

HIST 112-02 The Global in the Local

Fall 2008, 9:40-10:40

Professor ADR Cremer

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Office: Old Main 300, Office Hours M, W 11:00-12:00 or by appointment

Texts to be read PRIOR to the first day of class:

Michel Rolph Trouillot *Silencing the Past*
O.E. Rolvaag *Giants in the Earth*

Required Texts:

Kathleen Duval *The Native Ground*
Duane Schultz *Over the Earth I Come*
Ignatia Broker *Night Flying Woman*
Alvin M. Josephy, Jr. *America in 1492*
Louise Erdich *The Antelope Wife*

Course Description:

The Global in the Local introduces first-year students to global historical issues by investigating local case studies. This combined strategy allows students to explore the environment of the Twin Cities while putting peoples, places and events of the past into critical conversations regarding issues of global importance. Professor Cremer's section of The Global in the Local examines Minneapolis/St. Paul as the junction of three major waterways: the Mississippi, Minnesota and St. Croix rivers. These waterways shaped the lives of diverse peoples and drove demographic and industrial growth. Throughout the semester the course will focus upon three key historical themes that carry global significance: colonialism, environmental change, and the rise of industry. Our readings, discussion and activities will explore these themes as they shape Minnesota history from the 17th through the 19th centuries. The chronology of the course will carry students through the experiences of Minnesota's indigenous peoples, the era of frontier settlement, and the advent of industrialism.

Student assessment will occur in the form of in-class writing assignments, formal essays, a group project, and participation in class discussions. Our readings will be drawn from primary documents, historical monographs, and novels.

Grading and Attendance:

The quality of your grade in this course will be a direct reflection of the effort you have put forward throughout the semester. This course will not be graded on a curve and each grade is a reflection of the student's own performance on individual assignments and participation in the discussion section. Grades based on quality of work relative to the level necessary to meet course requirements may be understood as follows:

A – outstanding

B - significantly above requirements

C – meets requirements

D – does not meet requirements, but is worthy of credit

F – signifies that work was either 1) completed but not at a level of achievement that is worthy of credit or 2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an Incomplete

Your grade is based on three written assignments, a take-home final examination, and your participation in our weekly class discussions. The percentage of your grade allotted to each assignment is as follows:

Past/Present Reflections (5 total)	20%
Trouillot and History Texts (Due date 10/10)	20%
History and Memory Essay (Due date 11/24)	20%
Group Presentation/Process Essay	20%
Attendance and participation	20%

Essays:

I'm all in favor of keeping dangerous weapons out of the hands of fools. Let's start with typewriters - Frank Lloyd Wright (1868-1959)

Writing is a powerful tool of communication and persuasion. It is the means by which historians share ideas with each other and with the public. Learning to write well is a challenging but imperative part of your liberal arts education. In this class we will discuss paths to becoming a good writer. In light of this goal, you will complete three writing projects over the course of the semester. Over the course of the semester you will hand five reflections on the class readings and discussions (1-2 pages). Keep in mind that while this assignment is described as a reflection, as it asks you to respond thoughtfully to what you've internalized through the process of reading texts and participating in class, that it is a formal writing assignment. PLEASE NOTE: Three of the reflections are "site responses" that require you to physically visit a specified location. Be sure to plan ahead as you are required to make these trips independent of the class (though I encourage you to go in groups if you please). Use these short writing pieces to hone your abilities to make strong, insightful arguments in a concise and efficient way. The second writing piece (approx. 5 pages) is an analysis of history drawing on the ideas expressed in Trouillot's book *Silencing the Past*. The second, longer essay (7-10 pages) requires you to analyze the relationship of history, memory and commemoration. Details of each essay assignment will be handed out in class two weeks prior to the due date.

All written assignments must be turned in at the beginning of class on the due date. Papers turned in late are automatically docked one-half grade and a further half grade for each additional day late. All written assignments must be submitted in hard-copy format – I will not accept e-mailed papers. In-class writing assignments, which will appear periodically through the semester, cannot be made up if you are absent on the class day they occur.

Group Project:

The final "exam" for this course is a group project you will present to the class in our final week of meetings. For this assignment your group must propose a public history project (i.e. museum exhibit, performance, documentary, monument, etc.) that connects the history of Minnesota and at least one of the three major rivers that run through Minneapolis/St. Paul (Mississippi, Minnesota, St. Croix). The assessment of this project derives from the quality of the presentation and a process essay with bibliography that your group will submit at the time of your presentation. Full details of the group project will be distributed at the beginning of October.

Class preparation and timely work:

The success of our class meetings revolves around the cooperation of all participants. Attendance is mandatory and will be taken at each meeting. To receive full credit for course attendance you must participate actively in class, and for this to occur everyone must come to class having read the assigned course materials. Please bring any notes you take while reading, the assigned course readings for the day's discussion, and talking points and/or questions that you have regarding lecture topics. Inability to participate in class due to lack of preparation will be reflected in your course grade. Out of courtesy to your classmates, please arrive on time and do not pack up before the class period ends. Cell phones, pagers, iPods, etc. should be off and stowed for the duration of discussion section. Discussions require a courteous and respectful atmosphere at all times. While a history course may and should generate lively debates, any interruptions, personal attacks, inappropriate remarks, or disruptive behavior will not be tolerated. Every person's voice is of value in this class.

Contacting me:

I am delighted to be teaching your course this semester and I look forward to getting to know each of you better. Please visit me during office hours with questions or concerns about the course. If your schedule conflicts with my posted office hours, please e-mail me or speak to me following class to set up an alternate meeting time. I am happy to discuss your assignments or review papers with you; out of fairness to the class I can provide comments on only one draft per essay assignment. However, I will not review any assignment within 24 hours of the due date. Plan ahead. If you have a question about your grade you must set an appointment with me at least one day after receiving your graded paper. At the appointment I expect you to have read all the comments on your paper and to have specific questions that you wish to discuss. If you are seeking additional assistance with writing, I encourage you to visit the The MAX Center, which is open for tutoring M-F, 9 a.m.-4:30 p.m., Sun-Th, 7 -10 p.m. at Kagin Commons 1st floor.

Important academic policies:

Academic dishonesty: Please do not cheat. Per college policy, plagiarism and other forms of cheating may be reported to the appropriate disciplinary body and subject to sanction.

Academic dishonesty is defined as "any act that violates the right of another student with respect to academic work or that involves misrepresentation of the student's own work." This includes "cheating on assignments or examinations, plagiarizing, inventing or falsifying research or other findings with an intent to deceive, submitting the same or substantially similar papers (or creative work) without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work."

Disruptive conduct and sexual harassment: Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action, including having their registration cancelled. Sexual harassment, defined as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature," by or towards a member of the college community is strictly prohibited.

Special needs: Students with documented disability conditions that affect their ability to participate fully in class or to meet all course requirements should contact the instructor and Student Disability Services at Macalester College. The Disability Student Services Coordinator is located in 119 Weyerhaeuser Administration Building. The academic year hours are 8:00 am-4:30 pm. The phone number is 651.696.6220

SCHEDULE OF MEETINGS FALL 2008

Orientation, first class meeting:

Saturday 8/23: INTRODUCTION, SYLLABUS

Assignment: What is Minnesota?

W 8/27: HISTORY: HERE, THERE, EVERYWHERE
Reading: Josephy, pp. 3-20, 119-147

F 8/29: THE PRESENT PAST: THE CASE OF MINNESOTA
Reading: Josephy, pp. 277-304

M: 9/1: LABOR DAY, NO MEETING

W 9/3: *PART I: RIVERS OF LIFE: NATIVE MINNESOTA*
"THE LAKOTA GARDEN OF EDEN"
Reading: Josephy, pp. 339-368

F 9/5: WHERE RIVERS MEET, SO DO PEOPLES MEET
Reading: Josephy pp. 369-404

M 9/8: CENTERS OF CULTURE AND TRADE
Reading: Duval, pp. 1-62
REFLECTION 1 DUE

W 9/10: NEGOTIATING POWER IN COLONIAL WORLDS
Reading: Duval, pp. 63-102

F 9/12: MANY NATIONS
Reading: Duval, pp. 103-163

M 9/15: RIVERS AND AMERICAN EMPIRES
Reading: Duval, pp. 164-195

W 9/17: SHIFTING BALANCE
Reading: Duval, pp. 196-Conclusion

F 9/19: THE NEW NATION AND THE WEST
Readings: "Northwest Ordinance"

M 9/22: THREE RIVERS RUN THROUGH IT
Readings: "Early European Settlement of Minnesota"
REFLECTION 2 DUE (SITE RESPONSE: ENVIRONMENT)

W 9/24: MAKING MINNESOTA TERRITORY
Readings: "Making Minnesota Territory"

- F 9/26: TRANSITIONS
Reading: Gerald Vizenor, "Minnesota Chippewa: Woodland Treaties to Tribal Bingo" *American Indian Quarterly*, Vol. 13, No. 1 (Winter, 1989), pp. 31-30
- M 9/29: SHARING THE LAND?
Reading: Broker
- W 10/1: EXCHANGE AND CONFLICT
Reading: Broker
- F 10/3: GROUP PROJECT ASSIGNMENT/FIRST ORGANIZATIONAL MEETING

PART II: "O PIONEERS! WATERWAYS, IMMIGRATION AND THE RISE OF THE U.S."
- M 10/6: NEW FACES IN THE OLD WEST
Reading: "Norwegians on the Prairie"
Film: Sweet Land
- W 10/8: CONTESTED POSSESSION AND MYTHICAL ORIGINS
Reading: Milo M. Quaife, "The Myth of the Kensington Rune Stone: The Norse Discovery of Minnesota 1362." *The New England Quarterly*, Vol. 7, No. 4 (Dec., 1934), pp. 613-645
Film: Sweet Land
- F 10/10: LITTLE HOUSES ON THE PRAIRIE?
Discussion: Revisit – What is Minnesota?
PAPER 1 DUE AT THE BEGINNING OF CLASS
- M 10/13: FRONTIER INDUSTRY AND ENVIRONMENT
Mary K. Whelan, "Dakota Indian Economics and the Nineteenth-Century Fur Trade," *Ethnohistory*, Vol. 40, No. 2 (Spring, 1993), pp. 246-276
- W 10/15: JACKSONIAN DEMOCRACY AND ANTEBELLUM AMERICA
Reading: Excerpt "The Market Revolution"
- F 10/17: THE WILD, WILD WEST
Reading: Grace Lee Nute, "James Dickson: A Filibuster in Minnesota in 1836," *The Mississippi Valley Historical Review*, Vol. 10, No. 2 (Sep., 1923), pp. 127-140
- M 10/20: "TAMING" THE WESTERN TERRITORIES
Reading: Excerpts "Citadel in the Wilderness"

- W 10/22: IMAGES AND AFTERMATH
Reading: Michael Yellow Bird, "Cowboys and Indians: Toys of Genocide, Icons of American Colonialism," *Wicazo Sa Review*, Vol. 19, No. 2, Colonization/Decolonization, I (Autumn, 2004), pp. 33-48
- F 10/24: FRONTIER FORTRESSES
Reading: Excerpts "Citadel in the Wilderness"
- M 10/27: COMMERCE AND CULTURE
Reading: Excerpts "Life on the Mississippi"
REFLECTION 3 DUE (SITE RESPONSE: INDUSTRY)
- W 10/29: MINES AND MILLS
Reading: Excerpts "The Minnesota," "The St. Croix"
- F 10/31: GROUP PROJECT RESEARCH DAY
- M 11/3: HISTORY AND 19TH CENTURY RACIAL PRODUCTION
Reading: Brian Wallis, "Black Bodies, White Science: Louis Agassiz's Slave Daguerreotypes," *American Art*, Vol. 9, No. 2 (Summer, 1995), pp. 39-61
REFLECTION 4 DUE
- W 11/5: FORT SNELLING, REVISITED: DRED SCOTT, MINNESOTA AND THE RACIAL POLITICS OF ANTEBELLUM AMERICA
Reading: "Dred Scott Decision"
- F 11/7: MINNESOTA RIVERS, MINNESOTA'S WALDEN?
Reading: Robert L. Straker, "Thoreau's Journey to Minnesota," *The New England Quarterly*, Vol. 14, No. 3 (Sep., 1941), pp. 549-555

PART III "RIVERS OF THE NATION: WAR AND INDUSTRY IN THE NINETEENTH-CENTURY U.S."
- M 11/10: WATERS OF FORTUNE
Reading: Excerpts "Nature's Metropolis"
REFLECTION 5 DUE (SITE RESPONSE: FORTRESS)
- W 11/12: A NATION DIVIDED
Reading: Excerpts "Major Problems in the U.S. Civil War"
- F 11/14: RIVERS OF BLOOD
Reading: Excerpts "The Civil War's Western Front"
- M 11/17: WAR AND HISTORY

Reading: Erdich, Pts. 1 and 2, and James D. Stripes, The Problem(s) of (Anishinaabe) History in the Fiction of Louise Erdrich, *Voices and Contexts*, *Wicazo Sa Review*, Vol. 7, No. 2 (Autumn, 1991), pp. 26-33

W 11/19: WAR AND MEMORY
Reading: Erdich, Pts. 3 and 4

F 11/21: THE DAKOTA CONFLICT
Reading: Schultz

M 11/24: THE DAKOTA CONFLICT
Reading: Schultz
PAPER 2 DUE AT THE BEGINNING OF CLASS

W 11/26: FORT SNELLING'S DARKEST DAY
Reading: Schultz, Read or listen to MPR's special report:
"Minnesota's Uncivil War"
http://news.minnesota.publicradio.org/features/200209/23_steilm_1862-m/

F 11/28: THANKSGIVING HOLIDAY

M 12/1: Group Presentations

W 12/3: Group Presentations

F 12/5: FINAL CLASS MEETING