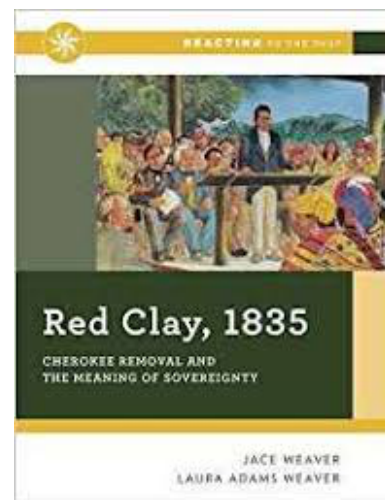


# HIST 211

## REACTING TO THE PAST (RTTP)

### NATIVE AMERICAN DIPLOMACY

## FALL 2019



**Instructor:** Jennifer R. O'Neal  
**Office:** 203 Alder/109 KIH  
**Phone:** 541-346-8830  
**CRN:** 17756  
**Classroom:** REMOTE

**Office Hours:** Wednesdays, 1:30-3:00PM  
**Email:** [joneal@uoregon.edu](mailto:joneal@uoregon.edu)  
\*Prefer Canvas messenger  
**Meeting Time:** TR 4:15-5:45PM  
**Class Website:** [canvas.uoregon.edu](http://canvas.uoregon.edu)

#### Student Preceptors:

Katherine Wherity  
**Email:** [kwherity@uoregon.edu](mailto:kwherity@uoregon.edu)  
**Office Hours:** Mon. 4:00-5:00pm (Zoom)

Lillie Clark  
**Email:** [lclark@uoregon.edu](mailto:lclark@uoregon.edu)  
**Office Hours:** Mon. 9am-10:00am (Zoom)

**Visiting Scholar:** Kevin Hatfield ([kevhat@uoregon.edu](mailto:kevhat@uoregon.edu))

---



#### Territorial Acknowledgement

The University of Oregon and the City of Eugene are located on Kalapuya Ilihi, the traditional Indigenous homelands and political territories of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were disposed of their Indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, Kalapuya descendants are primarily citizens of the Confederated Tribes of Grand Ronde and the Confederated Tribes of Siletz Indians, and they continue to make important contributions to their communities, to the University of Oregon, the state and to the world.

#### Course Description

This term we will play two Reacting to the Past games: **Forest Diplomacy: War, Peace, and Land on the Colonial Frontier, 1756-1757**, and **Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty**. During the debrief sessions of the past courses when students have played Red Clay singularly, the students agreed that they would have preferred to play two games. The coupling of Forest Diplomacy and Red Clay offers several benefits for students as both learners of history and game players. Both games center on treaty councils between Native Americans and settler-colonizer Euroamericans separated by eighty years. Forest Diplomacy occurs during the late colonial period in British North

America on the Pennsylvania frontier, while Red Clay takes place in the antebellum United States during the administration of Andrew Jackson. The fundamental themes of settler colonialism, indigenous sovereignty, cultural intermediaries, intercultural contact/conflict, forms of captivity/slavery, conventions of negotiation, assimilation/acculturation, and contested notions of race, land, and identity underpin both games. The primary sources informing game action and character development allow students to explore change-over-time within these themes.

For the third year at the University of Oregon the Reacting to Past curriculum is being integrated with FIGs! Our Hidden History FIG connects this course with Professor Kirby Brown's **ENG 244: Intro to Native American Literature** course and our **History 199: Hidden History seminar**. Hence, the content, themes, theory, readings, and exercises of these three courses will reinforce one another, and enables student to apply their learning, ideas, and questions across all three classes. The FIG and Hidden History Seminar will also host a research-based project enabling students to apply what they are learning and the issues they are interrogating in the RTTP games and ENG 244 in a meaningful and experiential way to the campus and local community. RTTP students have frequently reflected at the end of the course how they can take the next step from student/scholar to activist/organizer and transfer the knowledge and context they have gained of the past to the present and address the legacies of colonization, white supremacy, slavery, and structural racism.

We are also uniquely fortunate to have three undergraduate peer educators co-facilitating our RTTP games. **Lillie Clark and Katherine Wherity** are all RTTP veterans having played both games, and will be embedded in our course as peer mentors and coaches, called "Preceptors," to students and factions as they enact their roles.

### **The Games in Brief – Forest Diplomacy and Red Clay**

*Forest Diplomacy* begins with Pennsylvania and the Delaware Indians (or Lenâpé) engaged in a vicious and destructive war. The focus of the game is a treaty council, which seeks to end the conflict. At the outset, instructors use traditional methods to help players familiarize themselves with the historical context, previous treaties, firsthand accounts of the war, controversies over Quaker pacifism, and various Iroquois and Lenâpé cultural texts. Then the game begins. –Nicolas Proctor, Game Author

*Red Clay, 1835* takes place at a critical juncture in the life of the Cherokee Nation and its relations with the United States. Georgia had been clamoring for the federal government to remove the Cherokee from its state ever since the 1802 Compact. In recent years, their demands have become more urgent, especially after the discovery of gold in the Cherokee Nation in 1829. The focus of the game is the Cherokee National Council meeting at Red Clay, Tennessee in October 1835, at which United States commissioners formally presented the Cherokee with terms for a removal treaty. –Jace Weaver, Game Author

### **Reacting to the Past Pedagogy**

In many respects, the Reacting to the Past (RTTP) curriculum might be understood as the historical analog to language immersion learning environments. Originally innovated by historian Mark Carnes (Barnard College), this inquiry-based curriculum invites learners of history to inhabit the role of a specific historical actor or fictional composite figure. Students engage their reconstruction of the past through

the lens and perspective of their role, and immerse themselves into the primary sources created by their historical character. The RTTP games re-invest a sense of contingency, complexity, and conditionality into historical study by situating students within liminal or boundary spaces lying between cultures, ideologies, motivations, and behaviors. This positioning places historical decision-making back into the hands of the students.

The RTTP games are constructed around liminal times—trials, wars, revolutions, removals—when individuals, communities and societies are facing unstable periods of “becoming,” transition, or transformation. The Red Clay game aspires to humanize the history of “racial identity, United States expansionism, sovereignty and nationhood, cultural change and dislocations, how one deals with social problems, and the sectional divisions that eventually lead to the American Civil War.” The Game challenges players to recover the voices of historical actors traditionally marginalized from our narratives of national history through the interrogation and critical reading of primary sources. The roles enacted by students are not didactic simulations, but instead a chance for students to participate actively in historical processes within a plausible context underpinned by authentic documents and contextual knowledge. Ultimately, the goal is to create a history laboratory of sorts that allows students to practice the historian’s craft and wrestle with key historical concepts (e.g. causation, agency) and hone their critical thinking and interpretive skills.

Carnes describes RTTP games as “**Subversive Playworlds**” defined by four characteristics:

- 1) **Competition:** Every role has individual “victory objectives” that are also framed by the role’s membership within a particular faction or “indeterminate” persona navigating between factions. Reacting games are structured to have winners and losers because conflict is embedded in the most significant historical moments. Some ideas prevail, and some do not; some groups (factions, social classes, nations) win, some lose.
- 2) **Pretend/Make-Believe:** Students take on identities and remain “in-character” throughout the game. The drama and tension of the games, the oddness of the historical settings, the inversion of status, and the emotional intensity—all of these combine to create a psychological dynamic known as liminality: a transitional state characterized by the effacement of one identity and its replacement with something else. A student’s normal self is set aside and a new, and imaginatively more powerful, one, replaces it.
- 3) **Subversion of Authority:** The games deliberately undermine the traditional “direct instruction” dichotomy between teacher (transmitter of authorized knowledge) and student (passive receiver of information). The Game Master’s (formerly known as the instructor) role becomes one of offering the guided autonomy to students to play the game.
- 4) **Absurdity— Fun!** During the game unusual and unexpected things happen. For this reason Reacting classes often take on an unusual emotional tenor: laughter, confusion, tension, discomfort, unpredictability, and weirdness. All of these are evidence of liminality. Sometimes liminality is unsettling, but nearly always it is interesting.

## Course Learning Objectives

The principal learning objective of the course is to create the intellectual and constructivist space where “learners” become producers of knowledge and ideas rather than passive consumers of information. In contrast to lecture-based, content-coverage surveys, the RTTP curriculum is structured for students to demonstrate learning through their practice of critical thinking, questioning, researching, writing, arguing, and debating.

Students completing this RTTP Course will:

1. Understand the basic principles of Indigenous political status, tribal sovereignty, settler colonialism, federal Indian policy, and treaty rights
2. Acquire basic knowledge of early Native American history, including treaty rights and diplomacy.
3. Analyze complicated primary source materials to address historical questions
4. Apply content knowledge to form original arguments and inform decision-making
5. Deliver persuasive oral presentations citing specific evidence and reasoning
6. Speak and negotiate extemporaneously
7. Compose expository essays in the form of written “game assignments”
8. Collaborate in groups to develop strategies and solutions for complex problems
9. Understand the methodological, historiographical and epistemological challenges facing historians when attempting to reconstruct the past.
10. Create new and original solutions and agreements to historical dilemmas and conflicts
11. Evaluate multiple and contrasting perspectives, beliefs and positions
12. Demonstrate empathy for historical actors and their experiences
13. Exercise metacognitive thinking and awareness

### **Respect and Honoring Native American History and Culture:**

#### **A Note on “Playing Indian”**

*Red Clay* game creator Jace Weaver, is Professor of Native American Studies and Religion at the University of Georgia, and as a citizen of the Cherokee Nation has dedicated his research and scholarship to community-driven research for the Cherokee Nation and the Cherokee National Historical Society. Dr. Weaver shares some thoughtful caveats about role playing across racial, gender, and cultural boundaries that I believe bear repeating here:

“Limnality is at the essence of Reacting games. By entering into characters of a different time and place as fully as possible, students step outside themselves when in character and attempt to understand what someone in that position faced. Students often get into character by dressing up as their character. This is encouraged. On the other hand, there is a long tradition in America of “playing Indian,” that is to say dressing up as stereotypical Indians (See, Philip Deloria, *Playing Indian*). This should be discouraged and disallowed.”

In *Red Clay*, there are two opportunities for “playing Indian.” Costume is obviously another potential area for difficulty. Students must not come to class in feathers and face paint. In the 1830s, traditional Cherokee men dressed much like their White frontier counterparts with some exceptions. They might wear medallions or gorgets around their neck. They might wear a colorful sash. Traditional male headwear was a turban. Examples of this apparel can be found in the illustrations of Sequoyah and George Lowrey in Thurman Wilkins’s *Cherokee Tragedy*. More “civilized” or acculturated Cherokees dressed like affluent White Americans in stock-collared shirts or collar and ties and cutaways or tails. Again, examples can be found in the illustrations in the Wilkins, and students should be encouraged to research in the library or on the web.

We have not found the other pitfall to be a problem, but we can envision it becoming one. This is the use of the “ugh/um” construction for stereotypical “Indian” speech. The Cherokees prized oratorical skill. Some of those depicted in the game are highly educated for the time. Others are not. But whether they are schooled or not and whether they would be speaking in English or Cherokee (the National Council operated bilingually), they were highly articulate. Metaphor was highly prized, and students should be encouraged to explore extended metaphors and similes. If anyone breaks into broken English, you should intervene and stop it.”

Ultimately, students will inhabit and perform their roles “intellectually,” and with full respect and dignity. Students will not change their speech patterns or accents to “mimic” historical characters, nor will they perform theatrically (costumes, body gesture) that perpetuate stereotypical or prejudiced constructs of race, gender, religion or other expressions of identity.

### **Required Reading**

Perdue, Theda and Michael D. Green. *The Cherokee Nation and the Trail of Tears*. Viking, 2007. Available at the UO Bookstore.

Proctor, Nicolas. “Forest Diplomacy: War, Peace, and Land on the Colonial Frontier, 1756-57.” Available at the UO Bookstore.

Weaver, Jace and Laura Adams Weaver. “Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty.” Available at the UO Bookstore.

Merrell, James. H. *Into the American Woods: Negotiations on the Pennsylvania Frontier*. Norton, 2000. Available at the UO Bookstore.

Character Role Sheets. Distributed to students confidentially by the Instructor.

## Canvas Course Resources

**Materials.** The instructors will post all course materials, including the syllabus, game books, PowerPoints presentations, multimedia content, course readings, and other handouts in the “Files” section of Canvas. The instructor will also upload students’ Primary Source Analysis Papers and Constituency Reports as resources for the game.

**Grade Center.** Students may access their scores for all course exercises and assignments throughout the term in Canvas.

**Faction Groups.** Students will be enrolled in “Groups” within Canvas based on their faction affiliation to facilitate confidential planning and communication among faction members for each game: Forest Diplomacy: Interpreters, Indians, Proprietary, Anti-Proprietary, Independents; Red Clay: Treaty Party, National/Ross Party, the Whites, and the Indeterminates. The “Groups” can be accessed under “People” in Canvas. Although the Indeterminates do not represent a formal faction, an on-line space will be provided for their consultation as well. Participation in these faction “Groups” is optional and will not be graded/evaluated by the instructor. They are provided as a resource for the players.

## Assignments & Evaluation

<i>Assignment</i>	<i>Requirement</i>	<i>Possible Points</i>
<b><u>Primary Source:</u></b>		
Analysis Paper (Red Clay)	1–2 pages	10
Oral Presentation(Red Clay)	3–5 minutes	10
Analysis Paper (Forest Diplomacy)	1–2pages	10
Oral Presentation(Forest Diplomacy)	3–5 minutes	10
<b><u>Forest Diplomacy:</u></b>		
Tutorial Meeting	15 minutes	10
First Assignment	3–5 pages	20
Second Assignment	3–5pages	20
“In-Character” Game Play	N/A	15
<b><u>Red Clay:</u></b>		
Tutorial Meeting	15 minutes	10
Hermitage Debate Assignment	3–5 pages	20
Quiz	3–5 pages	10
First Assignment	N/A	20
Second Assignment	3–5 pages	20
“In-Character” Game Play	N/A	15

NOTE: Full descriptions and instructions for every assignment is posted in the course Canvas site under the “Assignments” tab.

**Total Possible Points for Entire Course = 200 points\***

Final Course Grade Breakdown

"A" Range:	200- 180
"B" Range:	179.99-160
"C" Range:	159.99-140
"D" Range:	139.99-120
"F" Range:	119.99 and below

## COURSE POLICIES

### Course Content and Intellectual Discussions

I am committed to ensuring our time together is generative and engaging and that our "classroom" remains a respectful and open space for the exchange of diverse opinions, ideas, and perspectives. Disagreements are welcome, and can indeed lead to productive and informed discussions and debates, but disrespect or hostility of any kind will not be tolerated. Please work with me to establish this class as a mutually-supportive space for the expression of differing ideas, values, and beliefs.

*NOTE: Due to the ongoing histories/experiences of settler-colonial violence, institutional and individual racism, dispossession, and genocide that frame both the colonization of the Americas and Indigenous responses to it, this course will openly engage these and related issues without censorship. The class content will require engagement with difficult language and situations; it is imperative that students are aware of how this content may affect themselves as well as others within the class and that each of us employ an ethics of care in our speech, discussions and writing. **Please be respectful of your fellow classmates.** If content makes engagement and participation difficult, please reach out to me to make alternative arrangements. Your care is of the utmost concern.*

### Class Communication

Get in the habit of checking your UO email and our course Canvas page regularly (ie. daily) as these platforms will be our primary means of communication until in-person classes resume. I highly suggest downloading the Canvas app to your phone so that you can receive important information and notifications.

### Instructor Communication

I prefer you contact me via Canvas messenger ONLY – please do not use my personal email unless absolutely necessary. I teach multiple courses and using Canvas helps to coordinate messages for these different courses. If you need to speak over the phone, my office phone is forwarded to my cell phone, however DO NOT send text messages to that number as they will not be received. Please be aware that I do not respond to emails sent after 5pm on weekdays; I similarly do not respond to email sent over the weekend until after 8am the following school business day. I will respond to Canvas messages within 24 hours on Monday-Fridays (48 hours over weekends).

### Assignment Deadlines

The deadline for each assignment will be specified in the corresponding assignment overview in Canvas in the Assignments module. Assignments and other work are due before or on the dates specified in the syllabus. When submitting assignments, please be sure to **budget time for potential technical issues**.

### **Late Assignments**

Extensions or incompletes are only granted in the case of medical and personal emergency. However, I of course understand we are in a very different time, so if you need additional time please simply speak with me ahead of time. All requests for extensions must be communicated and coordinated with me as soon as possible. Extensions on assignments must be granted and approved in advance of the assignment deadline. Late submissions are subject to a FIVE-point reduction per day. ***Please do not wait until the end of the term to turn in missing assignments.***

### **Policy on Absences, Missed Deadlines & Incompletes**

The course structure makes it impossible to make up missed classes, so regular class attendance is mandatory. If you are unable to attend a class session, you must email the instructor. Once Game Play begins full attendance is imperative. Students anticipating missing a game session must provide the instructor and their faction members with advanced notice. The game will move quickly and cover significant ground each session. As such, missing deadlines should only be done in case of emergency and with approval from the course instructor.

### **University Academic Honesty Policy**

All work submitted in this course must be your own and produced exclusively for this course. You must acknowledge and document the ideas and words of others. The presentation of un-cited or un-acknowledge material acquired from any source—written, verbal, online—is defined as plagiarism. Violations are taken seriously and are noted on student disciplinary records. Please consult the instructor if you have more specific questions about the definition of plagiarism. Students are also encouraged to visit the UO Libraries' website: "Avoid Plagiarism – Give Credit Where Credit is Due." <http://libweb.uoregon.edu/guides/plagiarism/students/>

### **Policy on Accessible Education**

The University of Oregon is working to create inclusive learning environments. Please notify the instructors if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu) . <http://aec.uoregon.edu/faculty/procedures.html>



## HIST 211 RTTP Native American Diplomacy: Detailed Weekly Schedule

DATE	DUE	AGENDA
<b>WK 1:</b>		<b>Teaching, Learning, and Knowing History: A Pedagogical Reflection</b>
T 9/29		<p><b>What Is RTTP? Presentation &amp; Introductions:</b> Course &amp; Game Overviews</p> <p><b>Thought Experiment:</b> Exploring the Past: What do you know? How do you know it? How did you learn it? How were you taught it?</p> <p>➡ <b>Casting Survey and Forest Diplomacy Reading Assignment</b></p>
R 10/1		<p><b>Lecture:</b> Native Americans &amp; the Doctrine of Discovery</p> <p><b>Reading Discussion: Forest Diplomacy Historical Context</b> Forest Diplomacy Game Book pp. 5-63 (see Canvas)</p> <p>➡ <b>Assignment of Forest Diplomacy Roles</b></p>
<b>WK 2:</b>		<b>Forest Diplomacy: Historical Context / Primary Source Analysis &amp; Discussion</b>
T 10/6		<p><b>Forest Diplomacy Game Mechanics and Rules Overview</b></p> <p><b>Lecture: Iroquois Diplomacy</b></p> <p>➡ <b>Forest Diplomacy Primary Source Analysis &amp; Discussion Part I</b></p> <p><b>Reading:</b> 1) Philadelphia Treaty of 1742; 2) Lancaster Treaty of 1744 Part I: Maryland; 3) Part II: Virginia; 4) Part III: Conclusions; 5) Carlisle Treaty of 1753; 6) John Heckwelder, "The Coming of Miquon"; 7) David Zeisberger, "Delawares and the Allegheny River Valley,"; 8) John Woolman, "Epistle from Society of Friends, 1755"; 9) William Smith, "A Brief State of the Province of Pennsylvania, 1755,"</p>
R 10/8		<p><b>Forest Diplomacy Game Mechanics and Rules Overview</b></p> <p><b>Lecture: Proprietary and Anti-Proprietary</b></p> <p>➡ <b>Forest Diplomacy Primary Source Analysis &amp; Discussion Part II</b></p> <p><b>Reading:</b> 10) "Deliberations of the Governor's Council, 1756"; 11) John Armstrong's Account of the Kittanning Fight, 1756; 12) Testimony of John Cox, an Escaped Prisoner, 1756; 13) Great Law of the Iroquois League; 14) Merrell, <i>Into the American Woods</i>, chapter 5; 15) Merrell, <i>Into the American Woods</i>, chapter 7.</p>
F 10/9		<b>Tutorial Meeting Deadline</b>
Su 10/11		➡ <b><u>Primary Source Analysis Papers Due by 11:59pm</u></b>
<b>WK 3:</b>		<b>Forest Diplomacy: Prelude</b>
T 10/13		<p><b>Former Student Panel:</b> Veterans of the Forest Diplomacy and Red Clay games will visit to share lessons learned, game strategies, and helpful advice prior to the first game.</p> <p><b>Prelude, Part I</b></p> <p><b>Game Play:</b> Players assemble into three groups: Interpreters, Pennsylvanians, and Indians. Interpreters serve as "go-betweens."</p>
R 10/15		<p><b>Prelude, Part II</b></p> <p><b>Game Play:</b> Players assemble into two groups: Pennsylvanians and Indians. Players complete their First Reports and prepare for formal Treaty Council.</p>

*\*Please consult individual Role Descriptions for the due dates of First and Second Constituency Reports*

DATE	DUE	AGENDA
<b>WK 4:</b>		<b>Forest Diplomacy: Formal Treaty Council</b>
T 10/20		Treaty Council First Session <ul style="list-style-type: none"> <li>• Opening Ceremonies and Oratory</li> <li>• Talks “In-the-Bushes” as needed</li> <li>• Council Deliberations</li> </ul>
R 10/22		<b>Treaty Council Second Session</b> <ul style="list-style-type: none"> <li>• Indian Response</li> <li>• Talks “In-the-Bushes” as needed</li> <li>• Council Deliberations</li> </ul>
<i>*Please consult individual Role Descriptions for the due dates of First and Second Constituency Reports</i>		
<b>WK 5:</b>		<b>Forest Diplomacy: Treaty Council &amp; Coda</b>
T 10/27		<b>Treaty Council Third Session</b> <ul style="list-style-type: none"> <li>• Begin with separate faction meetings (Pennsylvanians &amp; Indians)</li> <li>• Resume formal Treaty Council</li> <li>• Conclude Council</li> <li>• Return to separate faction meetings to prepare for Coda</li> </ul>
R 10/29		<b>Coda</b> <ul style="list-style-type: none"> <li>• Players meet in separate factions</li> <li>• Distribution of publications and official treaty document</li> <li>• Registration of Side Deals (as relevant)</li> <li>• Indians make final decisions on matters before them</li> <li>• Pennsylvania Assembly votes on appropriations</li> <li>• The Proprietary makes final decisions.</li> <li>• Interpreters serve as “go-betweens” to ensure Treaty is upheld</li> </ul>
S 11/1		🔄 <b><u>Assignment Due: FD Second Reports</u></b>
<b>WK 6:</b>		<b>Forest Diplomacy Debrief &amp; Red Clay Overview</b>
T 11/3		<b>Forest Diplomacy Game Debrief: “Flipping Over the Cards”</b> <ul style="list-style-type: none"> <li>• Game Master Announces the Game Outcomes</li> <li>• Students Break Character &amp; Reveal Their Strategies &amp; Machinations</li> </ul>
R 11/5		<b>Visiting Scholar Presentation &amp; Discussion Kirby Brown, Assistant Professor of English.</b> Professor Brown is a citizen of the Cherokee Nation and professor of English and Native studies specializing in Native writing from the late eighteenth century to the present, Indigenous critical theory, and nation/nationalism and sovereignty/self-determination studies. He is also the author of <i>Stoking the Fire: Nationhood in the Early Twentieth Century Cherokee Writing</i> , which examines how four Cherokee writers variously remembered, imagined and enacted Cherokee nationhood in the period between Oklahoma statehood in 1907 and tribal reorganization in the early 1970s. Kirby also knows the author of <i>Red Clay</i> , Jace Weaver, and will situate the historical actors of the game in the context of his own family history and identity. <b><i>Assignment of Red Clay Roles</i></b>

DATE	DUE	AGENDA
WK 7: T 11/10		<b>Red Clay Game Overview and Primary Source Analysis &amp; Discussion Part I</b>  <b>Reading:</b> 1) John Ridge, "Letter to Albert Gallatin"; 2) Elias Boudinot, Address to the Whites; 3) John Ross, et al., "Letter to John C. Calhoun"; 4) Jeremiah Evarts, "William Penn Essay"; 5) Andrew Jackson, Excerpt from the 1st Annual Message to Congress; 6) Georgia General Assembly, Georgia Indian Laws; 7) Lewis Cass, "Removal of the Indians"; 8) Sen. Theodore Frelinghuysen, "Speech Before the Senate;" 9) Cherokee Women's Petitions; 10) Wilson Lumpkin, "Speech Before Congress"; 11) David Crockett, "Report of a Speech Before Congress"
R 11/12		➡ <b>Red Clay Primary Source Analysis &amp; Discussion Part II</b>  <b>Reading:</b> 12) Indian Removal Act of 1830; 13) Memorial of the Cherokee Nation; 14) Andrew Jackson, Excerpt from 2nd Annual Message to Congress; 15) Resolution and Statements of the ABCFM; 16) Elias Boudinot, Editorials in <i>The Cherokee Phoenix</i> ; 17) George Troup, "The Sovereignty of the States"; 18) Wilson Lumpkin, Message to Georgia General Assembly; 19) <i>Cherokee Nation v. Georgia</i> ; 20) <i>Worcester v. Georgia</i> ; 21) Joseph Story, <i>Commentaries on the Constitution of the United States</i> ; 22) Alexis de Tocqueville, <i>Democracy in America</i> ; 21) James Kent, <i>Commentaries on American Law</i>
Su 11/15		➡ <b><u>Primary Source Analysis Papers Due by 11:59pm</u></b>
WK 8: T 11/17		<b>Red Clay Hermitage Summit &amp; Prelude</b> ➡ <b>QUIZ</b> <b>Hermitage Meeting &amp; Debate (Nature &amp; Extent of Indian Sovereignty)</b> <ul style="list-style-type: none"> <li>• Andrew Jackson Delivers Welcome, Introduction &amp; Address</li> <li>• John Ross Delivers Address</li> <li>• Andrew Ross Delivers Address</li> <li>• Jackson Chairs Open Discussion/Debate Among Hermitage Guests: John Ross, Andrew Ross, Lewis Cass, Joseph Story, Theodore Frelinghuysen, and Jeremiah Evarts</li> <li>• Observers Vote to Determine Which Side "Won" the Debate</li> </ul>
W 11/18		➡ <b>Tutorial Meeting Deadline</b>
R 11/19		<b>Game Play:</b> Faction Meetings & Indeterminates Meeting with Game Master <ul style="list-style-type: none"> <li>• Faction Planning</li> <li>• Preliminary Negotiations Between Factions &amp; Indeterminates</li> </ul>

DATE	DUE	AGENDA
<b>WK 9:</b>		
<b>Red Clay Council</b>		
T 11/24		<b>Game Play:</b> First Day of National Council <ul style="list-style-type: none"> <li>Faction Meetings &amp; Council Debates</li> <li>John Ross Delivers “State of the Nation Address”</li> <li>United States Representatives Present Treaty Terms</li> <li>Ross Chairs Open Discussion &amp; Hears Motions</li> </ul>
R 11/26		<b>No Class: Thanksgiving Break</b>
S 11/29		☞ <b>Red Clay First Constituency Report Due</b>
<b>WK 10 &amp; Finals:</b>		
<b>Red Clay Council &amp; Debrief</b>		
T 12/1		<b>Game Play:</b> Second Day of National Council <ul style="list-style-type: none"> <li>Faction Meetings &amp; Council Debates</li> <li>Ross or Principal Chief Calls National Council to Order</li> <li>Debate Resumes on Removal and Treaty Terms</li> </ul>
R 12/3		<b>Game Play:</b> Third Day of National Council <ul style="list-style-type: none"> <li>Faction Meetings &amp; Council Debates</li> <li>Ross or Principal Chief Calls National Council to Order</li> <li>Debate Resumes on Removal and Treaty Terms</li> <li>Deadline for Decision on Whether to Vote to Remove or Not</li> <li>Outcomes of Possible Votes</li> </ul> ☞ <b>Ross Faction Publishes Phoenix &amp; Ridge Faction Publishes Pamphlet</b>
		<b>Game Debrief:</b> “Flipping Over the Cards” <ul style="list-style-type: none"> <li>Game Master Announces the Game Outcomes</li> <li>Student Break Character &amp; Reveal Their Strategies &amp; Machinations</li> </ul>
S 12/6		☞ <b>Red Clay Second Constituency Reports Due</b>