

INDIAN REMOVAL

Spring 2023  
Univ. of Wisconsin-Madison  
Seminar Meetings: Wednesday, 11:00 AM – 12:55 PM  
5245 Humanities

Assoc. Prof. John W. Hall  
Office: 5133 Humanities  
jwhall3@wisc.edu  
(845) 662-1911  
Office hours: M, 3 – 4:30 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 historiography and events of the Removal Era.
  - b. Lead and participate productively in purposeful collaboration, discussion, and feedback.
  - c. Create, plan, and execute a significant, self-designed and self-driven project employing the essential skills of the historian and the methodology of ethnohistory.
  - d. Develop an original, well-substantiated argument regarding Indian Removal that synthesizes diverse methodologies and critically analyzes sources of information, including primary sources.
  - e. Communicate original research findings clearly and effectively.
  - f. Seek to understand differing views and ways of being in the world, with a particular emphasis on persistent Native American cultures and communities.
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, mainly 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 cis-Mississippian tribes 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. The credit standard for the course is met by an expectation of at least 135 hours of student engagement with the course’s learning activities. For all students, these activities will include group seminar meetings of 115 minutes per week.

#### 4. GRADED REQUIREMENTS.

- a. Requirement 1: 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 Canvas prior to the Week 5 class meeting on 22 February.

- b. Requirement 2: Preliminary Proposal. Building upon and refining Requirement 1, the written, preliminary proposal will contain:
- i. A brief, historiographical summary/framing of the problem you wish to solve.
  - ii. A clear, grammatically correct thesis question.
  - iii. A *tentative* thesis and explanation of its potential importance.
  - iv. A concise, annotated bibliography (see *The Chicago Manual of Style*) 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 Canvas no later than the start of the Week 6 class meeting (11:00 AM, 1 March) *and bring two hardcopies to class for their reading partners*. During this meeting, students will present their preliminary proposals to one another in their reading 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 7, students will bring to class a problem they have uncovered with sources that may take one of the following forms:
- Suspect interpretation of a primary source by a secondary source.
  - A primary source that appears problematic or untrustworthy in light of other evidence.
  - 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 bring to class whatever documents or passages are necessary to discuss the problem with their writing partners and provide a copy of the same documents to Professor Hall (i.e. three copies). This requirement is worth 5% of each student’s course grade.
- d. Requirement 4: Final Proposal with Outline. A further development of Requirement 2, the final proposal likewise consists of a written submission and an oral presentation. The written submission will contain:
- An updated thesis question.
  - A revised explication of the significance of this question (to include historiographical treatment).
  - An updated, tentative thesis.
  - A discussion of methodology (i.e. how you will use your sources to answer your question).
  - A sentence outline.
  - 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 Canvas and email to writing partners at least 48 hours prior to the Week 8 class meeting (11:00 AM 13 March). During the Week 8 meeting, students will make 10-minute oral presentations of their proposals within their small groups, followed by 10-minute discussions per Requirement 2 / 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.
- e. Requirement 5: Draft Introductions. At least 48 hours before the Week 9 class meeting, students will submit a draft introduction of their paper via Canvas and to their writing partners via email. The introduction should comprise multiple paragraphs and fulfill all of the requirements of an introduction as discussed in class and detailed in *The Craft of Research*.
- f. Requirement 6: Draft Papers. No later than the start of the Week 11 meeting (11:00 AM, 12 April), students will submit a draft paper via Canvas and email to writing partners. 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 fifteen 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).
- g. Requirement 7. Presentation of research. During the class meetings of Weeks 11-13, students will present their research findings to their classmates. Presentations will last ten to

twelve minutes, followed by approximately 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.

- h. Requirement 8. Peer feedback on draft paper. No later than the beginning of the Week 12 Meeting (11:00 AM, 19 April), students will provide detailed feedback to each of their writing partners in the form of an annotated “mark-up” of the draft provided the week prior with substantial, long-form comments and recommendations. Email this feedback to each member of your writing group and submit it via Canvas. This requirement is worth 5% of the final course grade.
- i. Requirement 9. Final paper. Final papers are due via Canvas and email to writing partners no later than the beginning of the Week 13 meeting (11:00 AM, 26 April). 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: Book Review	Week 5 (11 AM, 22 February), via Canvas	5%
2: Preliminary Research Proposal	Week 6 (11 AM, 1 March), via Canvas <i>and with two hardcopies in class</i>	5%
3: Problem with Sources	Week 7 (11 AM, 8 March), 3 hardcopies in class	5%
4: Proposal with Outline	48 hours <i>before</i> Week 8 meeting (11 AM, 13 March) via Canvas and email to partners	10%
5: Draft Introduction	48 hours <i>before</i> Week 9 meeting (11 AM, 20 March) via Canvas and email to partners	5%
6: Draft Paper	Week 11 (11:00 AM, 12 April) via Canvas and email to partners	20%
7: Presentation of Research	In class, Weeks 11, 12, and 13	10%
8: Peer Feedback	Week 12 (11:00 AM, 19 April) via Canvas and email to partners	5%
9: Final Paper	No later 11:00 AM, 26 April via Canvas and email to partners	25%
Discussion Participation	N/A	10%

5. COURSE TEXTS.

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

Bowes, John P. *Land Too Good for Indians: Northern Indian Removal*. Norman: University of Oklahoma Press, 2017.

Saunt, Claudio. *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory*. Norton paperback edition. ed. New York, NY: W.W. Norton & Company, Inc., 2021.

b. The following materials are available either on Canvas or via the embedded hyperlink.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 3rd ed. Chicago: University of Chicago Press, 2008.

Burnett, John G. “Birthday Story.” Available at <https://cherokeeregistry.com/trail-of-tears-story-of-private-john-g-burnett/>.

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

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

Hixson, Walter L. “Policing the Past: Indian Removal and Genocide Studies.” *Western Historical Quarterly* 47, no. 4 (2016): 439-43.

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. “The Legacy of Indian Removal.” *Journal of Southern History* 78, no. 1 (2012): 3-36.

Snyder, Christina. “Many Removals: Re-Evaluating the Arc of Indigenous Dispossession.” *Journal of the Early Republic* 41, no. 4 (Winter 2021): 1-29.

Veracini, Lorenzo. *Settler Colonialism: A Theoretical Overview*. London: Palgrave Macmillan UK, 2010.

c. Reserve materials. The following text has 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.

6. COURSE SCHEDULE.

**Week 1, 25 January**

**Introduction to Ethnohistory and  
Historical Research**

---

1. Readings: Booth, et al, *The Craft of Research*, Part I; Perdue, “The Trail of Tears.”
2. Assignments: None.
3. Objectives:
  - a. Explain course rhythm and expectations.
  - b. Introduce historical research methodology—and how to “read like a grad student.”

**Week 2, 1 February**

**Working with Sources / Removal in US History**

---

1. Reading: Booth, et al, *The Craft of Research*, Chapters 3 and 4; Bowes, *Land Too Good for Indians*.
2. Assignments: None.
3. Objectives:
  - a. Understand how to find the best sources for your project and use them efficiently.
  - b. De-center Indian Removal from the Southeast and the “Five Civilized Tribes.”
  - c. Critically evaluate a monograph.

**Week 3, 8 February**

**Archival Sources**

---

1. Reading: Booth, et al, *The Craft of Research*, Chapter 5; Saunt, *Unworthy Republic*, first half.
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 4, 15 February**

**Refining Topics / Trails of Tears**

---

1. Readings: Booth, et al, *The Craft of Research*, Chapter 6; Saunt, *Unworthy Republic*, second half.
2. Assignments: None.
3. Objectives:
  - a. Learn how to critically and productively engage your sources.
  - b. Learn how to organize sources using bibliographic management software.
  - a. Engage and critique the latest scholarly book on the subject.

**Week 5, 22 February**

**Historiography**

---

1. Readings: Snyder, “Many Removals;” the book you chose to review.
2. Assignments: Submit Requirement 2, Book Review, via Canvas before the class meeting.
3. Objectives:
  - a. Understand the importance of historiography to the academic study of history.
  - b. Evaluate one book that relates substantially to your intended research project.

**Week 6, 1 March**

**Arguments & Outlining / Settler  
Colonialism**

---

1. Readings: Booth, et al, *The Craft of Research*, Part III; Hixon, “Policing the Past”; Veracini, *Settler Colonialism*, Introduction and Chapter 1.
2. Assignments: Submit Requirement 2, Preliminary Research Proposal, to Canvas before class and bring hardcopies for writing partners.
3. Objectives:
  - a. Discuss the construction, organization, and evaluation of historical arguments.
  - b. Examine the role of theory generally and settler colonial theory specifically in the construction of historical arguments.

**Week 7, 8 March**

**Problems with Sources / Conflicting  
Truths**

---

1. Readings: Burnett, “Birthday Story”; Duffield, “Cherokee Emigration”; Finger, “The Saga of Tsali.”
2. Assignment: Bring Requirement 3, Problems with Sources, to class in triplicate.
3. Objectives:
  - a. Share and resolve problems with source materials.
  - b. Address the problem of reconciling collective memory, oral traditions, and evidence (historical and archeological).

***Spring Break***

**Week 8, 22 March**

**Scholarly Writing / Peer-Reviewing**

---

1. Reading: Booth, et al, *The Craft of Research*, Prologue to Part IV and Chapters 12 and 13
2. Assignments:
  - a. Submit Requirement 4, Proposal with Outline, via Canvas and email to writing partners 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.

**Week 9, 29 March**

**Composing Introductions and  
Conclusions/The Legacy of Removal**

---

1. Reading: Booth, et al, *The Craft of Research*, Chapter 16; Perdue, “The Legacy of Indian Removal.”
2. Assignments:
  - a. Submit Requirement 5, Draft Introductions, via Canvas and email to writing partners 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, 5 April (NO CLASS)**

**Reading & Research Drop**

---

---

**Week 11, 12 April**

**Presentations, 1**

---

1. Reading: Booth, et al, *The Craft of Research*, Chapter 15.
2. Assignments:
  - a. Submit Requirement 6, Draft Paper, via Canvas and email to writing partners no later than 11:00 AM on 12 April.
  - 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 12, 19 April**

**Presentations, 2**

---

1. Reading: Booth, et al, *The Craft of Research*, Chapters 14 and 17.
2. Assignments:
  - a. In-class presentation of Requirement 7.
  - b. Submit Requirement 8, Peer Feedback, via Canvas and email to writing partners no later than 11:00 AM on 19 April.
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, 26 April**

**Presentations, 3**

---

1. Reading: none.
2. Assignments:
  - a. In-class presentation of Requirement 7.
  - b. Submit Requirement 9, Final Paper, via Canvas and email to writing partners no later than 11:00 am on 26 April.
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 14, 3 May**

**Wrap Up**

---

1. Reading: None.
2. Assignment: None.
3. Objectives:
  - a. Review the semester.
  - b. Discuss possibilities for publication and further research.



## APPENDIX 1: STANDARDS FOR WRITTEN WORK AND KEYS TO SUCCESS

---

- 1) Organization:
  - a) 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?
  - b) Do paragraphs comprise discrete ideas defined by identifiable topic sentences?
  - c) Does the student make effective use of transitions (especially between paragraphs)?
  - d) Does the student arrange his or her paragraphs (ideas) in a logical sequence that furthers the argument while maintaining a coherent, chronological narrative?
  - e) Does the student conclude with a summary of the essay's most salient findings and (if appropriate) allusions to their broader significance?
  
- 2) Use of sources:
  - a) Is the student's research adequate?
  - b) Does the student make significant / sufficient use of primary sources?
  - c) Does the student over-rely on select secondary sources or non-scholarly sources?
  - d) Does the student make appropriate use of the *best available* (rather than the most conveniently accessible) sources?
  - e) Does the student effectively use evidence from these sources to further his or her argument?
  - f) Does the student understand the historiography of his or her topic?
  - g) Does the student make excessive or inappropriate use of direct quotations?
  
- 3) Overall:
  - a) Does the student present an original, compelling argument substantiated by appropriate historical evidence? Would a general, educated reader find the argument compelling?
  - b) Does the student demonstrate mastery of the subject matter?
  - c) Is the essay well written? Would a general, educated reader understand it and enjoy reading it?
  - d) 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?<sup>1</sup>
  
- 4) How to succeed in this course:
  - a) Do the reading.
  - b) Attend all class meetings (lectures and seminar discussions).
    - i) Be seated and prepared to take notes when class begins.
    - ii) Turn off cell phones in class. Prof. Hall or the TA will answer phones that ring; repeat offenders will be asked to leave.

---

<sup>1</sup> Proper citation of your sources is not a formality; it is an essential (and therefore graded) component of your research project. Students will format footnotes and bibliographies in accordance with the latest edition of *The Chicago Manual of Style*. A number of software applications make the tasks of organizing and citing your sources relatively easy. Use of these applications is entirely optional but recommended: EndNote Web (free for UW students via the UW Library); RefWorks (free for UW students via the UW Library); Zotero (free shareware plug-in for Firefox).

- iii) Coordinate anticipated absences, late arrivals, and early departures ahead of time.
- iv) Prof. Hall expects personal explanations for unanticipated tardiness immediately following class.
- c) Contribute to discussions.
- d) Take notes—in class and while reading. Laptops and tablets are permitted in class for notetaking and referencing purposes; they and cell phones may further be used at Prof. Hall’s invitation for exercises conducted via Top Hat. Prof. Hall reserves the right to revoke IT privileges for those who abuse them.
- e) Work ahead on all graded requirements and submit them on time. **Late submissions will not be accepted *unless* students negotiate an extension prior to the original due date.**
- f) *Do your own work*. Doing otherwise (to include employment of AI unless otherwise authorized) defeats the purpose of taking the course. Suspected cases of plagiarism will be dealt with in accordance with Chapter 14 of the University of Wisconsin System Administrative Code.
- g) Seek assistance from the professor or your TA if you are struggling or do not understand the expectations.

## APPENDIX 2: HISTORY PROGRAM LEARNING OUTCOMES

---

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the world. History students learn to find and interpret evidence about the world, to translate complex information into engaging and persuasive stories, and to use their understanding of many perspectives to solve complex problems.

From deciphering manuscripts to mastering the latest digital research tools, history students investigate, interpret, and tell compelling stories about the past and the present. They look beyond easy explanations to understand the complexities and ambiguities of human experience. History is therefore an excellent major for students interested in careers involving research, communication, and problem-solving. History graduates can do anything. They learn to identify the skills developed in the study of history and articulate the applicability of those skills to a variety of professional and intellectual endeavors. Many continue on in fields such as law, business, non-profit management, journalism, medicine, public health, national and international policy work, military, government, museum work, library and information management, and education.

To ensure that students gain exposure to the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offer breadth, depth, and variety. The structure of the curriculum ensures that students will gain broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras. In their capstone experience, students will also gain an in-depth understanding of a topic of their choice through original or creative research.

Through their courses, students should improve their skills in the following areas:

**RESEARCH AND ANALYSIS** - Find and interpret diverse evidence to explain complex changes over time.

- Read and evaluate a variety of materials to determine their origins, perspective, usefulness, and reliability
- Analyze influences that shape historical narratives and debates across genres and media
- Explain complex changes over time at different levels of scale
- Ask creative questions and work persistently to find relevant sources to answer them
- Develop a convincing narrative or properly substantiated argument based on synthesizing diverse methodologies and sources of information

**WRITTEN AND ORAL COMMUNICATION** - Communicate effectively to a variety of audiences in writing and speech.

- Craft clear, persuasive prose
- Discuss and distill complex points through lucid verbal communication
- Communicate findings to diverse audiences, in various formats

**LEADERSHIP AND COMMUNITY-BUILDING** - Use an understanding of many perspectives to work with people and solve complex problems.

- Give and receive helpful, respectful feedback
- Lead and participate productively in purposeful discussion
- Recognize contextual influences on the values, perspectives, and actions of individuals and groups, including oneself

- Approach a problem in multiple ways to propose a range of viable solutions
- Create and implement a plan for completing a multi-step project

EMPATHY AND GLOBAL CITIZENSHIP - Seek to understand differing views and ways of being in the world.

- Engage with humility and empathy, and respect those with differing views
- Recognize multiple ways of being in the world, and how what may seem natural in a society has been built over decades of accumulated human actions
- Break down stereotypes and misconceptions through rigorous analysis
- Understand the roots of persistent social, economic, gender, and racial inequalities across time, space, and cultures.
- Develop a lifetime sense of curiosity and wonder

LEARNING OUTCOMES FOR ASSESSMENT

- Find and interpret diverse evidence to explain complex changes over time
- Communicate effectively to a variety of audiences in writing and speech
- Use an understanding of many perspectives to work with people and solve complex problems
- Seek to understand differing views and ways of being in the world
- Identify the skills developed in the study of history and articulate their applicability to a variety of professional and intellectual endeavors

## APPENDIX 3: RIGHTS, RESPONSIBILITIES, AND RESOURCES

---

### TEACHING & LEARNING DATA TRANSPARENCY STATEMENT

The privacy and security of faculty, staff and students’ personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university’s full teaching and learning [data transparency statement](#).

### PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURES STATEMENT

View [more information about FERPA](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor’s express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university’s policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### CAMPUS RESOURCES FOR ACADEMIC SUCCESS

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)
- [Graduate Student Services](#)

### COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

### DIGITAL COURSE EVALUATION

UW-Madison uses a [digital course evaluation](#) survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that course evaluations are available. Students receive an email with a link to log into the course evaluation with their NetID. Evaluations are anonymous.

Student participation is an integral component of course development, and feedback is important. UW-Madison strongly encourages student participation in course evaluations.

## **STUDENTS’ RULES, RIGHTS & RESPONSIBILITIES**

[Rights & Responsibilities](#)

## **DIVERSITY & INCLUSION STATEMENT**

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

## **ACADEMIC INTEGRITY STATEMENT**

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

## **ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES**

[Academic Calendar & Religious Observances](#)

## APPENDIX 4: ABOUT YOUR INSTRUCTOR

---



**John W. Hall.** I am a military historian broadly interested in the ways in which societies have organized violence to pursue and defend their interests. I am especially interested in the ethnohistorical study of military conflict and cooperation between the Native peoples of North America and European colonial powers. More generally, I am interested in Native American and early American history with particular emphasis on the Revolutionary Era and the Early Republic. Within the field of military history, my research has focused on “small wars” involving irregular forces and U.S. defense policy. I am currently working on a military history of Indian Removal in the southeastern United States. A past president of the Society for Military History, I am also a retired U.S. Army Reserve colonel with past assignments as a historian to the U.S. Military Academy at West Point, U.S. European Command, U.S. Central Command, and the Joint Chiefs of Staff.