

# **History 705—Summer Online for Teachers**

## **Wisconsin Indian History, Culture, and Tribal Sovereignty**

### **May 18-June 26, 2009**

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### **COURSE COMPONENTS**

**Assigned Readings**—There are three paperbacks required for purchase in the course. In the order that we will read them and write about them, they are:

- 1) Patty Loew, *Indian Nations of Wisconsin: Histories of Endurance & Renewal* (Madison: University of Wisconsin Press, 2001);
- 2) Ronald Satz, *Chippewa Treaty Rights: The Reserved Rights of Wisconsin's Chippewa Indians in Historical Perspective* (Madison: Wisconsin Academy of Sciences, Arts and Letters, 1991 or 1997 reissue).
- 3) my own *A Nation of Statesmen: The Political Culture of the Stockbridge-Munsee Mohicans, 1815-1972* (Norman: University of Oklahoma Press, 2005 hardcover or 2008 paperback reissue). All books are available for purchase at the UWEC Bookstore. You might also check one of the many online used book vendors. Check the course schedule below for the sequence of assigned readings.

Note # 1: If you are a student in the School of Education or already have a teaching degree and are expecting to be a classroom teacher in the State of Wisconsin, I suggest another book for purchase: Ronald Satz, et al, *Classroom activities on Wisconsin Indian Treaties and Tribal Sovereignty* (Madison: Department of Public Instruction, 1996). The volume is expensive (\$54), but well worth the investment.

Note # 2: all royalties from sales of *A Nation of Statesmen* go to the Stockbridge-Munsee Historical Committee, not to the author.

**About Online Courses and About “Desire2Learn”**—The reading assignments and some of the writing assignments I ask you to complete in this class are similar to those I ask of students in a regular section of History 705. The big difference is that we don't meet face-to-face. That means all our learning together has to take place via the written word, what you read in the books, what you read online from me and fellow students, and what you write. To access our “Desire 2 Learn” online web-based system (D2L for short), go to <https://courses.uwec.edu/d2l/> and then follow the prompts to log-in and

go to History 705, Section 601 or Section 602, depending upon which section you are enrolled.

**Course Home Page**—this should be the first page you see when you log into D2L. Look for a “news” item from me making some or another announcement. On the Course Home Page, look at the menu bar and try out the different pages....

**Content Page**—Here you will find a copy of the syllabus (this document) plus other handouts that I will post to help you with your assignments. Here is also where I will post a daily lecture, or what will be more of an outline and mini-essay of my interpretations of the subject.

**Discussions Page**—This is where you will choose a daily discussion forum to read. It is also where you will post at least one comment or question or observation a week.

**Links Page**—This page contains links mainly to primary source documents, especially some of the key ones mentioned in our reading by Loew and Satz. For your assigned essays on the reading, I am asking that you read and incorporate your comprehension of at least one of the linked primary sources.

**Dropbox Page**—This page is a place for you to submit your three required essays. It’s easier for both of us to do it this way rather than trade email attachments. Note that I have the Dropbox organized by your three papers: Paper # 1, Paper # 2, and Paper # 3. The Dropbox Page is also the place to look for my comments and evaluation of your essay. [Hint: see below in this syllabus under “Assigned Papers for You to Write” for more information on the assignments.]

**Grades Page**—D2L has a handy page where I can record your grade on your different assignments. If I make a mistake in entering a grade, you will see it soon enough and call it to my attention.

**Quizzes Page**—There are no quizzes in History 705.

**Classlist Page**—This page lists all the students registered for our class (and me). The class list is a grid that gives our last names, our first names, and our UWEC email addresses. You can edit your own name under the class list and fill out a brief profile with links to Web pages you think others might enjoy. For example, I stuck an oversize (and blurry) photo of my wife and me sitting at our kitchen table....I’m grading AIS & History papers....

**News Page**—See Course Home Page above...

**Schedule Page**—This page works as an online calendar to let you know what assignments due on what days. Check it daily.

Please note: I pledge to answer your email inquiries promptly. Write me at [joberly@uwec.edu](mailto:joberly@uwec.edu) and if you need to reach me by phone, you may call my home number: 612-379-3397.

**Assigned Papers for you to Write**—There are three writing assignments for you.

The first essay will focus on the Loew text readings, and counts for 25% of your course grade. I will post a handout in the Content Page about my expectations for this essay.

The second essay will focus on the Satz and Oberly texts and some of the primary source documents in the appendices to each book. This essay also counts for 25% of your course grade. Again, look to the Content Page for the assignment handout.

The purpose of the first two essays is to encourage you to think critically and analytically about the assigned readings and some of the linked primary sources. I will prepare more detailed handouts in the Contents Page for how to complete each essay.

For your third essay, I will assign each of you to study a Wisconsin tribe and a primary source in the form of the tribal constitution. Your task will be to apply what you learned from the readings about Wisconsin Indian history to interpret the primary source. We will get a little experience at this as a class when together we look at the U.S. Supreme Court's 1999 decision about the 1837 Chippewa treaty. Again, this essay will count for 25% of your course grade. Please consult the Contents Page for a handout for how to tackle this project.

This course is asynchronous (i.e., not on a fixed, simultaneous schedule) so you may submit your written work any time up to the last day of the course term, June 26<sup>th</sup>.

**Discussion Participation**—I want you to participate at least five times in our Discussion Page, with questions, comments, and observations about the reading and course lectures. Although the course is asynchronous, I ask you to distribute your online comments at least once per week over the five weeks between May 18 and June 26. Consider this the online equivalent of raising your hand in class and asking a question or giving your opinion. It's not a chat room—it's a Discussion Page where you can read the informed observations and questions of others and make your own contributions. You can ask a question about the assigned reading. You can make a comment about something I mentioned in my online lecture. I will try to respond to your contribution as soon as I read it, but if I don't understand your question or comment, I may ask you for a clarification or expansion on your original posting. Again, please see the Content Page for a more detailed handout on how to participate in the Discussions. *Recap: I am asking each student to contribute at least **five times** during the course to the Discussions Page, at least once per week. In other words, don't put off "raising your online hand" until June 26).*

I also ask you to keep up with your reading of what your classmates (including me) have to post in the Discussion Room.

**About Interim Courses**—We will accomplish in five weeks what UWEC normally expects of a student attending a weekly one-hour class in sixteen weeks. That means an intensive commitment to the class and its work on your part. My best advice to you is to keep you with your readings and you will then be able to keep up with your essay and discussion assignments. You cannot fall behind because there will be no chance to catch up. You must turn in essays by June 26<sup>th</sup>. I will not accept late essays in this class.

**Grading**—There are three elements that will make up your grade in History 705:

- three essays, 25% each for 75% of your course grade
- five discussion contributions, 4% each, for 20% of your course grade
- class list profile, 5% of your course grade for completing your profile in the Class list Page (see above)

## **COURSE OUTLINE: Lecture Topics and Reading Assignments**

### **Part One: Wisconsin as Indian Country, 10,000 BCE to 1829**

Introduction; Why Study Wisconsin Indian History?

Wisconsin before the Europeans, part one (Reading: Loew, Chapter 1)

The European “Discovery” of Wisconsin (Reading: Loew, Chapter 2)

The Four Horsemen: Disease, War, Alcohol, and Dependency, Part One (Reading: Lowe, Chapters 3-7)

### **Part Two—Nineteenth Century Forced Acculturation and Assimilation**

Setting Boundaries in Indian Wisconsin, 1811-1827 (Reading: Satz, Chapter 1; Oberly, chapters 1-2)

1837, Year of Indian Land Sales & Removals (Reading: Satz, ch. 2)

Treaties in the 1840s: Ojibway, Menominee, Stockbridge-Munsee (Satz, chs. 3-4; Oberly, chapter 3)

The reservation treaties of the 1850s and the end of Indian Removal from Wisconsin (Satz, ch. 5; Oberly, chapter 4)

Fast Forward to 1999: The Supreme Court examines the 1837 Treaty (Satz, Chapters 6-9)

### **Part Three--Wisconsin Indians in the Twentieth and Twenty-first Centuries**

The Assault on Tribal Sovereignty, 1880-1920 (Oberly, chapters 5-6)

The Indian New Deal in Wisconsin (Oberly, chapter 7)

The treaties revisited, The Indian Claims Commission (Oberly, chapter 8)

The Advent of Casino Gambling in Indian Wisconsin

Wisconsin Indian Culture and Tribal Sovereignty in the 21<sup>st</sup> Century