

AMERICAN INDIAN HISTORY
TOPIC: INDIAN REMOVAL
HIST 469/569
FALL 2016

Professor Jeff Ostler
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Office Hours: 4:00-5:00 Tues.
1:00-2:30 Wed.
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Course Description:

This course focuses on the United States' project of eliminating (removing) Native Americans from the eastern half of the United States. This project is primarily associated with the Indian Removal Act of 1830, signed into law by Andrew Jackson, and subsequent "trails of tears" (the most famous of which is the Cherokees' Trail of Tears, 1838-1839). We will give significant attention to the Indian Removal Act and the removals of the 1830s, but the course will treat what the late anthropologist Patrick Wolfe termed settler colonialism's "logic of elimination" as a broader project, one that is foundational to the creation of the U.S. in 1776-1783 and that involved not only forcible relocation but war and other forms of dispossession. In addition to providing an analysis of the U.S. removal project and assessing its destructive impact on Native Americans, the course will also consider the perspectives and strategies of Indian nations at the time. About six weeks of the term will be devoted to familiar pedagogical techniques (lectures, class discussions based on assigned readings, and conventional writing assignments). During the other four weeks, the course will use the innovative Reacting to the Past pedagogy, in which each student will be assigned a role to play in an elaborate "game," called "Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty," which simulates debates about the removal of the Cherokees.

NOTE ABOUT CLASS SESSIONS: I have scheduled the course from 2:00-3:50, a 110-minute block of time, rather than the usual 80-minute block. We will need the full block of time during sessions devoted to the Red Clay Game. For all other class sessions, we will use the standard 80-minute block and adjourn by 3:20.

Assignments:

1. A mid-term essay of three pages, due Friday October 21. The paper will ask students to analyze readings from the first four weeks of the course. 10 percent.

2. A final paper of eight pages comparing an aspect of the removal history of the Cherokee Nation to that of one other Indian nation, due at the time of the final exam (Tuesday, December 8 10, 10:15). 25 percent.

3. Two constituency reports for the Red Clay Game (due date dependent on role). 10 percent each.

4. Participation in regular discussions and in the Red Clay Game. 20 percent.

5. Final exam, Monday, Dec. 5, 12:30-14:30. 25 percent.

[Note: Graduate students enrolled in HIST 569 have separate requirements.]

Readings:

Theda Perdue and Michael D. Green, *The Cherokee Nation and the Trail of Tears* (New York: Viking, 2007). Available for purchase in UO Duckstore.

Jace Weaver and Laura Adams Weaver, *Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty*, referred to as the Gamebook. Hard copy to be distributed to all students (no cost). Abbreviated as GB on the syllabus.

Articles, chapters, and primary documents available on Canvas. A full list of these readings can be found at the end of the syllabus.

Learning Objectives:

1. Understand the concept of settler colonialism and its relationship to U.S. policy (including removal) toward Native Americans
2. Understand the scope and impact of the U.S. policy of Indian removal.
3. Understand ideas about state sovereignty, federal sovereignty, and the sovereignty of American Indian nations.
4. Understand arguments for and against removal as made by U.S. officials and leaders of Native American nations.
5. Develop an appreciation for the relationship between constraint and agency in history.
6. Develop skills of interpreting and using primary historical texts by using these texts to prepare speeches and in oral debate.
7. Develop skills of oral presentation and argumentation through speaking and debating.

8. Develop skills of analysis, including comparative analysis, through writing.
9. Improve ability to do historical research by locating and using secondary sources.

Grading Criteria:

The following criteria, formulated by the History Department, will be employed for all written work:

A: Work that distinguishes itself by the excellence of its grasp of the material and the precision and insight of its argument, in addition to being well executed and reasonably free of errors.

B: Work that satisfies main criteria of the assignment, and demonstrates command of the material, but does not achieve the level of excellence that characterizes work of A quality.

C: Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria reasonably well.

D: Work that demonstrates a poor grasp of the material and/or is executed with little regard for college standards, but which exhibits some engagement with the material.

F: Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assigned question.

Schedule:

Week 1:

9/27: Introduction: U.S. independence and settler colonialism

9/29: Logic of elimination and early republic dispossession

Reading: Wolfe (Canvas); Veracini (Canvas); Calloway (Canvas)

Week 2:

10/4: Resistance to dispossession and the option of genocidal war

Reading: Dowd (Canvas); Ostler (Canvas); Tecumseh's speech (Canvas)

10/6: Ideological and legal basis for removal

Reading: Jefferson to Breckinridge (Canvas); Echo-Hawk (Canvas);
Cass on removal (GB, pp. 116-124)

Week 3:

10/11: Adoption of a formal policy of removal/Cherokee history

Reading: Perdue and Green, pp. 1-67; GB, pp. 5-27; Ridge to Gallatin (GB, pp. 43-49); Boudinot, "An Address" (GB, pp. 50-57); Georgia Indian Laws (GB, pp. 58-62); Indian Removal Act (GB, pp. 63-64)

10/13: SCOTUS and Native sovereignty

Reading: Perdue and Green, pp. 69-89; GB, pp. 28-41; *Cherokee Nation v. Georgia* (GB, pp. 65-70); *Worcester v. Georgia* (GB, pp. 71-83); Kent, "Of the Foundation" (GB, pp. 84-85)

Week 4:

10/18: Debates about removal

Reading: Cherokee National Council, "Memorial" (GB, pp. 87-92); Cherokee Women, "Three Petitions" (GB, pp. 105-107); Miles (Canvas); Ross, Letter to Calhoun (GB, pp. 108-110); Boudinot, editorial in *Cherokee Phoenix* (GB, pp. 111-115); Evarts, "Brief View" (GB, pp. 125-131); Jackson, "First Annual Message" (GB, pp. 132-134); Lumpkin, "Speech" (GB, pp. 144-150); Jackson, "Second Annual Message" (GB, pp. 151-153); American Board of Commissioners for Foreign Missions, "Resolutions" (GB, pp. 154-160); Troup, "Sovereignty of the States" (GB, p. 161); Lumpkin, "Message" (GB, pp. 162-164); Cherokee Indians (Treaty Party), "Memorial" (GB, pp. 165-172)

10/20: Debates about removal (continued)/Preparation for Red Clay Game

10/21: Mid-term essay due (by 5 p.m.—can be submitted either as a hard copy or by email attachment).

Week 5:

10/25: Red Clay game session 1: quiz and faction meetings

10/27: Red Clay game session 2: Cherokee National Council meeting
First constituency reports due

Week 6:

11/1: Red Clay game session 3: Cherokee National Council meeting

11/3: Red Clay game session 4: Cherokee National Council Meeting
Cherokee Phoenix published; Second constituency reports due

Week 7:

11/8: Red Clay game: debrief
Reading: Perdue and Green, pp. 91-140

11/10: Film: We Shall Remain (PBS): Episode Three: Trail of Tears

Week 8:

11/15: Guest lecture: Kirby Brown, Department of English
Reading: Perdue and Green, pp. 141-164; Strickland and Strickland
(Canvas)

11/19: Wars of removal
Reading: Nichols (Canvas); Colbert (Canvas); Rivers (Canvas)

Week 9:

11/22: Removals in the north
Reading: Bowes (Canvas); Child (Canvas)

11/24: No class

Week 10:

11/29: Removal in Oregon
Guest lecture: Jennifer O'Neal, Corrigan Solari University Historian and
Archivist
Reading: Beckham (Canvas); Lewis (Canvas)

12/1: Assessing Removal

FINAL EXAM: 12:30-14:30, Monday, Dec. 5

FINAL PAPER DUE: at the time of the final exam

LIST OF READINGS ON CANVAS

1. Patrick Wolfe, "Settler Colonialism and the Elimination of the Native," *Journal of Genocide Research* 8 (December 2006): 387-409
2. Lorenzo Veracini, "Introducing Settler Colonial Studies," *Settler Colonial Studies* 1:1 (2001): 1-12
3. Colin G. Calloway, Chapter 3, "Treaty Making, American-Style," *Pen and Ink Witchcraft: Treaties and Treaty Making in American Indian History* (New York: Oxford University Press, 2013), pp. 96-120
4. Excerpts from Gregory Dowd, *A Spirited Resistance: The North American Struggle for Unity, 1745-1815* (Baltimore: Johns Hopkins University Press, 1992), pp. 33-40, 103-115, 123-129
5. Jeffrey Ostler, "'Just and Lawful War' as Genocidal War in the (United States) Northwest Ordinance and Northwest Territory, 1787-1832," *Journal of Genocide Research* 18 (March 2016): 1-20
6. "Tecumseh's Speech to Governor Harrison," in Logan Esarey, ed., *Messages and Letters of William Henry Harrison*, 2 vols. (Indianapolis: Indiana Historical Commission, 1922) 1:463-468
7. Letter of Thomas Jefferson to John Breckinridge, August 12, 1803, in Andrew A. Lipscomb, ed., *The Writings of Thomas Jefferson*, 20 vols. (Washington, D.C.: Thomas Jefferson Memorial Association, 1903-1904), 10:407-411
8. Walter R. Echo-Hawk, Chapter 4, "*Johnson v. M'Intosh*: How the Indians Lost Legal Title to America," *In the Courts of the Conqueror: The Ten Worst Indian Law Cases Ever Decided* (Golden, Colo.: Fulcrum, 2010), pp. 58-84
9. Tiya Miles, "'Circular Reasoning': Recentering Cherokee Women in the Antiremoval Campaigns," *American Quarterly* 61 (June 2009): 221-243
10. Rennard Strickland and William M. Strickland, "Beyond the Trail of Tears: One Hundred Fifty Years of Cherokee Survival," in William L. Anderson, *Cherokee Removal: Before and After* (Athens: University of Georgia Press, 1991), pp. 112-138
11. Roger L. Nichols, Chapter 4, "The Black Hawk War, 1832," *Warrior Nations: The United States and Indian Peoples* (Norman: University of Oklahoma Press, 2013), pp. 77-99

12. Thomas Burnell Colbert, “‘The Hinge on Which All Affairs of the Sauk and Fox Indians Turn’: Keokuk and the United States Government,” in R. David Edmunds, ed., *Enduring Nations: Native American in the Midwest* (Urbana: University of Illinois Press, 2008), pp. 54-71
13. Larry Eugene Rivers, Chapter 10, “The Second Seminole War,” *Rebels and Runaways: Slave Resistance in Nineteenth-Century Florida* (Urbana: University of Illinois Press, 2012), pp. 131-145
14. John P. Bowes, Chapter 5, “The 1833 Chicago Treaty and Potawatomi Removal,” *Land Too Good For Indians: Northern Indian Removal* (Norman: University of Oklahoma Press, 2016), pp. 149-181
15. Brenda J. Child, Chapter 3, “Reservations: Holding Our World Together,” *Ojibwe Women and the Survival of Community* (New York: Viking, 2012), pp. 63-96
16. “‘My People are All Dying,’ 1857,” in Stephen Dow Beckham, *Oregon Indians: Voices from Two Centuries* (Corvallis: Oregon State University Press, 2006), pp. 234-240
17. David G. Lewis, “Four Deaths: The Near Destruction of Western Oregon Tribes and Native Lifeways, Removal to the Reservation, and Erasure from History,” *Oregon Historical Quarterly* 115 (Fall 2014); 414-437