

# **From the Kensington Stone to Kenosha: Race and Place in the Upper Midwest**

Erin Faigin

History 227 - UW-Madison - Summer 2023

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Schedule 1-on-1 Meetings @ <https://calendly.com/faigin>



## **Course Description**

This course is designed to explore the entangled histories of placemaking and racial formation in the Upper Midwest, particularly the Great Lakes region of Wisconsin, Minnesota, Illinois and Michigan. We will focus on the histories of contact and conflict between American Indians, enslaved and free African Americans, Latinx communities, European settlers, and more recently, Asian and Middle Eastern immigrants. We will pay close attention to the legacies of violence, both physical and symbolic. This course considers a variety of sources as historical documents, placing special emphasis on the role of literature and poetry. As we contemplate the past, we must set aside time to contemplate the historical contingencies that shape our own lives, and the historical memories that we in turn shape.

History 227 is an intermediate level History course that can count for either the Humanities or Social Science breadth. This course fulfills the Ethnic Studies general education requirement. Students must have sophomore standing to enroll/

## **Learning Goals**

- Analyze primary and secondary sources for historical content and argument.
- Produce written assignments that demonstrate thoughtful analysis, clarity of thought, historical accuracy, and logical consistency.
- Appreciate the historical contingencies of the world that we live in, particularly as they relate to racial, spatial and cultural structures.

- Explain how colonization, movement and migration, urbanization, and racism are connected.
- Recognize the role of the upper Midwest in national historical processes, events, and phenomenon.

## Credit Statement

This course is **3 credits**. The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include optional synchronous instructor-student meeting times, lectures, reading, and writing as described in the syllabus. Students should anticipate spending approximately **16 hours per week** to fulfill the obligations of this course.

## Weekly Format

This course is **online** and **asynchronous**. All times are CDT.

### Lecture

Lectures will be posted by 12pm Tuesday CDT.

### Office Hours

Mondays 10am-12pm via Zoom OR use my [Calendly](#) to schedule 1-on-1 meetings.

### Reading Logs

Please complete both of your reading logs by the end of each week (Sunday night). You may complete them at different points during the week as you finish the reading.

## Assignments and Late Policy

For more detailed information, and rubrics for all assignments, please consult the Assignments module on Canvas.

### Grade Distribution

Reading Logs – 25%

Precis – 15%

*Tracks* Analysis – 15%

Annotated Bibliography – 10%

Research Paper – 35%

### Bi-Weekly Reading Logs (25%)

Twice a week, for each bi-weekly unit, students will complete a reading journey log. The format of these logs will be fairly standard. Students will identify **one quote** the assigned secondary source that best summarizes the source's argument, **one quote** from the assigned secondary source that resonates with them, and **one quote** from the assigned primary source that demonstrates a connection from the primary source to the secondary source. Students will have to explain the second and third quotes thusly: why did this quote resonate with you, in one

hundred words or less; how does this quote connect to this week's primary source, in one hundred words or less. For weeks with non-traditional sources (1.2, 3.1, 6.1) there will be non-standard assignments.

Two Page Précis (15%)

Due **June 30th at 5pm**

In this assignment, you will be asked to summarize one of the assigned secondary sources. If you are unsure what a secondary source is, [this](#) is a good resource to consult. A précis is different from a book review in that it does not analyze or critique the author's work. Your précis should identify the argument of the secondary source and describe key evidence that supports the author's claim.

Tracks Analysis (15%)

Due **July 14th at 5pm**

During the third week of the course, we will be reading *Tracks* by Louise Erdrich. For this assignment, you will be asked to identify the impact of the Dawes Act on the lives of the central characters of the novel. In order to answer this question, you will need to consider the broader processes of colonization, allotment, and immigration in the Upper Midwest. Your responses should be approximately 500 words.

Annotated Bibliography (10%)

Due **July 28th at 5pm**

In preparation for your research paper, you will compile an annotated bibliography. Your annotated bibliography should contain at least two secondary sources and four primary sources. At least one of your primary sources should be from beyond assigned course materials. Each source should be accompanied by a brief statement (150-200 words) that summarizes the document and explains its relevance to your research.

Eight Page Research Paper (35%)

Due **August 11th at 5pm**

As your final project, you will produce a 1,500-to-2,000-word research paper on a topic of your choosing. The paper should explicitly address one of the following course themes: racial violence, colonization, urbanization. You need not draw from the assigned reading, though you may find it helpful to do so. Papers will be evaluated for clarity, accuracy, coherence of logic, organization, and lastly, correct mechanics and grammar. Papers should have an original thesis and should not repeat the arguments of the secondary literature cited therein.

Late Policy

Assignments that are turned in late with no prior communication will lose ½ grade for every day that they are late. Extensions will be granted on a case-by-case basis. Extensions must be

requested at least twenty-four hours before the assignment is due and students must specify the desired length of the extension in their request.

## **Accessibility**

*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 (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.*

The McBurney Disability Resource Center  
Phone: (608) 263-2741  
Address: 702 W. Johnson Street, Suite 2104  
Email: [mcburney@studentlife.wisc.edu](mailto:mcburney@studentlife.wisc.edu)

## **Plagiarism and Academic Integrity**

*By virtue of enrollment, you agree 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 action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.*

For detailed information, please see <https://conduct.students.wisc.edu/academic-misconduct/>

## **Required Texts**

Louise Erdrich, *Tracks*. Any edition will do.

All other texts and course materials will be made available on [Canvas](#). Please be aware that *Tracks* is assigned in the third week of the course, so plan to purchase accordingly.

## **Reading Schedule**

Week 1 – Reconceptualizing Midwestern Pioneers and Places (6/19-6/25)

## 1.1 Places

- “Homelands” in Westerman, Gwen, Bruce White, and Glenn Wasicuna. *Mni Sota Makoce: The Land of the Dakota*. 1 ed., St. Paul: Minnesota Historical Society Press, 2012. [muse.jhu.edu/book/19220](https://muse.jhu.edu/book/19220).
- “Bdote Memory Map: St. Anthony Falls and Bdote”  
<http://bdotememorymap.org/memory-map/>
- 'The Journey of Raymbault and Jogues to the Sault, by Father Jerome Lalemant, 1641' in 'Early Narratives of the Northwest, 1634-1699'  
<https://digital.lib.niu.edu/islandora/object/niu-prairie%3A1997>
- The Indian tribes of the upper Mississippi Valley and region of the Great Lakes as described by Nicolas Perrot, French commandant in the Northwest; Bacqueville de la Potherie, French royal commissioner to Canada; Morrell Marston, American Army officer; and Thomas Forsyth, United States agent at Fort Armstrong, tr., ed. pp. 275-291  
<https://babel.hathitrust.org/cgi/pt?id=wu.89071512784&view=image&seq=279>
- OPTIONAL: “WHYsconsin: Where the ‘Wau’ Comes from In Different Wisconsin Place Names,” WPR (5/22/2020, accessed 3/18/2021) <https://www.wpr.org/whysconsin-where-wau-comes-different-wisconsin-place-names>

## 1.2 Pioneers

- Anna-Lisa Cox, “The Bone and Sinew of the Land,” Midwestern History Conference, June 2019. <https://www.youtube.com/watch?v=ysDANXwuO8w>
- Northwest Ordinance (1787) [link](#)
- “Tour to Ohio and Michigan,” *Liberator* (Boston, Massachusetts) XXIII, no. 48, December 2, 1853: 190. *Readex: America's Historical Newspapers*. [link](#).

## Week 2 – Regeneration through (Racial and Legal) Violence (6/26-7/2)

### 2.1 Racial Violence and Racial Formation

- Omi, Michael and Winant, Howard. “The Theory of Racial Formation,” in *Racial Formation in the United States*. New York: Routledge/Taylor & Francis Group, 2015.
- Pfeifer, Michael J. "The Northern United States and the Genesis of Racial Lynching: The Lynching of African Americans in the Civil War Era." *The Journal of American History* 97, no. 3 (2010): 621-35. Accessed March 11, 2021. <http://www.jstor.org/stable/40959936>.

### 2.2 Civil Rights and Reconstruction

- “‘Freedom Was All They Had’: Civil Rights and Northern Reconstruction,” in Schwalm, Leslie A. *Emancipation's Diaspora: Race and Reconstruction in the Upper Midwest*. The University of North Carolina Press, 2009. Project MUSE [muse.jhu.edu/book/19253](https://muse.jhu.edu/book/19253).
- The Civil Rights Act of 1866  
<https://teachingamericanhistory.org/library/document/the-civil-rights-act-of-1866/>

- An Act to Provide of the More Efficient Government of the Rebel States (1867)  
<https://teachingamericanhistory.org/library/document/reconstruction-acts/>

### Week 3 – Indian Policy, Contested Citizenship (7/3-7/9)

#### 3.1 The Dawes Act and the Division of Space

- Louise Erdrich, *Tracks*. New York: Henry Holt and Co.: 1988.
- “The World of Paper, Restoring Relations, and the Lower Brule Sioux Tribe,” in O’Brien, Jean M., and Daniel Heath Justice. *Allotment Stories: Indigenous Land Relations under Settler Siege*. Minneapolis: University of Minnesota Press, 2022. [muse.jhu.edu/book/94641](https://muse.jhu.edu/book/94641).
- The Dawes Act (1887)  
<https://www.ourdocuments.gov/doc.php?flash=false&doc=50&page=transcript>

#### 3.2 Cultural Genocide and Indian Boarding Schools

- Brenda J. Child. "The Boarding School as Metaphor." *Journal of American Indian Education* 57, no. 1 (2018): 37-57.
- Louise Erdrich, “Indian Boarding School: The Runaways” (2003)  
<https://www.poetryfoundation.org/poems/43079/indian-boarding-school-the-runaways>

### Week 4 – The Immigrant Experience: The Homemaking Myth, Racial Hierarchy, and European Illegal Immigrants (7/10-7/16)

#### 4.1 The Dakota Wars – Mythology and Historical Memory

- Kreuger, David M. “Knutson’s Last Stand: Fabricating the First White Martyrs of the American West” in *Myths of the Rune Stone: Viking Martyrs and the Birthplace of America*. Minneapolis: University of Minnesota Press, 2015. p. 41-68.  
[muse.jhu.edu/book/42196](https://muse.jhu.edu/book/42196)
- Waziyatawin, “Coda: Minnesota’s Sesquicentennials and Dakota People: Remembering Oppression and Invoking Resistance,” Brown, Nicholas A., and Sarah E. Kanouse. *Re-Collecting Black Hawk: Landscape, Memory, and Power in the American Midwest*. Pittsburgh: University of Pittsburgh Press, 2015. [muse.jhu.edu/book/40067](https://muse.jhu.edu/book/40067) p. 237-249
- “Bdote Memory Map: Fort Snelling” <http://bdotememorymap.org/memory-map/>
- “Minnesota Historical Society: Historical Fort Snelling”  
<https://www.mnhs.org/fortsnelling/activities/expanded-stories>

#### 4.2 Immigration Policy and Racial Hierarchies

- Ngai, Mae M. "The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924." *The Journal of American History* 86, no. 1 (1999): 67-92. Accessed March 22, 2021. doi:10.2307/2567407.

- Bavery, Ashley Johnson. "Chapter 2. " In *Bootlegged Aliens*, 55-81. Philadelphia: University of Pennsylvania Press, 2020. <https://doi-org.ezproxy.library.wisc.edu/10.9783/9780812297379-004>

## Week 5 – State Sanctioned Violence and the Origins of Police Brutality (7/17-7/23)

### 5.1 The Great Depression and the Great Migration

- “Our Prison: Kitchenettes, Carceral Power, and Black Masculinity during the Interwar Years,” in Shabazz, Rashad. *Spatializing Blackness: Architectures of Confinement and Black Masculinity in Chicago*. Baltimore: University of Illinois Press, 2015. Accessed March 12, 2021. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/wisc/detail.action?docID=4306044>
- “Death on the City Pavements,” Wright, Richard in *12 Million Black Voices: A Folk History of the Negro in the United States of America*. London: Lindsay Drummond Ltd., 1947. pp. 91-140 <https://archive.org/details/in.ernet.dli.2015.175481/page/n5/mode/2up>
- “Self-Analysis by Fifteen White Citizens.” Chicago Commission on Race Relations, *The Negro in Chicago: A Study of Race Relations and a Race Riot*. Chicago: University of Chicago Press, 1922. <https://www.gutenberg.org/files/57343/57343-h/57343-h.htm>

### 5.2 The Origins of Police Brutality

- “Introduction,” “Prologue,” and “Negro Distrust of the Police Increased: Migration, Prohibition, and Regime-Building in the 1920s,” in Balto, Simon. *Occupied Territory: Policing Black Chicago from Red Summer to Black Power*. Chapel Hill: The University of North Carolina Press, 2019. [muse.jhu.edu/book/64185](https://muse.jhu.edu/book/64185).
- “Chapter VII: Crime and Vicious Environment”. Chicago Commission on Race Relations, *The Negro in Chicago: A Study of Race Relations and a Race Riot*. Chicago: University of Chicago Press, 1922. <https://www.gutenberg.org/files/57343/57343-h/57343-h.htm>

## Week 6 – Racism and Urban Development in the Urban Upper Midwest (7/24-7/30)

### 6.1 Redlining and its Vagaries

- *Jim Crow of the North* (Minnesota Experience, PBS, 02/25/2019) <https://www.pbs.org/video/jim-crow-of-the-north-stijws/>
- WATCH: Lorraine Hansberry, *A Raisin in the Sun* (1961) available on Canvas

### 6.2 Postwar Housing Policies and the Racialization of Space

- Keeler, Kasey. “Putting People Where They Belong: American Indian Housing Policy in the Mid-Twentieth Century,” *Native American and Indigenous Studies* 3, no. 2 (2016): 70-104. <https://www.jstor.org/stable/10.5749/natiindistudj.3.2.0070?seq=1>

- Steve Pacheco, “City Elegy for a Nameless Skin,” “Eden Prairie, Minnesota,” and “Wacipi” in Louis, Adrian C., Trevino L. Brings Plenty, Joel Waters, Steve Pacheco, and Luke Warm Water. *Shedding Skins: Four Sioux Poets*. East Lansing: Michigan State University Press, 2008. [muse.jhu.edu/book/38122](http://muse.jhu.edu/book/38122).

## Week 7 – Residents and Refugees Remake the Midwest (7/31-8/6)

### 7.1 The Civil Rights Movement in the Midwest

- WILLIAMS, JAKOBI. "The Illinois Chapter of the Black Panther Party." In *From the Bullet to the Ballot: The Illinois Chapter of the Black Panther Party and Racial Coalition Politics in Chicago*, 53-90. University of North Carolina Press, 2013. Accessed May 3, 2021. [http://www.jstor.org/stable/10.5149/9781469608167\\_williams.7](http://www.jstor.org/stable/10.5149/9781469608167_williams.7).
- WILLIAMS, JAKOBI. "Law Enforcement Repression and the Assassination of Chairman Fred Hampton." In *From the Bullet to the Ballot: The Illinois Chapter of the Black Panther Party and Racial Coalition Politics in Chicago*, 167-90. University of North Carolina Press, 2013. Accessed May 3, 2021. [http://www.jstor.org/stable/10.5149/9781469608167\\_williams.10](http://www.jstor.org/stable/10.5149/9781469608167_williams.10).
- BPP 10 Point Program <http://historymatters.gmu.edu/d/6445>

### 7.2 Refugees in the Heartland

- Vang, Jeffrey. “Mediating Through Memory: The Hmong in Michigan,” in *Asian Americans in Michigan: Voices from the Midwest*, ed. Wilkinson, Sook and Jew, Victor. Detroit: Wayne State University Press, 2015.
- Listen to stories from *The Lands We Share* <https://wisconsinlife.org/producer/the-lands-we-share/>

## Week 8 – Racialized Pasts and Presents (8/7-8/11)

### 8.1 #NoDAPL and #BLM in Historical Context

- Jeffrey Ostler and Nick Estes, “The Supreme Law of the Land: Standing Rock and the Dakota Access Pipeline,” in Estes, Nick, and Jaskiran Dhillon. *Standing with Standing Rock: Voices from the #NoDAPL Movement*. Minneapolis: University of Minnesota Press, 2019. [muse.jhu.edu/book/70330](http://muse.jhu.edu/book/70330).
- <https://www.vox.com/first-person/2020/6/10/21281938/george-floyd-protests-black-lives-matter-minneapolis-minnesota-midwest>