
History 600, Sec. 003

INDIAN REMOVAL

Spring 2025
Univ. of Wisconsin-Madison
Seminar Meetings: Wednesday, 1:20 – 3:15 PM
5257 Mosse Humanities Bldg.
3 credit hours
Breadth: Humanities or Social Sciences
Level: Advanced
Counts as LAS credit in L&S

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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. 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: Preliminary Research Proposal comprising:

- 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. ***In this bibliography, students will identify the book they wish to review for Requirement 2.***

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 midnight, 9 February. The preliminary proposal will account for 10 percent of each student’s course grade.

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. Cite these reviews per *The Chicago Manual of Style*. 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 their 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.

The book review will not exceed 800 words and is due via email to the entire class by midnight, 23 February. Based on affinity of reviews, Prof. Hall will assign students into three groups, which will verbally present their reviews in class weeks 6-8. Verbal presentations of 5-8 minutes will be followed by Q&A/general discussion. To this end, all students will closely read the reviews presented in the respective week of instruction. The

book reviews (written submission and oral presentation) will account for 10 percent of each student’s course grade.

- c. Requirement 3: Introduction & Outline. Based on in-class guidance on weeks 6 and 7, students will prepare a draft introduction *comprising at least three paragraphs* and a full outline for the balance of the full research project. Students will submit this requirement via Canvas no later than midnight, 30 March. This requirement will account for 15 percent of each student’s course grade.
- d. Requirement 4: Problem with Sources. In Week 10, 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 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 or four copies). This requirement is worth 5 percent of each student’s course grade.
- e. Requirement 5: 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 should incorporate visual aids. This presentation is worth 10 percent of the final course grade.
- f. Requirement 6: Final Papers. Final papers of 4,000 words are due via Canvas no later than midnight, 13 April. They are worth 40 percent of each student’s course grade.
- g. 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 percent of each student’s grade. Expectations for discussion will be addressed during the first class meeting.
- h. Grading summary.

Requirement	Due	Weight
1: Preliminary Research Proposal	Week 4, midnight, 16 February (via Canvas)	10%
2: Book Review	Week 6, midnight, 23 February (via email to class)	10%
3: Intro & Outline	Week 9, midnight, 30 March (via Canvas)	15%
4: Problem with Sources	Week 10 (1:20 PM, 2 April), 3-4 hardcopies in class	5%
5: Presentation of Research	In class, Weeks 11, 12, and 13	10%
6: Final Paper	Week 12, midnight, 13 April (via Canvas)	40%

Discussion Participation	N/A	10%
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5. COURSE TEXTS.

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

Anderson, Gary Clayton. *Ethnic Cleansing and the Indian: The Crime That Should Haunt America*. Norman: University of Oklahoma Press, 2014.

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*. New York: W.W. Norton & Company, Inc., 2021.

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

Burnett, John G. "Birthday Story." Available at
https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1147.

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.

Madley, Benjamin. "Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods." *The American Historical Review* 120, no. 1 (2015): 98-139.

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.

- 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, 22 January

Indian Removal: Overview & Survey

1. Readings: Perdue, "The Trail of Tears"; Snyder, "Many Removals."
2. Assignments: None.
3. Objectives:
 - a. Explain course rhythm and expectations.
 - b. Introduce historical research methodology—and how to "read like a grad student."
 - c. Survey the current historiography of Indian Removal.

Week 2, 29 January

Working with Sources / Removal in US History

1. Reading: Bowes, *Land Too Good for Indians*.
2. Assignments: Begin exploratory research for your project (details will be provided in class, Week 1).
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, 5 February

Archival Sources

1. Reading: Saunt, *Unworthy Republic*, first half.
2. Assignments: Continue exploratory research.
3. Class notes: *Meet in entrance foyer of the Wisconsin State Historical Society*.
4. 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, 12 February

Refining Topics / Trails of Tears

1. Readings: Saunt, *Unworthy Republic*, second half.
2. Assignments: *submit Requirement 1, preliminary research proposal, via Canvas by midnight, 9 February*
3. Objectives:
 - a. Identify the specific nexus (topic, problem, sources) of each student's research project.
 - b. Engage and critique the latest scholarly book on "Removal proper" in the American Southeast.

Week 5, 19 February

An American Genocide

1. Readings: Anderson, *Ethnic Cleansing and the Indian*; Hixson, "Policing the Past"; Madley, "Reexamining the American Genocide Debate."
2. Assignments: Continue research.
3. Objectives:
 - a. Explore a specific historiographic debate in depth.
 - b. Complete the historical and temporary arc of Native dispossession and attempted erasure.

Week 6, 26 February**Arguments & Outlining/Book Reviews 1**

1. Readings: your approved book review book; Group 1's book reviews.
2. Assignments:
 - a. All: ***submit Requirement 2, book review, via email to entire class by midnight, 23 February.***
 - b. Group 1: present book review in class.
3. Objectives:
 - a. Evaluate one book that relates substantially to your intended research project.
 - b. Discuss monographs central to individual projects and relevant to course.
 - c. Review the construction, organization, and evaluation of historical arguments.

Week 7, 5 March**Writing & Intros/Book Reviews 2**

1. Readings: ; Group 2's book reviews.
2. Assignment:
 - a. All: continue research.
 - b. Group 2: present book review in class.
3. Objectives:
 - a. Discuss monographs central to individual projects and relevant to course.
 - b. Review the standards for scholarly writing with an emphasis on crafting effective introductions.

Week 8, 12 March**Book Reviews 3/Presentation Guidance**

1. Readings: ; Group 3's book reviews.
2. Assignment:
 - a. All: continue research.
 - b. Group 3: present book review in class.
3. Objectives:
 - a. Discuss monographs central to individual projects and relevant to course.
 - b. Define expectations for presentations.

Week 9, 19 March**Individual Appointments**

1. Reading: self-assigned.
2. Assignments: ***submit Requirement 3, introduction and outline, via Canvas by midnight, 16 March.***
3. Objective: provide individual, constructive feedback on projects.

Spring Break

Week 10, 2 April

Problems with Sources / Conflicting Truths

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1. Reading: Burnett, “Birthday Story”; Duffield, “Cherokee Emigration”; Finger, “The Saga of Tsali.”
 2. Assignments: ***Bring Requirement 4, Problem with Sources, to class in triplicate hardcopy.***
 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).

Week 11, 9 April

Presentations, 1

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1. Reading: self-assigned.
 2. Assignment: Group A: in-class presentation of Requirement 5.
 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, 16 April

Presentations, 2

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1. Reading: self-assigned.
 2. Assignments:
 - a. All: ***submit Requirement 6, final paper, via Canvas by midnight, 13 April.***
 - b. Group B: in-class presentation of Requirement 5.
 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, 23 April

Presentations, 2

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1. Reading: self-assigned.
 2. Assignment: Group C: in-class presentation of Requirement 5.
 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, 30 April

Wrap Up

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1. Reading: Perdue, “The Legacy of Indian Removal.”
 2. Assignment: None.
 3. Objectives:
 - a. Examine the “legacy of Removal” for the peoples who endured it and in historiography.
 - b. Review the semester.
 - c. Discuss possibilities for publication and further research.
 - d. Evaluate the course

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?¹
- 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.

¹ 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 is a first-generation college graduate, son of a Vietnam combat vet, native Wisconsinite, and 1990 graduate of Palmyra-Eagle High School. He grew up in the midst of the Kettle-Moraine State Forest Southern Unit, running, hunting, and obsessed with proper nerdlly pursuits (Star Wars, Doctor Who, Tolkien, and Dungeons & Dragons). There is no Jedi Academy, so he went to West Point, graduating in 1994. There are no Jedi Knights, so he tried to his best to be an “infantryman of letters”—an idiosyncratic career path that ultimately allowed him to receive a PhD in history from UNC-Chapel Hill and retire as a colonel after nearly twenty-five years of active and reserve service. His scholarly expertise rests in the literal and figurative borderlands of the Early American Republic, straddling military and American Indian history. If he’s not at work, he’s probably on his bike, cheering on the Packers or Carolina Hurricanes, or watching something noir with his wife and best friend Heidi. Their adult son Connor works in the culinary industry.

