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## **The Early Republic and Indian Country, 1812-1833**

**NEH Summer Institute for Teachers  
July 16–August 10, 2012**

Letter from the Co-Directors

Scott Manning Stevens, Ph.D., Director, McNickle Center, Newberry Library  
Frank Valadez, Executive Director, Chicago Metro History Education Center

Dear Colleague,

The Newberry Library is pleased to announce that it will host a four-week NEH Summer Institute for school teachers, titled, “The Early Republic and Indian Country, 1812-1833,” between July 16 and August 10, 2010, in Chicago.

This summer institute will examine the transformation of the lands between the Appalachian Mountains and the Mississippi River from “Indian Country” to “U.S. territory,” from North to South, between 1812 and 1833. The Newberry Library has long been in the forefront of the study of Native America, in both its collections and sponsored scholarship, and it is the perfect place to host an institute that bridges the divide between American Indian history and traditional narratives of U.S. history by exploring the borderlands and backcountry of the trans-Appalachian west.

Participating teachers and educational professionals will benefit not only by working with top-flight scholars and the resources available at the Newberry Library, and in other archives and museums in the Chicago area, but also by providing an opportunity to investigate more deeply an all-too-often overlooked topic in American history—the cultural, political, social, and economic interactions among the diverse groups of people who occupied and travelled through Indian Country during the era of the Early Republic.

From the close of the 18th century, the trans-Appalachian west was a contested space in which different groups, some of whom had long called the area home, battled over its future. Would the region become integrated into the United States and settled by American farmers and townspeople intent on extending U.S. economic and political systems westward? Or would it become part of a united Indian territory where European customs, power, and immigrants were unwelcome? Or was it possible that the region would remain as it had developed in the prior centuries—territories controlled by separate Indian nations, but open to Euro-American traders?

While the outcome of this region’s development may seem preordained, at several key points along the way this history could have turned out quite differently. Instead of a simple and inevitable evolution, the history of the trans-Appalachian west is complicated and filled with contingency shaped not only by national and imperial policies but also by the actions of individual men and

women living in the region. In recent years, historians have addressed issues such as these, but not much of this work has yet found its way into K-12 classrooms. This Institute will explore this research with an eye to helping teachers enrich their students' understanding of this historical era.

**Below you will find more detailed information about the faculty, readings, and resources provided by this Institute.** You will also find application instructions as well as information about housing in Chicago. Please read further if you find this Institute interesting and wish to apply to participate.

We look forward to hearing more about your interest in the summer institute. Should you have any questions, please feel free to contact Jade Cabagnet at the Newberry at the address given below.

Sincerely,

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## **Institute Content and Schedule**

This four-week institute will cover a range of compelling topics, and it will introduce NEH Summer Scholars to fascinating resources and engaging scholars. Institute participants will meet four times each week to discuss common readings—as well as materials found through their own research—with Institute faculty and staff. The syllabus and reading schedule will be circulated in advance of our first meeting with all primary readings and available editions noted. The course material will be divided along broad thematic lines, exploring “Currents of Indian History in the trans-Appalachian west” (Week One); “Assimilation or Middle Ground” (Week Two); “The Native Challenge” (Week Three); and “Indian Removal in the trans-Appalachian West” (Week Four). Organizing the institute in this way will provide both a historical narrative of the transition of the western portion of the region between the Appalachians and the Mississippi River from Indian country to American territory that can stand alone or be incorporated into the traditional U.S. history narrative.

The institute will open with an introductory session led by the director, Scott Manning Stevens and Lead Scholar Ann Durkin Keating, giving an overview of the institute and its goals. In the afternoon an introduction to the institute will be followed by a special session devoted to the library’s Ayer Collection and reference resources led by John Brady, the Newberry’s Bibliographer of Americana and Director of Reader Services, and John Aubrey, Ayer Librarian.

Following these introductions, the first week’s sessions (Tuesday and Wednesday morning) on “Currents of Indian history in the trans-Appalachian West” will be led by Scott Manning Stevens (Newberry Library) and will explore this wide region in the period leading up to US independence, beginning with the history of groups as diverse as the Shawnee, Miami, Potawatomi, Creek, and Cherokee as they responded to the colonial and settler initiatives of the French, British, and Americans. The required reading will include selections from Daniel Richter’s *Facing East from Indian Country: A Native History of Early America*, (2001) and Richard White’s *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (1991). Primary source materials will include: Albert Gallatin’s important 1836 “Map of the Sites of Indian Tribes of North America... 1600 A.D. – 1800 A.D.” This will also serve to introduce NEH Summer Scholars to the library’s renowned cartographic collection. The Friday local session will be devoted to looking at the place of the Miami, Fox, Odawa, Potawatomi, Ho-Chunk and other Indian groups in the narrower region around Chicago before 1811. Teachers will read selections from R. David Edmunds, *The Potawatomis: Keepers of the Fire* (1978), Claudio Saunt’s *A New Order of Things: Property, Power, and the Transformation of the Creek Indians, 1733-1816* (1999), and explore the descriptions of Indian life and politics found in the letters of U.S. Creek Indian agent Benjamin Hawkins (1754-1816), whose papers the Newberry holds.

The second week will consider “Assimilation or Middle Ground.” Professor Susan Sleeper-Smith, Michigan State University, will lead this portion of the institute. Sleeper-Smith will focus on the ways that Indian groups chose to incorporate Euro-American trade and culture into village life. She will pay particular attention to the role that gender played in the response of Indian groups like the Potawatomi to contact with Euro-Americans. Marriage between Euro-American men and Indian women created mixed-race communities that followed neither the assimilation nor separation sought over time by the U.S. government, or the nativist vision of men like Tecumseh and his brother Tenskwatawa. Assigned reading will include selections from Sleeper-Smith’s *Indian Women and*

*French Men: Rethinking Cultural Encounter in the Western Great Lakes* (2001), as well as Helen Hornbeck Tanner, *Atlas of Great Lakes Indian History*; Theda Perdue, "Native Women in the Early Republic: Old World Perceptions, New World Realities," in *Native Americans and the Early Republic*, ed. Fred Hoxie, Ronald Hoffman, and Peter J. Albert (1999), and Richard White, "The Fiction of Patriarchy: Indians and Whites in the Early Republic," (in *Native Americans and the Early Republic*). In the Friday session on the Chicago region, Professor Keating will turn to the lives of *metis* families around Chicago, including Jean Baptiste Point du Sable, an Afro-French trader married to a Potawatomi woman, named Catherine, who lived at Chicago from the late 1780s to 1800. Readings will include excerpts from Keating's forthcoming book *Chicago in Indian Country: The Place of the Fort Dearborn Massacre 1795-1833* as well as primary sources drawn from account books of local traders.

The third week's session, "The Native Challenge," will be led by Professor R. David Edmunds, University of Texas at Dallas. Professor Edmunds will focus the discussions on the political and social conditions that led various tribes to form alliances under Tecumseh, as well as the native resistance leadership of Creek leaders like Red Eagle. He will explore the military strategies that led to the western Indian wars that intersected with the wider War of 1812. The assigned reading will include portions of Professor Edmunds's *Tecumseh and the Quest for Indian Leadership*, 2nd Edition (2006) and Joel W. Martin's *Sacred Revolt: The Muskogee Struggle for a New World* (1993). Primary sources to be examined will include: Dudley Thomson's manuscript account of his captivity among the Indians of Michigan during the War of 1812 and Moses Dawson's 1824, *A Historical Narrative of the Civil and Military Services of Major-General William Henry Harrison* (1824). We will also consult John Melish's 1813, *A Military Atlas of the United States*. During the Friday session devoted to Chicago, Professor Keating will explore the role of militant Potawatomi, such as Main Poc and Blackbird, on Chicago during the war, as well as conciliators, exemplified by Black Partridge, Topinbee, and John Kinzie. Readings will include Edmunds's article on Main Poc and excerpts from Keating's book on the violence around Fort Dearborn.

The fourth and final week of the institute will examine "Indian Removal in the trans-Appalachian West." Professor John Hall, University of Wisconsin-Madison, will focus on the years following the War of 1812, when the Potawatomi, the Creek, and their allies ceded most their lands east of the Mississippi River to the United States. The assigned reading will be drawn from Hall's *Uncommon Defense: Indian Allies in the Black Hawk War* (2009), as well as materials from Black Hawk's autobiography. During the local session, Professor Keating will focus on the 1833 Treaty of Chicago, as well as the economic and demographic transformation after the treaty. Also, institute participants will explore the commemorations and memorials of these events in the urban fabric of present-day Chicago. The assigned reading will include excerpts from her forthcoming book, as well as the 1833 Treaty of Chicago. In addition to Hall's book, readings will include selections from Kerry A. Trask, *Black Hawk: The Battle for the Heart of America* (2006); James A. Clifton, "Chicago, September 14, 1833: The Last Great Indian Treaty in the Old Northwest," *Chicago History* (September 1980); Jacqueline Peterson, "Goodbye Madore Beaubien: The Americanization of Early Chicago Society," *Chicago History* (September 1980); Reginald Horsman, "The Indian Policy of an 'Empire for Liberty'" (in *Native Americans and the Early Republic*).

All of the primary and secondary materials to be read in the institute will be in English with occasional reference to some foreign language works of the same period available in translation. Because many of the primary materials we will study have recently been made available in modern

print editions, we will use these editions whenever possible. Most of the secondary texts will be available in affordable paperback editions, and most primary documents will be scanned and provided electronically as PDFs. In some cases the institute will provide photocopies of primary and secondary texts that are out of print or not easily available in affordable editions, or drawn from the Library's extraordinary collections. An extensive bibliography of both primary and secondary sources will be provided for each component of the institute. The Newberry Library continues to build its digital database, which currently displays over 1,200 images, all from the library's Ayer Collection, and is accessible through the Consortium of Academic and Research Libraries of Illinois' website (<http://collections.carli.illinois.edu/index.php>). This resource will be available for participants and will provide them with broad access to the visual culture component of the institute.

Meetings will be held on Mondays, Tuesdays, Wednesdays, and Fridays from 9:00 a.m. to 12:30 p.m. (with a half-hour break from 10:30a.m. to 11:00 a.m.) for a presentation and discussion led by a visiting scholar or by the Institute directors. Each session will include primary readings drawn from early historical accounts and related literature, plus additional secondary readings selected from the recent literature. Thursdays are reserved for visiting regional museums and sites, including the Mitchell Museum of American Indians (Evanston), the Chicago History Museum and related monument sites (Chicago), the National Archives - Great Lakes Region (Chicago), and the Field Museum (Chicago).

The afternoons at the Newberry will draw upon the resources of the Library, as well as provide the teachers with time to read and research on additional locales and regions. Three special sessions will introduce the teachers to the Newberry collections, including a library orientation and reference session, an introduction and workshop on maps, and a session for viewing manuscripts. Institute and Newberry staff will supply both reading lists of relevant primary and secondary sources on other regions, as well as the books and materials actually available in the vast collections of the Newberry Library. Teachers will read from both common readings and those of their own choosing. Weekly meetings organized by the institute co-directors will allow participants to discuss additional readings or present their own research. Professor Ann Durkin Keating will lead one session each week that explores the implications of these wider trends on Chicago and other local places. Project Co-Director Frank Valadez, will lead weekly afternoon sessions to discuss strategies for incorporating that week's materials into teaching and curricula. NEH Summer Scholars will bring a wide range of career points, grade levels, and geographic locations to bear. The institute also will encourage the development of curriculum projects across grade and geographic lines.

The readings in the institute will draw on the recent scholarship on this era and region, as well as materials drawn from the Newberry Library's extraordinary collections. An extensive bibliography of both primary and secondary sources will be provided for each component of the planned institute. Moreover, the Newberry Library continues to build its digital database, which currently displays over 1,200 images, all from the Library's Ayer Collection, and is accessible through the Consortium of Academic and Research Libraries of Illinois' website (<http://collections.carli.illinois.edu/index.php>). This resource will be available for participants and will provide them with broad access to the visual culture component of the institute.

## **Institute Faculty and Staff**

### **A. Institute Director and Visiting Scholars**

Scott Manning Stevens and Frank Valadez will serve as co-directors of the institute, and Ann Durkin Keating will serve as the Lead Scholar.

**Dr. Scott Manning Stevens** is Director of the D'Arcy McNickle Center for American Indian and Indigenous Studies at the Newberry Library. As a representative of the host institution, Dr. Stevens will assume primary responsibility for administering the institute. Dr. Stevens, member of the Akwesasne Mohawk tribe, specializes in the literature of the European encounter with the New World; his publications include "New World Contacts and the Trope of the 'Naked Savage'" in *Sensible Flesh: On Touch in Early Modern Culture* and "Mother Tongues and Native Voices: Linguistic Fantasies in the Age of the Encounter" in *Telling the Stories: Studies in Native American Literature*, as well as essays on William Apess and Native American autobiography, the New World essay as a genre, and Lewis and Clark as collectors. He is currently completing a book entitled *Indian Collectibles: Encounters, Appropriations, and Resistance in Native North America* (under contract with Cornell University Press).

**Frank Valadez**, Executive Director of the Chicago Metro History Education Center (CMHEC), will co-direct the institute. CMHEC is a nonprofit organization, with offices located in the Newberry Library, which works with schools, teachers, and students to promote student research projects in K-12 history education. Valadez will take primary responsibility for facilitating sessions with participants on the classroom application of institute topics and resources as well as editing final projects for publication and dissemination. He will also collaborate with Stevens to share administrative responsibilities for the project. Valadez holds an A.M. and B.A. in U.S. history and has worked for fifteen years in the field of history education as a textbook editor and program director. Since 2002 he has directed numerous successful professional development programs for K-12 teachers, including several federally-funded Teaching American History projects with Chicago-area schools.

**Ann Durkin Keating**, Toenniges Chair Professor of History at North Central College. She is the co-editor of the *Encyclopedia of Chicago* (2004), with James R. Grossman and Janice L. Reiff. She is also the author of several books, including *Building Chicago: Suburban Developers and the Creation of a Divided Metropolis* (1988) and *Chicagoland: City and Suburb of the Railroad Age* (2009). For the past three years, she has served as the project historian for a Teaching American History Grant with Naper Settlement and Naperville School District 204. She is currently completing a book titled *Chicago in Indian Country: The Place of the Fort Dearborn Massacre, 1795-1833* (forthcoming from University of Chicago Press).

**Susan Sleeper-Smith**, Professor of History, at Michigan State University in East Lansing, studies the history of Native Americans and European settlers in the colonial period. She is the author of the book, *Indian Women and French Men: Rethinking Cultural Encounter in the Great Lakes* and numerous articles on related subjects. She has also edited two important volumes on Native Americans and the fur trade as well as a collection of essays on Native American perspectives on museums.

**R. David Edmunds**, the Anne and Chester Watson Chair in History Professor, University of Texas at Dallas. He is a member of the Cherokee nation and the author of almost a dozen books, including, *The Potawatomis: Keepers of the Fire*; *Tecumseh: The Quest for Indian Leadership*; and *The Shawnee Prophet*. He is also the winner of the Francis Parkman Prize and the Alfred Heggoy Prize.

**John Hall**, the Ambrose-Hesseltine Professor of U.S. Military History, University of Wisconsin at Madison, is the author of *Uncommon Defense: Indian Allies in the Black Hawk War* and numerous articles. Prof. Hall is also the winner of a university teaching award for his excellent classroom work and his innovative pedagogy.

## **B. Newberry Library Staff**

**John S. Aubrey**, Ayer Librarian at the Newberry. Mr. Aubrey is widely regarded to be the individual with the single greatest knowledge of the Ayer Collection of American Indian History. He has been working with the Ayer Collection at the Newberry for more than four decades. He is the author, with William Swagerty, of the exhibition catalogue “America in 1492: American Civilization on the Eve of the Columbus Voyages.”

**John Brady**, Bibliographer Americana and Director of Reader Services. Mr. Brady has extensive first-hand knowledge of the Newberry Library’s unique collection of Americana and is a specialist in the reference materials necessary to best exploit these resources.

## **Housing and Chicago**

NEH Summer Scholars will receive a stipend of \$3,300 to help cover their expenses during the four weeks of the institute, an amount stipulated by the NEH. The first installment of the stipend (\$1,650) will be paid upon arrival, and a second installment before the end of the institute. The Newberry is located in one of the most expensive residential areas in the city of Chicago. Please be aware that your housing and travel costs may exceed your stipend. Almost certainly, you will have to spend some money out of your own pocket for daily living expenses. In return for this expense you will have an opportunity to live and work for four weeks in the heart of this exciting city.

The Newberry has agreements with [Club Quarters](#) and [Premier Luxury Suites](#) to provide hotel rooms and furnished apartments at special rates for extended stays. Club Quarters, a national chain of residential hotels, offers rooms and suites with limited cooking facilities at two locations in central Chicago that are within a short bus ride or moderate walk from the Newberry. Premier Luxury Suites offers furnished studios, one-bedroom, and two-bedroom apartments, all with fully-equipped kitchens, in three buildings near the Newberry. NEH Summer Scholars are nevertheless free to make alternative housing arrangements. A full list of options with commuting of the Newberry that are frequently used by visiting scholars may be found at <http://www.newberry.org/research/felshp/housing.html>. We shall be happy to assist participants in their search for housing, but please note that all participants will be responsible for finalizing their own housing arrangements and for making their housing payments.

Chicago is a large city easily managed without a car because of its extensive public transportation system. The library is located in a pleasant area known as the Gold Coast and offers a variety of restaurants, grocery stores and other amenities in the immediate surrounding area. Other sections of

the city can be reached by public transportation. The [Art Institute of Chicago](#), the [Field Museum](#), and [Mitchell Museum of the American Indian](#) all offer fine collections of cultural materials relating to American Indians and will prove especially useful to those working on material culture and visual studies.

### **Application and Logistics**

Application materials along with links to the Newberry Library, the NEH, and other pertinent sites can be downloaded from <http://www.newberry.org/mcnickle/indiancountry.html>. **Applications and all supporting documents must be postmarked no later than March 1, 2012.** Successful applicants will be notified on Monday, April 2, 2012. All will receive a stipend of \$3,300, an amount determined by the NEH. Stipends are intended to help cover travel expenses to and from the project location, books and other research expenses, and living expenses for the period spent in residence.

*Any views, findings, conclusions, or recommendations expressed in this program do not necessarily reflect those of the National Endowment for the Humanities.*



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