

## **History 495 Research Seminar Indian Removal in the 19<sup>th</sup> Century**

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11:45  
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TTH 10:30-  
Office Hours: TTH 12-  
1  
Class UNIV 319

### **Course Objectives**

This course is designed to introduce students to historical research through a topic selected by the instructor. Upon successful completion of the course students will be familiar with some of the methodologies, theories and resources employed by academic historians in the production of history. The general topical emphasis of this course is Indigenous history, more specifically the policies, experiences and impacts of the Indian removal policies. Students will examine primary and secondary sources organized to enhance and encourage diverse avenues of inquiry. Students will also be introduced to interdisciplinary methods and resources utilized by scholars of indigenous history and studies. The course will culminate in the production of a research paper.

### **Student Learning Outcomes:**

- Analytical skills sufficient to distinguish between primary and secondary sources, to analyze arguments and interpretations, and to recognize interpretive conflicts
- Research skills sufficient to conduct an investigation, consulting appropriate works for developing a bibliography
- The ability to interpret evidence found in primary sources and develop an historical argument based on and sustained by the evidence available
- Writing skills sufficient to write historical essays that are coherent, cogent, and grammatically correct

### **Materials**

Wallace, *Jefferson and the Indians (Documents) (sources listed)*  
Satz, *American Indian Policy in the Jacksonian Era (sources)*  
Various readings—Blackboard Learn pdf

### **Important information**

--Readings are available on Blackboard Learn. Print the readings and bring them to class when they are assigned for discussion with your notes either on the pdfs or separately. The seminar's success will depend on your ability to discuss, questions and think critically about the readings.

--The most efficient way to contact me (other than office hours) is to email me directly at the above address. While I post readings on Blackboard Learn, I do not regularly check that email. If you send an email through Blackboard Learn, it may go unread for sometime.

--Smart Phones, ipads and laptops are not permitted in this class. I am an avid fan of the named technologies. That stated, the fundamental nature of the seminar is a discussion between scholars and those technologies do not enhance the intellectually intimacy of a seminar.

### **Class Schedule**

The first seven weeks of the semester will be devoted to consideration of the major historiographical and theoretical underpinnings of the topic. We will also consider the practical applications of relative primary and secondary sources. Emphasis will be placed on exposing students to the resources and tools readily available to them through their local research facilities and online sources. In the final third of the semester, students will undertake focused work on a particular topic and write a research essay based on their efforts.

### **Assessment**

Your success in this course depends solely on your attendance, preparation, participation and completion of assignments.

### **Attendance**

This course is a 400 level, upper division course and a seminar. It is in part preparation for your entry into a professional career. Therefore I expect professionalism from you at all times. It is expected that you acquired a mature, professional outlook regarding your undergraduate education and that your absences will be limited to illness or conflicts with other obligations that are unavoidable. Role will be taken at each class meeting. Excessive tardiness will not be tolerated. If you are unable to attend class for one of the forenamed reasons, you are required to send an email, informing me of your absence. An accumulation of unexplained absences will negatively impact your grade.

### **Preparation**

Students are required to read ALL assigned readings thoroughly BEFORE the class meets. In order to discuss the readings it is imperative that you take notes while reading the articles and **bring your notes and the readings to class.**

### **Participation**

The class meetings are centered on the discussion of assigned readings. The lecture portion (if any) of the class meetings will be brief and will only provide the historic context for the assigned readings. The greater part of each class meeting will be a discussion of the assigned readings. All students are expected to make meaningful contributions to the class discussion over the course of the semester.

### **Assignments**

--2 Primary source analyses (Documents provided)  
    Thursday 8/30  
    Thursday 9/6

--6Research essay (proposal, annotated bibliography, outline and first 2 pages, draft, final essay)

Tuesday 9/11 Proposal presentations  
Tuesday 9/25 Annotated Bibliography  
Tuesday 10/2 Outline and first 2 pages  
Tuesday 11/1 Draft  
Thursday 12/6 Final Essay

FAILURE TO COMPLETE ALL COMPONENTS OF THE RESEARCH PROJECT AND ALL WRITTEN ASSIGNMENTS WILL RESULT IN **COURSE FAILURE**. IT IS YOUR RESPONSIBILITY TO KEEP TRACK OF YOUR WORK, YOUR SCHEDULE AND YOUR PROFESSIONAL OBLIGATIONS.

### Schedule

#### **Week 1 August 22-23**

Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*, Boston: Beacon Press, 1995, Chapter 1 "The Power in the Story," 1-31. pdf

Fogelson, Raymond D. "The Ethnohistory of Events and Nonevents," *Ethnohistory*, vol. 36, no. 2, 1989, 133-147. pdf

#### **Week 2 August 28-30**

Wallace, Introduction and Chapter 1-5  
August 30 Primary Source Analysis Due

#### **Week 3 September 4-6**

September 6 Primary Source Analysis Due--Library Day  
Wallace, Chapters 6-10, Conclusion

#### **Week 4 September 11-13**

September 11 Proposal Presentations  
Satz, Introduction, Chapters 1-5

#### **Week 5 September 18-20**

Satz, Chapters 5-9, Epilogue

#### **Week 6 September 25-27**

September 25 Annotated Bibliography Due  
Bowes, Introduction, Chapters 1-2 (pdf)

#### **Week 7 October 2-4**

October 2 Outline and 2 pages due  
Warren, Introduction, chapter 1,2 (pdf)

#### **Week 8 October 9-11**

October 9 Fall Break (No Class)

**Week 9 October 16-18**

Research

**Week 10 October 23-25**

Research

**Week 11 October 30-November 1**

Research

November 1 Draft Due

**Week 12 November 6-8**

Consultations

**Week 13 November 13-15**

Consultations

**Weeks 14 November 20-22**

Consultations

**Week 15 November 27-29**

**Week 16 December 4-6**

December 6 Final Essay Due