History 201: The Historian's Craft
Homeland, Hometown: Native and Settler Places

Prof. Steve Kantrowitz
University of Wisconsin-Madison, Fall 2023
Tuesdays, 1:20-3:15
Mosse Humanities 2261

Office hours: Thursday 1:30-3:30, 5119 Mosse

Introduction

If you grew up in the Americas, it's likely that every square foot of your hometown was, not very long ago, someone else's homeland. In some places (think of Charleston or Boston) the traces of that reality can be hard to see: beginning more than four hundred years ago, colonists and settlers worked hard to erase Native people and their history from their landscapes. In other places (such as Seattle or Madison) the transformation of Native homelands into settler hometowns first unfolded quite a bit more recently and is visibly an ongoing and contested process. And then there are those places, perhaps including some of your hometowns or places nearby, where Native American life remains central. Tribal lands of various kinds, for example, make up about 2.3% of the territory encompassed by the United States; in these and some other spaces Native Americans (little under 3% of the U.S. census population, though conversations about who should be counted can be extremely contentious) are self-evidently part of the community's present, not a dim and distant history to be gestured at in a land acknowledgement.

This course seeks to develop your skills as a historian by engaging you in a close exploration of your own home place—your hometown, however you interpret that—from the perspective of its relationship to the history of the Native people who called and perhaps still call it their homeland. Through common readings and exercises, we will develop a shared language to describe what we are finding. And as we do that together, each of you will also be exploring the particular history of your hometown, looking for the places where its history engaged with, obscured, reshaped, or reckoned with the history of the region's Native people, communities, and Nations. What you find will be a product of the history of your place, the published and unpublished materials accessible to you to explore that, and your own personal, idiosyncratic sense of what is interesting and important: stories of early colonial interaction or conflict; struggles over the memory of a person or event; debates over treaty rights, human remains, sports "mascots," or casinos. Or you may find something else entirely.

At the end of the semester, you should have some new skills as a historical researcher, reader, and writer. With luck—and hard work—you will have a story about your hometown that changes the way you understand it.

Expectations and Requirements
This is a small-group course meeting once a week for two hours. Your consistent presence and participation are essential.

Everyone will bring something different to the classroom: experiences, skills, perspectives, and more. We will do our best to listen, ask questions, and seek to understand one another.

Please do your best to keep up. This will help you get the most out of the course and contribute as much as possible to the classroom community.

We are, in fact, a classroom community. No one is in competition with anyone else. Everyone can in principle get an A. Help each other as much as possible, in discussion, peer review, and wherever else you come together.

You will contribute to the course by preparing for and participating in discussions, doing your research and writing assignments (and turning them in on time), and presenting your work to the group at several stages.

Your final project will narrate and analyze some aspect of the historical relation between your hometown and the Native homelands and peoples that preceded it, coexisted with it, or continue to coexist with it. You will prepare this as both a written narrative (6-8) pages and a 10-minute PowerPoint (or comparable) presentation, with narration.

This course meets the Learning Outcomes appropriate to a course carrying the Comm-B designation:

- identify and make skillful use of relevant, reliable, and high-quality historical sources;
- make productive use of the writing process, including brainstorming, outlining, drafting, incorporating feedback, and revising, to develop a fledgling idea into a formal paper, presentation, and/or project;
- make use of expressive conventions and protocols (e.g., organization, content, presentation, formatting) consistent with historical practice;
- share research, course content, or creative activity in writing and oral presentations.

Finally, ChatGPT. I have a lot of thoughts about this, but they boil down to one basic premise: if you use AI on these assignments, you will be missing the point, which is to get you to think through for yourself the nature and significance of these histories.

Turning in an AI-generated paper is the same as any other form of plagiarism—it means claiming credit for work that is not your own. And with this as with all forms of plagiarism, I tend to be (uncharacteristically) merciless, so please stay on the good side of the rules of academic misconduct. If you have questions, please ask!

ASSIGNMENTS AND GRADING

Participation in seminar meetings, including “Bring” items and preparation for discussion: 40%
Three writing assignments @ 10% each: 30%
Draft Presentations and Narrative, due Nov. 27: 10%
Final Revised Presentation and Narrative, due Dec. 20: 20%

SCHEDULE OF MEETINGS AND ASSIGNMENTS

1. SEPT 12 INTRODUCTIONS: WHOSE LAND?

2. SEPT 19 TEEJOP AND UW-MADISON

NOTE: THIS CLASS MEETING WILL CONVENE IN THE FRONT FOYER OF THE MEMORIAL UNION (NEAR THE CORNER OF PARK AND LAKE, BY THE INFORMATION DESK). IT WILL MAINLY TAKE PLACE OUTDOORS, SO DRESS APPROPRIATELY.

READ: Greendeer, "The Land Remembers Native Histories,"; Kantrowitz, "Looking at Lincoln from the Effigy Mound."

3. SEPT 26 WISDOM SITS IN PLACES

READ: Thrush, "How Many Worlds"; Basso, "Quoting the Ancestors"
WATCH: *Rutherford Falls*, s1e1 (sign up *without subscribing* at peacocktv.com)
Writing Assignment 1: How do the arguments of "How Many Worlds" and "Quoting the Ancestors" relate to each other? Are they complementary, contradictory, or something else? Write an essay of 400-500 words that

- makes an argument in response to this prompt
- supports that argument with brief, well-chosen quotations from the pieces
- includes summaries of each piece's argument (no more than 50 words each); highlight these summaries by **bolding** those passages of your text.

4. OCT 3 FIRSTING AND LASTING

READ: O'Brien, *Firsting and Lasting,* selections
Second half of class: Visit to WHS to register, get oriented to the Brown Papers

5. OCT 10 INTO THE MARBLE-COLUMNED WOODS

Identify and explore three or more digital or library resources pertaining to your hometown's (or its broader region's) Native American heritage and/or history of Native-settler interaction, construed broadly. These must include at least one digital and one printed resource.

You may begin by exploring:
- Website(s) of the relevant tribal Nation(s), including any linked materials
- searchable historic newspapers from your hometown
  Databases: America's Historical Newspapers; American Indian Newspapers; Archive of Wisconsin Newspapers; Chronicling America (Library of Congress); and many more.
- Scholarly books and articles about this history
  Searches: JSTOR, Google Scholar, UW Library

Use these searches to identify particular resources – webpages, newspaper articles, books/chapters/articles, etc. – that provide important information about your hometown's relationship to its Native past and/or present.

BRING: A brief bibliography of what you found.
BRING: The most interesting item or items from that bibliography—the source or sources that best raised further questions about some aspect of your hometown's relationship to its Native past and present– to class with you.

Writing Assignment 2: Revision of your answer to Sept. 26 assignment.

6. OCT 17 STORIES SIT IN ARCHIVES

READ: two folders of the Charles E. Brown Papers, Box 9, at the WHS Archives. **Remember that this facility is only open during limited hours.**

Writing Assignment 3: Based on your interpretation of the materials in these folders, write an essay of 500-700 words, appropriately footnoted, answering the following question: What was the Lake Monona Wild Life Sanctuary meant to be? (Due Monday night)

7. OCT 24 BACK TO THE WOODS

Follow up on Oct. 10's assignment by digging deeper into the sources you found and by using your wits to move that investigation toward a story or stories that seem a) relevant to our topic, b) interesting to you, and c) accessible through the kinds of sources you can acquire at UW-Madison or online.

BRING: Two paragraphs of approximately 100-150 words each describing a story you have identified that could be the basis for a final presentation and project in this course.

8. OCT 31 **NO SEMINAR MEETING**

Independent work on your project; required conferences with Prof. Kantrowitz

9. NOV 7 CHECK-IN

Progress reports, sharing findings, sharing ideas

10. NOV 14 CHECK-IN

Progress reports, sharing arguments and partial drafts

11. NOV 28 **NO SEMINAR MEETING**

Draft narratives and draft presentations due to Prof. Kantrowitz no later than Monday, Nov. 27.

12. DEC 5 Final Presentations, Q&A, Feedback for narrative revision - pt. 1

13. DEC 12 Final Presentations, Q&A, Feedback for narrative revision - pt. 2

Revised final presentations and narratives due **DEC 20, 8PM**