illinois Press, 1955, pgs. 1-42.

Apr. 4 Great Lakes Treaties, 1830s and 1840s

Readings: McClurken, James M. *Fish in the Lakes, Wild Race, and Game in Abundance*. East Lansing: Michigan State University Press, 2000, pgs. 27-72.
Wrone, David R. "The Economic Impact of the 1837 and 1842 Chippewa Treaties." *American Indian Quarterly*. 17(3), 1993, pgs. 329-340.

Apr. 9 Great Lakes Treaties, 1850s & 1860s

Readings:
McClurken, James M. *Fish in the Lakes, Wild Race, and Game in Abundance*. East Lansing: Michigan State University Press, 2000, pgs. 79-102; 60-225.

Apr. 11 The Dawes Act (General Allotment Act)

Readings: Lurie, pgs. 34-38.

Danziger, Edmund J., "Old and New Alternatives to Reservation Agriculture" in *Great Lakes Indian Accommodation and Resistance During the Early Reservation Years, 1850-1900* (Ann Arbor: University of Michigan Press, 2009), 60-94.

Hosmer, Brian C. "Creating Indian Entrepreneurs: Menominees, Neopit Mills, and Timber Exploitation, 1890-1915." *American Indian Culture and Research Journal*, 15(1), 1991, p. 1-28.

Apr. 16 Papers Due The Dawes Act Part II

Readings:

Meyer, Melissa. "We Can Not Get a Living as We Used To: 'Dispossession and the White Earth Anishinaabeg, 1889-1920.'" *American Historical Review*, 96(2), 1991, p. 368-394.

Danziger, Edmund J., "The Homeland Becomes A Checkerboard: Allotment and Location Tickets" in *Great Lakes Indian Accommodation and Resistance During the Early Reservation Years, 1850-1900* (Ann Arbor: University of Michigan Press, 2009), 95-120.

Apr. 18 Boarding Schools

Readings: Child, Brenda J. *Boarding School Seasons: American Indian Families, 1900-1940*. Lincoln: University of Nebraska Press, 1998. pgs xii-xvi and 1-100.

Peacock, Thomas and Marlene Wisuri. "Gikinoo'amaadiwin, We Gain Knowledge." in *Ojibwe Waasa Inaabidaa: We Look In All Directions*. Afton, MN: Afton Historical Society Press, 2002, pgs. 65-74.

Apr. 23 The Progressive Era and World War I

Readings: Danziger, Edmund J. "Reservation Politics: The Challenge of Shared Governance," in *Great Lakes Indian Accommodation and Resistance During the Early Reservation Years, 1850-1900* (Ann Arbor: University of Michigan Press, 2009), 187-219.

Apr. 25 The Wheeler-Howard Indian Reorganization Act (The Indian New Deal) and World War II

Readings: Lurie, p. 39-45

Loew, Patty. "The Back of the Homefront: Black and American Indian Women in Wisconsin during World War II." *Wisconsin Magazine of History*, 82(2), 1998-1999, pgs 82-103.

Satz, "Tell Those Grey Haired Men What they Should Know: The Hayward Indian Congress of 1934." *Wisconsin Magazine of History* 77(3), 1994, pgs. 196-224.

Savagian, John C. "The Tribal Reorganization of the Stockbridge-Munsee: Essential Conditions in the Re-Creation of a Native American Community 1930-1942." *Wisconsin Magazine of History*, 77(1), 1993, pgs. 39-62.

Apr. 30 Termination and Relocation

Readings: Lurie, p. 46-53

Hauptman, Laurence M. "Learning the Lessons of History: The Oneidas of Wisconsin

Reject Termination, 1943-1956." *Journal of Ethnic Studies*, 14(3), 1986, pgs. 31-52.

Lurie, Nancy Oestreich. "Menominee Termination: From Reservation to Colony."

Human Organization, 31(3), 1971, p. 257-270.

Deer, Ada. "Menominee Restoration: How the Good Guys Won." *Journal of Intergroup Relations*. 3(3), 1974, p. 41-50.

LaGrand, James B. "Indian Work and Indian Neighborhoods: Adjusting to Life in Chicago

during the 1950s" in R. David Edmunds ed. *Enduring Nations: Native Americans in the*

Midwest (Chicago: University of Illinois Press, 2008) pgs195-213.

Apr. 30 Reclaiming Rights

Readings: Lurie, pgs. 65-75.

Rouse, Linda and Jeffrey Hanson "American Indian Stereotyping, Resource Competition and Status-Based Prejudice." *American Indian Culture and Research Journal*. 15(3), 1991, pgs. 1-17.

Johnson, Troy R. "Roots of Contemporary Native American Activism." *American Indian Culture and Research Journal*. 20(2), 1996, pgs. 127-154.

Silvern, Steven E. "Reclaiming the Reservation: the Geopolitics of Wisconsin Anishinaabe Resource Rights." *American Indian Culture and Research Journal*. 24(3), 2000, pgs. 131-153.

May 2 Self-Determination

Readings: Lurie, pgs. 76-82.

Cornell, Stephen and Kalt, Joseph P. "Sovereignty and Nation-Building: the Development Challenge in Indian Country Today." *American Indian Culture and Research Journal*. 22(3), 1998, pgs. 187-214.

May 7 Gaming and Community Development

Readings: Chenault, Venida S. "Indigenous Gaming: Economic Resources For Social Policy Development in First Nations Country." *Indigenous Nations Studies Journal*. 1(2), 2000, pgs. 95-110.

Cozzetto, Don A. "The Economic and Social Implications of Indian Gaming: The Case of Minnesota." *American Indian Culture and Research Journal* . 19(1), 1995, 119-131.

Jorgensen, Joseph G. "Gaming and Recent American Indian Economic Development." *American Indian Culture and Research Journal* , 22(3), 1998, pgs. 157-172.

Boyer, Paul, " Tribal Sovereignty Beats Roulette for Building Tribal Wealth and Nations," *Tribal College Journal*, 18 (3), 2007, p. 56-57.

May 9 Review