



## NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF EDUCATION PROGRAMS

### **Narrative Section of a Successful Application**

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Institutes guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/program/humanities-initiatives-colleges-and-universities>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Whose Land Was “Granted” to the Land Grant? Teaching Indigenous Dispossession in Wisconsin and Beyond*

Institution: University of Wisconsin, Madison

Project Directors: Caroline Gottschalk Druschke, Ruth Goldstein, Kasey Keeler, Joseph Mason, and Jen Rose Smith

Grant Program: Humanities Initiatives at Colleges and Universities

## Intellectual Rationale

This 18-month project will bring together Native and non-Native faculty at the University of Wisconsin-Madison with expertise in Native communities, land, story, engagement, and pedagogy: Project Director Caroline Gottschalk Druschke (English) and Co-Directors Kasey Keeler (Civil Society and Community Studies, American Indian Studies), Jen Rose Smith (Geography, American Indian Studies), Ruth Goldstein (Gender and Women's Studies), and Joe Mason (Geography). Together, we will lead the creation of linked educational modules about the expropriation of Indigenous lands in what is now called Wisconsin; modules will be embedded in 22 UW-Madison undergraduate and graduate courses across eight departments and programs reaching 3,000 UW-Madison students per year, and will be shared with faculty at other land grant universities. Our work centers on the transfer of 1,337,895 acres of land across Wisconsin taken through treaties with the Menominee (Menominee), Chippewa (Ojibwe), Sioux (Dakota), and Winnebago (Ho-Chunk) and redistributed to benefit 30 land grant universities through the Morrill Act of 1862 (Fig. 1). Modules will place the Morrill Act land "grants" in the broader context of Indigenous land dispossession across present-day Wisconsin, revealing how dispossession was executed through a suite of intentional mid-19th-century policies meant to shift Wisconsin's extensive forest resources into settler control, justified, in large part, by supporting the development of U.S. public higher education. This history is almost wholly unacknowledged by our institution and other land grant universities, and our work stands at the forefront of national response on this critical issue, as our Institutional Letter of Support and Letters of Commitment attest.

This NEH Humanities Initiatives at Colleges and Universities funding will allow us to:

1. **Create 17 modules across three thematic areas**—Key Concepts, The 1862 Moment, and Land Transfer—that chronicle the role of the Morrill Act and related policies in the expropriation of land from the Menominee, Ojibwe (Lac Courte Oreilles, Lac du Flambeau, and St. Croix), Dakota, and Ho-Chunk to support the development of U.S. public higher education.
2. **Integrate these modules into 22 undergraduate and graduate courses reaching 3,000 students per year across eight departments and programs at the University of Wisconsin-Madison:** American Indian Studies; Civil Society and Community Studies; English; Environmental Studies; Gender & Women's Studies; Geography; History of Science; Political Science (see Letters of Commitment from faculty's departments and Work Plan for details).
3. **Share modules with faculty at Cornell University, University of Minnesota, and University of California** who have indicated interest and are in close contact with us on this project (see Letters of Commitment), and extend that offer to faculty at other U.S. land grant institutions, thirty of which can trace their Morrill Act funding to Wisconsin lands (see Work Plan for list).

This proposed work will create an infrastructure that additional materials can be grafted onto, with a goal to create the conditions for Native community members across Wisconsin to contribute to and make use of these modules as they see fit. But this work needs to be done slowly and with purpose; as faculty of a settler colonial institution, the burden for this reparative work is on us. We will intentionally use the 18-month project period to continue responsible and respectful relationship-building with partners from Wisconsin's twelve sovereign Nations (see list in Work Plan). Over the life of the 18-month project, we will continue to offer project updates to tribal representatives, and create paid opportunities to offer feedback on the modules and on our wider work (see Work Plan and Budget Justification for details). Tribal members from the Ho-Chunk Nation, the Oneida Nation, and the Red Cliff Band of Lake Superior Chippewa have already participated in our planning meetings, and we hope to build on these relationships. This proposal has been shaped by their input, and by the input of Native faculty at UW-Madison (see Project Personnel below). We will continue to invite these opportunities for engagement as we work alongside Native Nations\_UW-Madison (see Letter of Commitment), an initiative convened by the Provosts of UW-Madison, University of Wisconsin Colleges, and University of Wisconsin Extension to partner with the Native Nations in Wisconsin on efforts to improve health

services, preserve the environment, develop local economies, strengthen families, and expand educational opportunities.

This proposed project is directly linked to NEH’s “A More Perfect Union” Initiative, as it works to “explore, reflect on, and tell the stories of our quest for a more just, inclusive, and sustainable society throughout our history,” by highlighting the role that 11 million acres of Native land played in directly subsidizing the U.S. land grant university system, changing both the physical landscape of the U.S. and the social, institutional, and cultural landscape of Native tribes and of U.S. higher education. Wisconsin offers a particularly evocative case, situated at the heart of Indigenous dispossession through the Morrill Act and related policies. Wisconsin tribal lands seeded U.S. land grant universities in 25 states (Fig. 1).



Figure 1. Screen capture from Lee et al. (2020) “Land Grab Universities” in *High Country News*. Each line represents a link to a single land parcel in Wisconsin “granted” to land grant universities across the eastern half of the United States.

Our project will improve humanities teaching and learning by:

- Filling a glaring gap in the UW-Madison curriculum related to Indigenous dispossession at the hands of our institution, other land grant universities, and the federal government;
- Creating educational materials that do not currently exist; this work demands a humanistic lens to synthesize this story through treaties, maps, land patents, land surveys, and narratives;
- Taking a purposeful approach to linked modules that will be woven throughout the humanities curriculum at UW, through large enrollment, introductory courses; smaller seminar-style intermediate-level courses; upper-level and graduate seminars; and the three-credit Ethnic Studies requirement, along with other General Education and major requirements;
- Integrating the impacts of the Morrill Act into wider context, focusing on the ways that other major pieces of legislation worked in tandem with the Morrill Act to purposefully shift land from tribal communities to settler owners, including U.S. land grant universities; and
- Serving as a model for other universities to address their own roles in Indigenous dispossession.

The Dean of the College of Letters & Science (see Institutional Letter of Support) and the Dean of the Nelson Institute for Environmental Studies (see Letter of Commitment) have indicated their enthusiasm for us to incorporate project modules into the curriculum, as have the Project Director’s and Co-Project

Directors' home departments (see Letters), as well as Native Nations\_UW (see Letter). This project will support one of the strategic priorities of Native Nations\_UW, to “Strengthen UW educational opportunities to appreciate and understand Native cultures, and to support efforts within Native communities in language and cultural revitalization.” Co-Director Keeler serves on the Curricular Infusion and Indigenization Subgroup of Native Nations, ensuring communication between our groups.

Our proposed work considers how to acknowledge, teach, and address the historical wrongs committed against Native peoples by U.S. public higher education. This project will highlight histories and contemporary perspectives that tribal nations and Native community members see as important and valuable, histories often in conflict with or in contrast to more visible university and institutional perspectives. Through our shared work, we aim to provide a national model for curricular resource development that speaks to the legacy of the Morrill Act, across the U.S. and in Wisconsin, and the continuing effects of this land loss, both in the past and at present, for Native community members.

**Content and Activities**

Our primary aim is to create a series of linked educational modules about Indigenous dispossession across what is now called Wisconsin, focusing on the transfer of 1,337,895 acres of land in the state taken through treaties with the Menomoni (Menominee), Chippewa (Ojibwe), Sioux (Dakota), and Winnebago (Ho-Chunk) and redistributed to benefit 30 land grant universities through the Morrill Act of 1862. This work will coalesce around three thematic areas identified through two years of shared group discussion and in conversation with educators at University of California, Cornell University, and University of Minnesota; Wisconsin tribal representatives; the Native American Education Teacher Leader for Madison Metropolitan School District; and members of Native Nations\_UW; as well as through close study of Lee & Ahtone’s (2020) Land Grab U database and the essays gathered in the special issue of *Native American and Indigenous Studies* (2021), “Intervention: Indigenous Studies Reflections on the Land-Grab Universities Project.” Each thematic area will include a suite of related modules, offering specific content that can be embedded in and adapted for a variety of courses to both incorporate and expand on this work, and will draw from texts and sources included in the Reading List.

<b>Theme One: Introducing Key Concepts</b>	
<b>Modules</b>	
Land Grant Universities Wisconsin’s First Nations	Institutional Response The Wisconsin Context
<b>Description</b>	
These modules will equip learners who have little-to-no understanding of land grant universities and their history to better understand and interact with the landgrabu.org website and land dispossession. Learning about key concepts like sovereignty, dispossession, the Morrill Act, colonialism, and imperialism, in Wisconsin and more broadly in the U.S., will allow students to more fully understand the context of how land grant/grab universities function in the present moment, with attention to the ways they support and overlook Native Nations and their sovereignty. These introductory modules can also act as primers for learners before interacting with the other thematic modules.	
<b>Theme Two: The 1862 Moment</b>	
<b>Modules</b>	

Homestead Act Pacific Railway Act Morrill Act Organic Act/USDA	Civil War U.S.-Dakota War State of Wisconsin
<b>Description</b>	
<p>These modules will provide key information on more advanced aspects of the Morrill Act, while linking the Morrill Act to the Homestead Act, the Pacific Railway Act, the U.S.-Dakota War, the Civil War, and the creation of the USDA through the Organic Act, all of 1862. Together, these policies, events, and wars worked in tandem with the Morrill Act to alter Indigenous landscapes and communities in fundamental ways. The project team knows of no other university focused on putting the Morrill Act within this wider context of the 1860s to understand the vast extent and synchrony of these changes.</p>	
<b>Theme Three: Land Transfer</b>	
<b>Modules</b>	
Land Parcels and the Public Land Survey System Reading Land Documents Conservation & Forestry in Northern Wisconsin	Agricultural Settlement The Timber Industry Altering Wisconsin's Rivers
<b>Description</b>	
<p>These modules will make legible and visible the ways the Morrill Act land parcels in Wisconsin have been developed, managed, and made profitable to non-Native landowners, through mapping and narrative storytelling, work with General Land Office records and other documents, and visualization of change in local landscapes since the 1800s. These modules are designed to place the key concepts and federal policies introduced in previous modules onto the landscape, helping students to visualize and engage with the stark changes these policies wrought on Wisconsin's rivers and lands, in ways that are both state-wide and parcel-specific, with devastating impacts for Native communities.</p>	

These modules will take somewhat different forms, but generally will include:

- A series of lesson plans representing 150 mins. of instruction per week (three 50-min., two 75-min., or one 150-min. course meeting) for a three-to-four week module;
- Supporting material, e.g. power points, lectures, interactive maps, reading materials, web sites, with details about related readings to incorporate in homework and course discussions;
- A detailed description of a culminating project, which might take the form of a student-designed ArcGIS StoryMap (a story authoring web-based application that integrates maps with narrative text and other multimedia content), an argumentative research paper, a manifesto, a website, a newspaper article, an op-ed, a digital encyclopedia entry, an exam, etc.;
- A set of student learning outcomes outlining related modes of assessment.

The aim of these modules is to detail basic history and terminology about settler colonialism, treaties, and U.S. policy related to the dispossession of Indigenous lands, while also featuring stories, materials, and maps related to how these broad-scale processes played out in the particular social-historical landscapes of what is now known as Wisconsin. Modules will utilize Lee & Ahtone's (2020) Land Grab U database, which includes precise parcel-scale information about more than 99% of all the Morrill Act acres, including their original inhabitants and the principal raised from their sale, linked to the university

they benefited, along with Wisconsin specific sources, like land patent records, survey notes, county land ownership information, and more ephemeral archival sources. This array of materials will bring an important dimension to our modules and classrooms, demonstrating to students that land dispossession is not an abstract concept but is constituted by the lands they can visit with a short drive. These place-specific materials will be supplemented with theoretical, historical, and creative readings (see Reading List), many of which the project team already has experience teaching. Project modules will work to scale across undergraduate introductory classes to teach incoming freshmen about Morrill Act histories, as well as upper division and graduate student courses, where students can help to co-create and test-run more challenging content. Modules can be adopted in humanities courses as standalone curricula designed to cover one class period, or expanded to cover multiple aspects of the Morrill Act in Wisconsin and the history and role of UW over several weeks, or even linked across an entire semester.

By the end of the project period, we will create 17 modules across three thematic areas, as well as revising UW syllabi to embed these modules into 22 undergraduate and graduate courses in American Indian Studies, Civil Society and Community Studies, English, Environmental Studies, Gender and Women's Studies, Geography, History of Science, and Political Science at UW (details in Work Plan), taught by the Project Director, Co-Directors, and faculty in our larger working group (details in Previous Efforts section). Specific descriptions of how these materials will be incorporated into two sample classes (ENGL/ENVST 305, "Rhetoric, Science, and Public Engagement," and GEOG 342, "Geography of Wisconsin") are included in the Work Plan, with their syllabi included in Other Documents.

### **Project Personnel**

Our project team brings scholarly expertise across the humanities and experience with collaborative, reciprocal partnerships and innovative pedagogy focused on tribal nations and broader Wisconsin lands and communities. **Project Director Caroline Gottschalk Druschke (English)** brings deep training in community-driven scholarship, pedagogy, and storytelling focused on change in rural Wisconsin's lands and waters; she co-leads a community-driven oral history effort, *Stories from the Flood*, to amplify the voices of marginalized, flood-affected communities in state policy, as well as directing the Intermediate Composition program at UW-Madison, an important site for widespread adoption of these materials. Gottschalk Druschke has strong experience as lead PI on funded projects with the Mellon Foundation, AAUW, the National Science Foundation, the National Park Service, and the US Environmental Protection Agency and has published widely on community-engaged and interdisciplinary pedagogy. **Co-Directors Kasey Keeler (American Indian Studies / Civil Society and Community Studies)** and **Jen Rose Smith (American Indian Studies / Geography)** are Native women whose scholarly backgrounds center Native communities, land, and identity. **Keeler**, an enrolled tribal member of the Tuolumne Band of Me-Wuk (central California) and a direct descendant of the Citizen Band of Potawatomi (based in Oklahoma), has received grants, both as a PI and Co-PI, to work with Native communities across Minnesota, Wisconsin, and Montana on oral history projects, digital mapping, food sovereignty, American Indian suburbanization, and off-reservation housing. Her passion for this project stems from teaching classes in American Indian Studies and lack of student awareness of past and ongoing Indigenous dispossession, through the Morrill Act and otherwise. **Smith** (dAXunhyuu [Eyak, Alaska Native]), in collaboration with her community and Native-led non-profit organization the Eyak Cultural Foundation, co-directs a community mapping project in her homelands of Eyak, Alaska along with annual language and cultural revitalization events. The mapping project is community owned and driven and is assisted by the support of an archaeological and linguistic team, and is funded largely by community chosen donor support. **Co-Director Ruth Goldstein (Gender & Women's Studies)** currently conducts research as a Co-PI on a collaboratively designed project with Indigenous colleagues in Peru. The research, funded by the Coupled-Natural Human Systems (CNHS) program of the National Science Foundation, centers Indigenous communities affected by invading miners and mercury contamination from gold mining in the Peruvian Amazon. **Co-Director Joe Mason (Geography)** is a physical geographer; his interest in this project stems from efforts to convey the importance of settler



colonialism as background for discussing environmental change in courses on Wisconsin geography and the American West, especially through students' project-based investigations with digital resources. This work will also rely on the hourly support of an undergraduate researcher and two Ph.D. students: **Ryan Hellenbrand**'s research examines the evolution of cultures of stewardship in the unique contexts of Wisconsin, specifically the intersecting cultural histories of forest management in Native American nations and the German development of scientific forestry; **Liz Anna Kozik** is an illustrator who uses comics to tell stories of the Midwestern tallgrass prairie through its ecology, history, and restoration. Kozik's work troubles commonplace settler narratives of conservation and restoration. Internationally known Native American evaluator **Carolee Dodge Francis** (Oneida Nation) will provide curricular evaluation throughout the project (see Letter) with the support of Ph.D. student **Joseph Jean** (Navajo). Funded through an endowed chair, Dodge Francis and Jean will not draw funds from this project.

### **Institutional Context**

#### ***The Humanities at the University of Wisconsin-Madison***

UW-Madison has a vibrant and extensive humanities community, ranging across 21 arts and humanities departments, most housed in the College of Letters & Science, the largest of 13 schools and colleges, hosting 39 academic departments and professional schools, 65 undergraduate majors, 63 graduate majors, and 73 interdisciplinary centers and institutes, representing 45% of the University's 47,932 total enrollment. Humanities enrollments are consistently strong, which has driven robust hiring in the humanities in the past five years. In AY 2021-22, Letters & Science has extended 30 offers in the arts and humanities; four of the five Project (Co-)Directors were hired in the last five years. UW features many humanities research centers that can support this work, including the Center for the Humanities, the Institute for Research in the Humanities, and the Center for Culture, History, and Environment. UW-Madison hosts extensive library collections serving the Humanities, including Area Studies, English Humanities, and Special Collections, as well as employing a range of humanities subject librarians relevant to this project, including Rhetoric, Education, Geography, History of the U.S., and Literature. The Wisconsin Historical Society, which formally serves UW-Madison, is located directly on campus, and features a variety of relevant collections related to Native and settler Wisconsin history. The UW Cartography Lab, housed in Geography, is a full-service cartographic design facility integrating production, research, and educational activities, which can offer support to this proposed effort.

#### ***Previous Efforts to Address Project Objectives***

We understand clearly that this is sensitive work we need to approach thoughtfully and collaboratively. This proposal emerges from two years of shared conversations led by the Project Director and Co-Directors to engage with the implications of UW-Madison's land grant status and the dispossession of Indigenous lands on which this status depends. Since fall 2020, we have been hosting monthly meetings of a working group that has come to be known as the UW Indigenous Lands Expropriation Education Group, which now includes over 25 core Native and non-Native UW faculty, staff, community members, and graduate students from within the UW-Madison community and beyond. We have continued to welcome new members throughout AY 21/22, and faculty, staff, students, and community members who have joined the larger project team have added to the diversity of perspectives and disciplines represented, which helped to shape this proposal. In October 2021, our group hosted an informal listening and sharing session with tribal representatives from across the state of Wisconsin, including representatives from the Red Cliff Band of Lake Superior Ojibwe, the Oneida Nation, and the Ho-Chunk Nation, whose homelands UW occupies. We wanted to be sure early input from tribal partners shaped the project; we are proceeding with that input in mind. We are committed to doing this work in good relation with tribal partners; we continue to develop and cultivate these relationships.

#### ***Collaborations with Other Institutions and Partners***

In November 2021, our group hosted a virtual workshop open to UW faculty, staff, and graduate students and Native community members outside UW. The workshop featured invited external scholars

who lead similar initiatives at their home institutions: Beth Rose Middleton Manning (University of California Davis) and Meredith Palmer, Kurt Jordan, and Dusti Bridges (Cornell University). Middleton-Manning is leading a UC-wide response to this land grant history, centering initiatives of potential land rematriation to California tribes. Palmer, Jordan, and Bridges lead the Cornell University Indigenous Dispossession Project that aims to connect with affected tribes whose ongoing land histories intersect with the Morrill Act and Cornell University. In Spring 2022, Co-Director Keeler met with Tadd Johnson, Misty Blue, and An Garagiola of the University of Minnesota's TRUTH Project, an initiative aimed "Towards Recognition and University-Tribal Healing." TRUTH representatives, whose work is grounded in research and reparative relations, are encouraged by our team's much-needed curricular work. By inviting outside expertise and experience, we continue to share potential visions about what responses from land grant universities across the U.S. might look like. We have remained in touch with these scholars, who are interested to see how they might follow our direction in pedagogical innovation, as they see our work as potentially the only group of scholars responding to Indigenous dispossession via the Morrill Act through humanities pedagogy. We will continue to collaborate through the life of this project, as their Letters of Commitment indicate. Our relationship with Cornell, in particular, is especially relevant given the outsized role that Wisconsin lands played in Cornell's founding and funding. Five million dollars of Cornell's endowment was seeded with 500,000 acres of high-value timber lands across Wisconsin. Where most land grant universities sold their Morrill Act parcels immediately after they were "granted," Cornell allowed their Wisconsin parcels to appreciate, holding them in absentia, and selling them off in what historian Paul Wallace Gates (1943) detailed as a move, "regarded as one of the most successful episodes of land speculation in U.S. history."

### ***Institutional Support for the Project***

As the Institutional Letter of Support from the Dean of the College of Letters & Science, and the Letters of Commitment from the Dean of the Nelson Institute for Environmental Studies, the UW-Madison Tribal Relations Director, the Director of the Program in American Indian Studies, and the Chairs of the Departments of English, Geography, Gender & Women's Studies, and Civil Society and Community Studies demonstrate, there is huge institutional enthusiasm and support for this proposal, even though it grapples with material that troubles the history, overarching narrative, and financial prosperity of the university. This is work that UW-Madison administration seems poised to engage and even embrace given assurances at the departmental and college levels that our work will be integrated into the UW-Madison curriculum. And it is work that is in keeping with the university's Our Shared Future initiative, which represents UW-Madison's commitment to respect the inherent sovereignty of the Ho-Chunk Nation and the other First Nations of Wisconsin. As UW has explained, "Our Shared Future is a process, not a land acknowledgement or something to recite. It is a collective act of moving together from ignorance to awareness; an educational framework for posing questions; and an opportunity to celebrate Ho-Chunk people, as well as learn about the hard truths of our histories with them. It is a challenge to educate ourselves and each other, and create a better future together." Our proposed work is also squarely in keeping with phase two of the Native Nations\_UW initiative, as Aaron Bird Bear, Tribal Relations Director for UW-Madison, details in his Letter of Commitment. As Bird Bear explains, "There is growing interest at our university in learning more about the shared histories between the university and the 12 Native Nations of Wisconsin, and this project will answer the challenge of providing a robust, accessible, and practical method for teaching and learning." In short, the University of Wisconsin-Madison is ready and willing to engage with the pedagogical work we are proposing.

### **Impact and Dissemination**

#### ***Institutional Impact***

In the immediate term, our project will reach 3,000 UW-Madison undergraduate and graduate students per year, across 22 courses in eight departments and programs: American Indian Studies; Civil Society and Community Studies; English; Environmental Studies; Gender & Women's Studies; Geography; History of Science; Political Science (see Work Plan). Many of these courses reach a wide array of



students as core requirements, including AIS 100, Introduction to American Indian Studies, which enrolls 550 students per year, and fills the Ethnic Studies Requirement; GWS 103, Gender, Women, Bodies, and Health, enrolling 800 students per year, fills a Letters & Science credit. English 100, Introduction to College Composition, and 201, Intermediate Composition, feature small class sizes, but enroll 3,600 students per year, filling Gen Ed Communication requirements; they could serve as obvious sites for widespread module adoption, given the Project Director's role as Director of Intermediate Composition. For our near-term on-campus audience, modules will be shared via Canvas, UW's course management system, which allows for easy incorporation. In addition to courses highlighted in the Work Plan, our modules will be made available to instructors across the university and through the Native Nations\_UW initiative, and will likely be incorporated in many courses, orientations, and trainings in coming years. The scale of our proposed intervention—coupled with the work of Native Nations\_UW, Our Shared Future, and the Public History Project, an effort to uncover and give voice to those who experienced, challenged, and overcame prejudice on campus—promises to create a sea change at UW-Madison related to both humanities education and institutional response, positioning students, staff, faculty, and administrators to address the direct impact of our university on Indigenous dispossession.

### ***Wider Impact***

The incorporation of these modules into UW courses will serve as proof of concept for land grants more broadly. Groups at University of Minnesota, University of California, and Cornell University are excited to consider adopting these modules for their contexts. By the completion of this 18-month project, we will share our curricular materials directly with these groups, offering modules and related syllabi for them to incorporate and repurpose. In the longer term, the project team has been working with staff in the Nelson Institute for Environmental Studies, which hosts web content for Native Nations, to plan for creating web pages to host our materials for public access as we continue to grow this effort. This work has huge potential to impact humanities teaching and learning at public universities across the country, and sits at the forefront of this effort. Just as important, this funding will help us create an infrastructure that invites Native community members to contribute to and make use of as they see fit. This project will allow us the chance to continue to responsibly build relationships with partners from Wisconsin's twelve sovereign Nations, offering continued updates on our work, creating paid opportunities for feedback, and working with an expert Native American evaluator on our materials. Through collaborative processes with tribal representatives and Native partners, our project strives to center American Indian communities and tribal Nations, whose perspectives on land dispossession, particularly via the Morrill Act, have regularly been over-shadowed or ignored. Widespread pride in land-grant institutions obfuscates the constitutive role of Indigenous dispossession to make these systems exist and prosper in the current moment. Our project complicates and counters these dominant narratives about the history and ongoing present of U.S. public higher education through justice-minded content.

### **Evaluation**

Project success will be evaluated based in part on meeting quantitative milestones: **Feb 2023 to July 2024**, we will hold **biweekly** (Co-)Director meetings and student support meetings; **monthly** thematic working group meetings; **twice per semester** opportunities for feedback from tribal members, all-group meetings, and meetings with the Native American evaluation team. **In Spring 2024**, we will hold two public meetings with UW faculty/staff, UW System faculty/staff, Wisconsin's Tribal Colleges (College of Menominee Nation and the Lac Courte Oreilles Ojibwa College), and other land grants. **By the end of the project (July 2024)**, we will: 1) create **17 modules** (see Content and Activities); 2) integrate project modules into **22 course syllabi** (see Work Plan); and 3) **share modules** with teams at Cornell, Minnesota, and California. Qualitative measures of success will be based on ongoing feedback from tribal members, collaborators at Cornell University, University of Minnesota, and the University of California System, Native Nations\_UW, and from Native American evaluator Dodge Francis and her team. (More details about Evaluation are included in the Work Plan.)

## Work Plan

### Overview of Project Leadership and Workflow

Project Director Gottschalk Druschke and Co-Directors Keeler, Smith, Goldstein, and Mason will work together through the project period (02/01/2023 - 07/31/2024) to lead the project, directing the undergraduate and graduate students supported on this project, and guiding the work of thematic working groups made up of individuals from the larger UW Indigenous Lands Expropriation Education Group (described in the Previous Efforts section in the Narrative).

**Project Director Gottschalk Druschke** will serve as a project coordinator, contributing content to the Land Transfer modules, and focusing special attention on project management, communication across the project team, coordination across modules, management of the learning management system to host modules, communication with administrative staff and collaborators at institutions inside and outside Wisconsin, as well as working to create a full ENGL 100 Introductory Composition and ENGL 201 Intermediate Composition syllabus that builds from the modules, which could be adopted across many of the 85 sections of ENGL 100 and the 10 sections of ENGL 201 offered each semester at UW.

Project Co-Directors will lead thematic areas, including the generation and refining of content, and co-lead the work of two graduate students funded through this project (Ryan Hellenbrand and Liz Anna Kozik) and the work of team members on the larger Indigenous Lands Expropriation Education group who will support module development. **Co-Directors Smith** and **Goldstein** will oversee the Key Concepts modules, as well as directing the work of an undergraduate hourly student supported on the project. **Co-Director Keeler** will oversee the 1862 Moment modules. **Co-Director Mason** will oversee the Land Transfer modules, to which **Project Director Gottschalk Druschke** will also contribute.

### Specific Activities and Related Outcomes

Timing	Activities	Outcomes
Feb. 2023	Project Begins	Announcement of project kick-off to gather interest (Gottschalk Druschke)
Spring 2023	Biweekly (Co-)Director meetings  Biweekly student support meetings  Monthly meetings of thematic working groups (Key Concepts: Smith & Goldstein; The 1862 Moment: Keeler; Land Transfer: Mason & Gottschalk Druschke)  Two full group meetings of the larger UW Indigenous Lands Expropriation Education Group  Two requests for tribal member feedback	Confirmation of participants in thematic working groups (Director & Co-Directors)  Feedback from tribal members on module plan (Director & Co-Directors)  Finalized plan for module development over 18-month project (Director & Co-Directors)  Source material gathered by undergrad researcher about Key Concepts (Smith & Goldstein)  Project update sent to tribal representatives from all 12 sovereign Nations in Wisconsin (see list below) (Gottschalk Druschke)

	Undergraduate hourly student works on key concepts research	
Summer 2023	Undergraduate hourly student works on key concepts research  Biweekly (Co-)Director meetings  (Co-)Directors gather source materials for module development	Source material gathered by undergrad researcher about Key Concepts (Smith & Goldstein)  Portfolios of source materials for all three thematic areas: Introducing Key Concepts, the 1862 Moment, and Land Transfer (Director & Co-Directors)  Preliminary draft of modules across three thematic areas (Director & Co-Directors)  Project update sent to tribal representatives (Gottschalk Druschke)  Project update sent to Native Nations_UW (Keeler)
Fall 2023	Biweekly (Co-)Director meetings  Biweekly student support meetings  Monthly meetings of thematic groups (Key Concepts: Smith & Goldstein; The 1862 Moment: Keeler; Land Transfer: Mason & Gottschalk Druschke)  Two full group meetings of the larger UW Indigenous Lands Expropriation Education Group  Two requests for tribal member feedback  Graduate hourly students work on historical research (Hellenbrand) and illustrations and visuals (Kozik)	Preliminary input from Evaluator (Director & Co-Directors, Dodge Francis & Jean)  Test-run of module content in select courses (Director & Co-Directors)  Complete drafts of all 17 modules (Director & Co-Directors)  Feedback on draft modules from Evaluator and Land Grant colleagues (Director & Co-Directors, Dodge Francis & Jean)  Feedback from tribal members on draft modules (Director & Co-Directors)  Project update sent to tribal representatives (Gottschalk Druschke)  Project update sent to Native Nations_UW (Keeler)
Spring 2024	Biweekly (Co-)Director meetings  Biweekly student support meetings  Monthly meetings of thematic groups (Key Concepts: Smith & Goldstein; The 1862 Moment: Keeler; Land Transfer:	Annual report submitted to NEH (Gottschalk Druschke)  Test-run of module content in select courses (Director & Co-Directors)  Feedback from Evaluator (Director & Co-

	<p>Mason &amp; Gottschalk Druschke)</p> <p>Two full group meetings of the larger UW Indigenous Lands Expropriation Education Group, with invitations to wider audiences: UW faculty/staff, UW System faculty/staff, Wisconsin’s Tribal Colleges (College of Menominee Nation and the Lac Courte Oreilles Ojibwa College), and other land grant institutions</p> <p>Graduate hourly students complete historical research (Hellenbrand) and illustrations and visuals (Kozik)</p>	<p>Directors, Dodge Francis &amp; Jean)</p> <p>Refined drafts of all 17 modules (Director &amp; Co-Directors)</p> <p>Feedback on refined modules from Evaluator and Land Grant colleagues (Director &amp; Co-Directors)</p> <p>Feedback from tribal members on refined modules (Director &amp; Co-Directors)</p> <p>Finalized drafts of all 17 modules (Director &amp; Co-Directors)</p> <p>Syllabus drafts for all 22 courses to include new modules (All)</p> <p>Project update sent to tribal representatives (Gottschalk Druschke)</p> <p>Project update sent to Native Nations_UW (Keeler)</p>
<p>Summer 2024</p>	<p>Biweekly (Co-)Director meetings</p> <p>Final full group meeting of the larger UW Indigenous Lands Expropriation Education Group</p>	<p>Finalized modules and syllabi (All)</p> <p>Feedback on finalized modules and syllabi from Evaluator and Land Grant colleagues (Director &amp; Co-Directors, Dodge Francis &amp; Jean)</p> <p>Modules shared on Canvas and directly with land grant colleagues at Cornell, Minnesota, and California (Director &amp; Co-Directors)</p> <p>Project update sent to tribal representatives (Gottschalk Druschke)</p> <p>Project update sent to Native Nations_UW (Keeler)</p> <p>Project update with info about modules sent to land grant universities with ties to Wisconsin (see list below) and to Wisconsin Tribal Colleges (Gottschalk Druschke)</p>
<p>July 2024</p>	<p>Project Ends</p>	<p>Final report submitted to NEH (Gottschalk Druschke)</p>

## **Description of Workflow**

**Biweekly:** Project Director and Co-Directors will meet as a core leadership team biweekly through the 18 months of the project to offer updates about module development, work towards project goals, and ensure complementarity but not repetition across modules. These meetings will also allow the Project Director and Co-Directors to prepare to incorporate modules into UW curricula, and communicate with collaborators at other land grant university campuses, as well as tribal representatives across the state. The Project Director and Co-Directors will also meet biweekly with two graduate students funded on the project to direct their work.

**Monthly:** Project Director and Co-Directors will convene monthly meetings of thematic groups, representing members from the larger Indigenous Lands Expropriation Education Group (detailed in the Previous Efforts section of the Narrative) who will support content creation for individual thematic areas. These working groups of 3-8 members will collaborate to support the development of module content, and also to consider how modules can be creatively adapted to serve a variety of humanities courses on campus.

**Twice per Semester:** Twice per semester, we will meet as a full group of ~25 (Project Director [1], Co-Directors [4], full Indigenous Lands Expropriation Education Group [20]). During spring and fall 2023, these large group meetings will offer a chance to provide updates about module development, to workshop each other's modules, and to invite tribal community members and collaborators at other land grant institutions to provide input and feedback. In the final semester, spring 2024, we will use these meetings to share our work out to audiences that might pick up these modules, across UW, the UW System, Wisconsin's Tribal Colleges (College of Menominee Nation and the Lac Courte Oreilles Ojibwa College), and other land grant institutions. By placing Co-Directors in charge of each content area, and positioning the Project Director to ensure connectivity across groups and communicate with our internal and external audiences, our team will be well-positioned to produce finalized modules ready to be incorporated in courses around UW-Madison and beyond at the completion of the project, as well as continuing to develop relationships with tribal representatives across Wisconsin. The Project Director and Co-Directors will test-run module content in their courses throughout AY 2023/2024, with Native American evaluator Dodge Francis and her graduate student providing ongoing feedback throughout the project period about module content and curricular approaches.

## **Outcomes**

At the end of the project period, 17 modules across three thematic areas will be completed and embedded into 22 undergraduate and graduate courses in eight departments and programs (American Indian Studies, Civil Society and Community Studies, English, Environmental Studies, Gender and Women's Studies, Geography, History of Science, and Political Science) at UW-Madison and shared with educators across the institution and beyond. The Project Director and Co-Directors, along with faculty in the larger Indigenous Lands Expropriation Education Group, already teach a range of courses that they will revise to incorporate the educational modules produced through this proposed project. These courses, from freshman to graduate, include:

<b>Department</b>	<b>Course</b>	<b>Type</b>	<b>Enrollment</b>
American Indian Studies	AIS 100, Introduction to American Indian Studies	Incoming Freshman Ethnic Studies Req.	550 students/yr
English	ENGL 100, Introduction to College Composition	First Year Gen Ed Communication A Req.	380 students/yr
Gender & Women's Studies	GWS 103, Gender, Women, Bodies, and Health	First Year Letters & Science Credit	800 students/yr
Gender & Women's Studies	GWS 103 Honors, Gender, Women, Bodies, and Health	First Year Honors Designation	24 students/yr
English	ENGL 201, Intermediate Composition	First Year Gen Ed Communication B Req.	380 students/yr
English	ENGL 245, Seminar in the Major	Intermediate Undergraduate English Major Req.	19 students/yr
English / Environmental Studies	ENGL/ENVST 305, Rhetoric, Science, and Public Engagement	Upper-Level Undergraduate	19 students/yr
Environmental Studies / American Indian Studies	ENVST/AIS 306, Indigenous Peoples and the Environment	Upper-Level Undergraduate	80 students/yr
Civil Society and Community Studies / American Indian Studies	CSCS 330, American Indian Communities: Sovereignty, Struggles, and Successes	Upper-level Undergraduate Ethnic Studies Requirement	80 students/yr
Geography	GEOG 342, Geography of Wisconsin	Upper-level Undergraduate Gen Ed Social Science Req.	280 students/yr
Gender & Women's Studies	GWS 347, Queering Ecofeminism	Upper-level Undergraduate, GWS major requirement	40 students/yr
American Indian Studies / Geography	AIS/GEOG 410, Critical Indigenous Ecological Knowledges	Upper-level Undergraduate	40 students/yr
Gender & Women's Studies	GWS 449, Gender, Race, Colonization, and Capitalism	Upper-level Undergraduate	40 students/yr



American Indian Studies	AIS 475, Indigenous Histories of Place	Upper-level Undergraduate Ethnic Studies Req.	30 students/yr
Geography	GEOG 501, Space and Place	Upper-level Undergraduate and Graduate	15 students/yr
Gender & Women's Studies	GWS 527, Epigenetics: The Environment of the Womb	Upper-level Undergraduate and Graduate, GWS major requirement	80 students/yr
Gender & Women's Studies	GWS 533, Gender, Race, and Botany / Science and Politics of Reproductive Health	Upper-level Undergraduate and Graduate	80 students/yr
Gender & Women's Studies / History of Science	GWS/HIST SCI 537, Childbirth in the United States	Upper-level Undergraduate and Graduate	40 students/yr
Gender & Women's Studies / History of Science	GWS/HISTSCI 537 Honors, Childbirth in the United States	Upper-level Undergraduate and Graduate, Honors Designation	24 students/yr
English	ENGL 703, Methods in Rhetoric & Composition	Graduate	10 students/yr
English	ENGL 706, Seminar in Rhetoric & Composition	Graduate	15 students/yr
Gender & Women's Studies / Political Science	GWS/POLISCI 933, Feminist Political Theory	Graduate	20 students/yr

In the immediate term, this intervention stands to reach more than 3,000 UW-Madison students per year, across 22 courses in eight departments and programs. Importantly, these modules will also be shared with instructors across the university and through the Native Nations\_UW initiative, and will likely be incorporated in many additional cross-campus courses, orientation modules, as well as faculty and staff trainings in coming years. The incorporation of these modules into UW courses will serve as proof of concept for land grant universities more broadly, and we will share the materials we develop with our existing collaborators at University of Minnesota, University of California, and Cornell University. We will also contact representatives at all of the land grant universities with links to Wisconsin lands (see list below) to offer access to these modules, as well as to colleagues at Wisconsin's Tribal Colleges.

### **Examples of Module Incorporation in UW-Madison Courses**

The small enrollment upper-level undergraduate seminar **English/Environmental Studies 305, Rhetoric, Science, and Public Engagement**, could use these materials to meet two of its learning outcomes: a) to understand, critique, and enact the mission and vision of land grant institutions; and b)

to identify best practices for public engagement and inclusive science communication. Students in the course currently learn about the Wisconsin Idea, the idea that education at the University of Wisconsin should influence people's lives beyond the boundaries of the classroom, and about UW Extension, the program tasked with translating university research for public education across the state, as well as the history of the Morrill Act and land grant institutions. Content developed through this NEH proposal could be incorporated into the course to offer important critiques of that tradition and to set up Wisconsin-specific readings and field visits. This local work could be supplemented with academic readings about the role of colonial history in American higher education and with Lee and Ahtone's (2020) Land Grab U materials, which feature maps, photos, treaties, and parcel information about the Morrill Act land transfers. Students could then respond to that material by drafting a manifesto or a letter to the student newspaper, *The Daily Cardinal*, about their vision for a more just and equitable Wisconsin Idea to better serve the University of Wisconsin and residents across the state for the next 100 years. (See Other Documents for complete course syllabus.)

As another example, the large enrollment upper-level undergraduate course **Geography 342, Geography of Wisconsin**, focuses on physical and human aspects of the changing Wisconsin landscape through time and features a strong emphasis on equipping students to make use of online information sources to read and then narrate the history of the Wisconsin landscape. Content developed through this NEH proposal will include an interactive web-based map that features all of the Morrill Act parcels on the Wisconsin landscape, along with direct links to the Land Grab U database, surveyors' records of the landscape following land-cession treaties, and other General Land Office records (digital versions of the original paperwork linking Morrill Act parcels to both America's budding universities and the rush to acquire lucrative timber land across northern Wisconsin). Technical documentation on how to access and interpret these and other digitized archival materials (e.g. newspaper articles or county land ownership records) could be combined with readings and visualizations of change in northern Wisconsin landscapes following Indigenous land dispossession to guide students in reconstructing the history of a specific Morrill Act parcel, which may in many cases be close to a town where they grew up or a lake or a state park they have visited. GEOG 342 students could then be invited to, for instance, create their own ArcGIS StoryMaps to re-narrate the stories that are typically silenced about the history of land in Wisconsin, tracing their study area's ownership from Tribal Nations to the Federal Government to the University of Wisconsin or other land-grant schools, to private ownership by settlers, and in some cases eventually to county, state, or national forests. (See Other Documents for complete course syllabus.)

### **List of Sovereign Nations in Wisconsin**

1. Bad River Band of Lake Superior Chippewa
2. Brothertown Indian Nation
3. Forest County Potawatomi Community
4. Ho-Chunk Nation
5. Lac Courtes Oreilles Band of Lake Superior Chippewa Indians
6. Lac du Flambeau Band of Lake Superior Chippewa Indians
7. Menominee Indian Tribe of Wisconsin
8. Oneida Nation of Wisconsin
9. Red Cliff Band of Lake Superior Chippewa Indians
10. Sokaogon Chippewa Community
11. St. Croix Chippewa Community
12. Stockbridge-Munsee Band of Mohican Indians

**List of Land Grant Universities Benefiting from Wisconsin Lands**

1. University of Maine
2. University of New Hampshire
3. University of Massachusetts
4. Massachusetts Institute of Technology
5. University of Rhode Island
6. Brown University
7. University of Connecticut
8. Cornell University
9. Pennsylvania State University
10. Rutgers, The State University
11. University of Maryland
12. West Virginia University
13. Virginia State University
14. Virginia Polytechnic University
15. North Carolina State University
16. South Carolina State University
17. Clemson University
18. University of Florida
19. University of Tennessee
20. University of Kentucky
21. Kentucky State University
22. Ohio State University
23. Purdue University
24. University of Illinois
25. University of Wisconsin
26. Mississippi State University
27. Alcorn State University
28. Louisiana State University
29. Texas A&M University
30. University of Arkansas

## **University of Wisconsin-Madison Institutional Information**

The University of Wisconsin–Madison is the original University of Wisconsin, created at the same time Wisconsin achieved statehood in 1848. It received Wisconsin’s land grant and became the state’s land-grant university after Congress adopted the Morrill Act in 1862. The University of Wisconsin–Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin. This history of colonization informs our shared future of collaboration and innovation. Today, UW–Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

It continues to be Wisconsin’s comprehensive teaching and research university with a statewide, national and international mission, offering programs at the undergraduate, graduate and professional levels in a wide range of fields, while engaging in extensive scholarly research, continuing adult education and public service.

In the Fall of 2021 UW-Madison had an enrollment of both undergraduate and graduate students of 47,932 and a faculty and staff of 24,232. It has 13 schools and colleges and offers 292 undergraduate majors/certificates and over 280 graduate/professional degrees. UW-Madison is ranked 8<sup>th</sup> in national research among U.S universities. In 2020 it had 1.3 B in research expenditures, 20 Nobel Prize winners and 41 Pulitzer Prizes.

One of the longest and deepest traditions surrounding the University of Wisconsin, the Wisconsin Idea signifies a general principle: that education should influence people’s lives beyond the boundaries of the classroom. Synonymous with Wisconsin for more than a century, this “Idea” has become the guiding philosophy of university outreach efforts in Wisconsin and throughout the world.

ENGL 305 / ENVIR ST 305 / Fall 2020  
Rhetoric, Science, and Public Engagement (3 cr.)  
Dr. Caroline Gottschalk Druschke <cdruschke@wisc.edu> (she/they)  
Meeting times: asynchronous online  
Office hours: online by appointment

## Welcome to Rhetoric, Science, and Public Engagement!

This course focuses on theoretical and practical aspects of public engagement with scientific research, policy, and management, with an emphasis on science communication. We'll explore University of Wisconsin's land grant mandate to share university research with the public and use university resources to explore public needs. And we'll critique that mission by attending to the university's role in displacing members of the Ho-Chunk Nation, like land grant institutions across the country. We'll build from readings in science communication, public participation in science, inclusive science communication, and environmental justice to consider the challenges to and opportunities for public engagement with science.

### Learning Outcomes

- Understand, critique, and enact the mission and vision of land grant institutions
- Recognize the various forms through which public stakeholders intersect with scientific research and decision-making, including the complications and consequences of each
- Identify best practices for public engagement and inclusive science communication
- Design an action and related assessment plan to engage the public in scientific research

### Course Texts

- None! All readings are available on Canvas.

### Policies and Grading

Technology requirements: This course is typically taught in person, with a huge amount of discussion. That wasn't feasible this semester, so we're trying something different. To allow for as much scheduling flexibility as possible, and to accommodate unequal access to high speed internet, this course is entirely asynchronous and text based. This means that you will access course readings each week on Canvas and upload weekly writing responses to Canvas. Dr. Druschke will respond individually in Canvas to these weekly writing responses in the comment feature. Is this ideal? Probably not, but the hope was to make the course as straightforward, evenly paced, accessible, and non-confusing as possible. Dr. Druschke is happy to talk with

students individually by phone or Zoom during the semester. Students will still learn the same content students have covered in other semesters, but your “classroom” experience will largely consist of developing a pen pal relationship with Dr. Druschke about public engagement with science. We are all facing uncertainties related to potential illness and quarantine, and the hope was to design a course streamlined enough to work around those challenges. Please note that if anyone experiences accommodation challenges related to our reliance on written communication, please let me know and we’ll make other plans. Otherwise, think of this as an old-timey correspondence course, where you mail your work into the professor and she mails it back with, “Interesting ideas! Nice job! Have you thought about this idea?” It’s nostalgic!

Credit hours: Students should expect to spend ~135 hours on course content over the 15 weeks of this three-credit hour class, which is the university standard.

Attendance and engagement: Students are expected to engage weekly with the course. Pacing and deadlines are scheduled the same way each week to help students follow along with the class. Weeks begin on Monday mornings, and typically feature a few themed readings for the week, with weekly writing assignments based on those readings due every Sunday evening. (You’ll realize on Canvas that “Sunday evening” means Monday morning before 6am to accommodate night owls.) In the case of a student developing COVID-19 during the semester—and I really wish that wasn’t a reality, but it is—the student should make a plan with Dr. Druschke about how to move forward. It’s likely that we’ll decide together that students will simply skip the content from that time period, and rejoin the class when they’re able, without trying to make up those missed weeks.

Graded work:

**Weekly reading responses:** Most weeks, students will complete a 250-500 w. reading response (~1-2 pgs., double spaced). These are meant to be low stress pieces of writing (don’t obsess too much about perfection!). You can think of them as taking the place of time you would spend taking some notes on course readings and then participating in discussions in a face-to-face class. (But **NOT** more than that!) Dr. Druschke understands there are weeks where you might have many other things going on, so students are expected to complete at least **eight** of the ten reading responses.



These reading responses serve a few important purposes:

- demonstrate that you've done the reading – reference specifics!
- give you a chance to identify and keep track of major ideas from those readings – that will be useful for the writing projects!
- think about how those readings shape your understanding of public engagement with science activities you've seen or know about
- get the chance to get individual written feedback from Dr. Druschke

**Three writing projects:** Three times during the semester, you will complete a higher-stakes writing project in lieu of your weekly reading response. The projects are described in detail below, and progress from big, to bigger, to biggest. Their content is linked together and builds, in part, from the readings you'll be doing each week. The idea is to use your weekly readings and reading responses to inform your reimagining of the Wisconsin Idea, which will shape your critique of an existing public engagement project, which will shape the design and assessment of your own dream project:

- (Big) Writing Project One: Reimagining the Wisconsin Idea, **Sun., Oct. 4**
- (Bigger) Writing Project Two: Assessing a Project, **Sun., Nov. 1**
- (Biggest) Final Project: Designing Your Own Project, **Mon., Dec. 14**

**Quizzes and exams:** There are **NONE** this semester. Weekly reading responses, a big writing project (WP1), a bigger writing project (WP2), and a biggest writing project (the final project) are the only graded components of the course.

**Completion-based grading:** This semester, in light of all of the challenges, questions, and concerns we are facing, the course will rely on completion-based grading. The idea is that students complete what's asked of them with a "passing" mark, and they'll receive full credit on that project. So, for instance, if you complete eight or more weekly reading responses in good faith, you'll get full credit for that portion of the course. If you complete Writing Project One (Reimagining the Wisconsin Idea) and Two (Assessing a Project) in good faith, you will receive full credit on each. If you complete the Final Project (Designing Your Own Engagement Project) in good faith, you will receive full credit. What does Dr. Druschke mean by "good faith"? Complete the project as described in the syllabus. Demonstrate that you've read the accompanying readings and have put some thought into your response.

**The details:**

**Pass all projects (8+ responses, WP1, WP2, final project) --> get an A!**

Skip/don't pass more than two weekly reading responses (do everything else) --> B

Skip/don't pass WP1 (do everything else) --> B  
Skip/don't pass WP2 (do everything else) --> B/C  
Skip/don't pass WP1 and WP2 (do everything else) --> C/D  
Don't pass the final project but tried a bit (do everything else) --> C  
Skip the final project (do everything else) --> C/D  
Skip WP1, WP2, and the final project --> F <-- (don't do this!)

### **Accommodations for Students with Disabilities**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty Dr. Druschke of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Dr. Druschke will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>). Please communicate with Dr. Druschke about your needs!

### **The Writing Center**

Make use of free writing assistance at The Writing Center during any phase of a writing project. Schedule online: <<https://writing.wisc.edu/individual/makeanappointment/>>.

### **Respect and Inclusion**

Dr. Druschke is committed to fostering a shared classroom community that is sensitive to the very different experiences and realities of our students, and that views our various forms of diversity as our greatest resources: differences of immigration status, gender, sexuality, disability, age, socioeconomic status, ethnicity, race, political affiliation, religion, and language, among others. Dr. Druschke expects students to be relentlessly kind in their criticisms and open to learning from the perspectives of others. Dr. Druschke is committed to using your preferred name and pronouns and invite you to introduce yourselves with your preferred names. If these change during the semester, you are invited to let Dr. Druschke know so that you can work together to develop a plan to share this information in a way that is safe for you. I hope all students will feel welcomed on campus—even virtually!—and Dr.

Druschke hopes to connect you whatever campus resources you need (the LGBT Campus Center, the Multicultural Student Center, the Writing Center, the Black Cultural Center, etc.).

### **Class in the time of COVID**

The University of Wisconsin-Madison has suggested that students should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Because all of the work in the class is designed around students communicating directly with Dr. Druschke, there is no need for other students in the class to know if you've been sick, and there's no risk of exposure. Dr. Druschke will keep that information confidential and will work with students to support their health and their educational progress.

## **WRITING PROJECT DESCRIPTIONS**

### **Weekly Reading Responses**

**Length:** 250-500 words (~1-2 pgs., double spaced)

**Due Dates:** Due on Sunday nights (technically by 6am Monday)

Prompts for each reading response are posted to Canvas. Generally speaking, weekly reading responses will ask you to summarize the week's reading, emphasize an aspect of the readings that was important to you (interesting, troubling, useful, confusing), and talk about a public engagement with science activity that has caught your eye. Students should complete at least eight of these ten reading responses to get full credit for the weekly reading responses. These responses also offer a good chance to get regular feedback from Dr. Druschke.

### **Writing Project One: Reimagining the Wisconsin Idea**

**Length:** 1000 words (~4 pgs., double spaced)

**Due Date:** Sunday, October 4

**Description:** After reading about the Land Grant Tradition, the Wisconsin Idea, and the university's history of Ho-Chunk displacement, writing project one asks you to reflect on what you read, saw, and learned to reimagine the Wisconsin Idea. What's your vision for a more just Wisconsin Idea? And what role might science play in all this? This project should draw on course readings, but rather than a research paper, writing project one provides a chance for

you to offer a manifesto/exploration about your ideas on the subject. Take your time and do some thinking!

### **Writing Project Two: Assessing an Engagement Activity**

**Length:** 1500 words (~6 pgs., double spaced)

**Due Date:** Sunday, November 1

**Description:** This project should sets the stage for your end of semester project: asking you to identify a public engagement with science activity of your choosing and then assess that activity based on the assessment frameworks from class, as well as readings on inclusive science communication and settler colonialism. Your response should spend a bit of time explaining the activity/event you're critiquing, and then spend most of your time (~4 pgs.) analyzing and critiquing that activity/event. **Citing specific course readings**, students should identify what the activity/event does well and what it could improve upon, from the standpoints of clear planning and from axes of inclusive science communication and equity.

### **Final Project: Designing Your Own Engagement Activity**


**Length:** 2000 words (~8 pgs., double spaced, plus references)

**Due Date:** Monday, December 14 by 11:59pm

**Description:** In lieu of a final exam, students will design a hypothetical action that would engage some segment of the public with some aspect of scientific research or management, and write an analytical proposal about the action based on course readings. Because we can't really publicly engage anyone at this moment, design an action you'd like to attempt and then explain how it would work and why and how you would assess it. It's a bummer you'll miss the chance to give that plan a test run, but there's still learning to be done! Hopefully, whatever you design can and will be used by you or someone you know in the near future. You should:

- Explain how this proposed project engaged with the spirit of inclusive science communication and demonstrated a nuanced understanding of the Wisconsin Idea.
- Draw heavily from multiple course readings, including specific, cited concepts, ideas, quotes, and theories. Students should use course readings to complicate, clarify, or analyze their action, and will use their action to complicate, clarify, or analyze course readings.
- Describe in specific detail the proposed action.
- Include a detailed formal assessment plan for the project, relying on a course assessment model.
- Use that assessment to consider why or why not this action might achieve the desired outcome.
- Be grammatically and syntactically appropriate.
- Be imaginative, lively, informative, and consequential.

Collapse All

**▼ Syllabus** ENGL305\_Fall2020\_Syllabus.pdf Info on fall 2020 Honors option**▼ Writing Project Descriptions** ENGL305\_Fall2020\_WP2.pdf**▼ Interesting links, activities, programs** [UW-Madison to be included in 'Wisconsin Land-Grant System Partnership for Advancing Native Education Pathways'](https://www.dailycardinal.com/article/2020/10/uw-madison-to-be-included-in-wisconsin-land-grant-system-partnership-for-advancing-native-education-pathways/)  
(<https://www.dailycardinal.com/article/2020/10/uw-madison-to-be-included-in-wisconsin-land-grant-system-partnership-for-advancing-native-education-pathways/>) [Wisconsin land-grant colleges begin project to support Native American students' educational pathways](https://wsum.org/2020/09/29/wisconsin-land-grant-colleges-begin-project-to-support-native-american-students-educational-pathways/) (<https://wsum.org/2020/09/29/wisconsin-land-grant-colleges-begin-project-to-support-native-american-students-educational-pathways/>)**▼ Week 1: Welcome to Class! | Due Su 9/6** You are currently logged into Student View

*Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.*

**Reset Student****Leave Student View**



Sep 6, 2020 | 0 pts



**Short writing response**

Sep 6, 2020 | 2.5 pts



▼ **Week 2: What is Rhetoric & Why Are We Studying It Here? | Due Sun 9/13**



**Watch week two video introduction from Dr. Druschke**



**Read "Why Rhetoric Matters for Ecology"**



**Read "Studying/Practicing Environmental Communication"**



**Read "Symbolic Constructions of Environment"**



**Short writing response**

Sep 13, 2020 | 2.5 pts



▼ **Week 3: The Wisconsin Idea & Land Grant Tradition | Due Su 9/20**



**Watch video introduction to week 3 from Dr. Druschke**



**A quick video p.s. - read ahead!**



**[Read "The Wisconsin Idea"](https://www.wisc.edu/wisconsin-idea/)** [\\_\(https://www.wisc.edu/wisconsin-idea/\)](https://www.wisc.edu/wisconsin-idea/)



**[Read "The Wisconsin Experience"](https://wisconsinexperience.wisc.edu/)** [\\_\(https://wisconsinexperience.wisc.edu/\)](https://wisconsinexperience.wisc.edu/)



**[Read "Rural People and Academic Elites Saved Higher Education Once. They Can](#)**



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**Short writing response**

Sep 20, 2020 | 2.5 pts

**▼ Week 4: Critiquing the Wisconsin Idea: Land Grant or Land Grab? | Due Su 9/27****Watch a video introduction to week 4 from Dr. Druschke****[Read "This land is their land: UW-Madison grapples with Wisconsin's ugly treatment of the Ho-Chunk"](https://isthmus.com/news/cover-story/uw-madison-grapples-with-wisconsins-ugly-treatment-of-the-ho-chunk/)** [\\_\(https://isthmus.com/news/cover-story/uw-madison-grapples-with-wisconsins-ugly-treatment-of-the-ho-chunk/\)](https://isthmus.com/news/cover-story/uw-madison-grapples-with-wisconsins-ugly-treatment-of-the-ho-chunk/)**Read "A Colonial History of the Higher Education Present: Rethinking Land-Grant Institutions through Processes of Accumulation and Relations of Conquest"****[Read "Land-grab universities: Expropriated Indigenous land is the foundation of the land-grant university system"](https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities/)** [\\_\(https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities\)](https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities/)**[Read "The land-grant universities still profiting off Indigenous homelands"](https://www.hcn.org/articles/indigenous-affairs-the-land-grant-universities-still-profiting-off-indigenous-homelands/)** [\\_\(https://www.hcn.org/articles/indigenous-affairs-the-land-grant-universities-still-profiting-off-indigenous-homelands\)](https://www.hcn.org/articles/indigenous-affairs-the-land-grant-universities-still-profiting-off-indigenous-homelands/)**[Read "Land grant universities should acknowledge their debt to indigenous people"](https://www.hcn.org/articles/indigenous-affairs-land-grab-universities-land-grant-universities-should-acknowledge-their-debt-to-indigenous-people/)** [\\_\(https://www.hcn.org/articles/indigenous-affairs-land-grab-universities-land-grant-universities-should-acknowledge-their-debt-to-indigenous-people\)](https://www.hcn.org/articles/indigenous-affairs-land-grab-universities-land-grant-universities-should-acknowledge-their-debt-to-indigenous-people/)**Short writing response**

Sep 27, 2020 | 2.5 pts

**Start working on writing project one: The Wisconsin Idea (due 10/4)**

Sep 27, 2020 | 0 pts

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 **Watch a video introduction to week 5 from Dr. Druschke**



### Self-guided field trip

Oct 4, 2020 | 0 pts



### Writing Project One: The Wisconsin Idea

Oct 4, 2020 | 10 pts



## ▼ Week 6: Inclusive Science Communication | Due Su 10/11



Watch short video introduction to week 6 from Dr. Druschke



Read "Science Communication Demands a Critical Approach That Centers Inclusion, Equity, and Intersectionality"



### Short writing response

Oct 11, 2020 | 2.5 pts



## ▼ Week 7: Environmental Racism / Environmental Justice | Due Su 10/18



Watch this short video introduction to Wk 7 from Dr. Druschke



Read "Environmental Justice and Climate Justice Movements"



[Read "The Legacy of Environmental Injustice in Madison"](#)

(<https://www.dailycardinal.com/projects/greener-future/greener-future-news/the-legacy-of-environmental-injustice-in-madison>)



Read "The ecological and evolutionary consequences of systemic racism in urban environments"



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▼ Week 8: Assessing Public Engagement Activities | Due Su 10/25

 Read "Crafting and Evaluating Broader Impact Activities"

 Read "Logic Model Development Guide"

 Read "A Backwards Approach to Inquiry"

 **Short writing response**  
Oct 25, 2020 | 2.5 pts



▼ Week 9: Connecting Assessment with Equity, Inclusivity, and Justice | Due Su 11/1

 Watch this short video introduction to Week 9 from Dr. Druschke


 Read this project description for WP2 that includes steps to completion


 **Writing Project Two: Assessing Public Engagement**  
Nov 1, 2020 | 25 pts



▼ Week Ten: Election Week! That's plenty | No homework for Su 11/8

 Super short video intro to Week 10

 **Vote.**  
Nov 3, 2020 | 0 pts

 **No writing work due this week - just take care!**  
0 pts

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▼ **Week Eleven: What Would You Do? | Due Su 11/15**

 **Short video introduction to Week 11 from Dr, Druschke**

 **Read "Public participation in scientific research: a framework for deliberate design"**

 **Read "Can citizen science enhance public understanding of science?"**

 **Short writing response**  
Nov 15, 2020 | 2.5 pts



▼ **Week Twelve: Experience and Expertise | Due Su 11/22**

 **Read "The Third Wave of Science Studies: Studies of Expertise and Experience"**

 **Short writing response**  
Nov 22, 2020 | 2.5 pts



▼ **Week Thirteen: Thanksgiving Week. That's plenty! | No homework for Su 11/29**

 **Watch this short video update from Dr. Druschke**

 **Rest.**  
Nov 29, 2020 | 0 pts

▼ **Week Fourteen: Design Your Project | Due Su 12/6**

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### Work on your final project!

Dec 6, 2020 | 0 pts



### Check-in with Dr. Druschke

Dec 6, 2020 | 2.5 pts



#### ▼ Week Fifteen: Design Your Project | Due Th 12/10



Watch this short video intro (outro?) from Dr. Druschke - you made it!



### Work on your final project!

Dec 10, 2020 | 0 pts



### Check in with CGD for feedback!

Dec 10, 2020 | 0 pts

#### ▼ Exam Week | Final Project due Monday 12/14



### Final project due!

Dec 14, 2020 | 40 pts



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# Geog 342: Geography of Wisconsin

Online, Spring 2022

**Instructor.** Joe Mason, [mason@geography.wisc.edu](mailto:mason@geography.wisc.edu).

Office Hours: 11AM-noon Tuesday, 1-2PM Wednesday, or by appointment;

via Zoom: (b) (4)

## Course Schedule

Week	Dates	New Material Available	Assignments Due
1	1/25-1/28	Introduction; Module 1. The Physical Geography of Wisconsin (1/25)	
2	1/31-2/4		Introductory Assignment: A Symbol of Wisconsin (1/2)
3	2/7-2/11	Module 2. Cultural Geography of Wisconsin (2/11)	Module 1 Quiz (must be taken during 2/11-2/13 window)
4	2/14-2/18		Module 1 Project (2/18)
5	2/21-2/25		Module 1 Project Peer Reviews (2/22) Module 2 Quiz (must be taken in 2/25-2/27 window)
6	2/28-3/4	Module 3. People-Environment Geography in Wisconsin (2/28)	Module 2 Project (3/4)
7	3/7-3/11		Module 2 Project Peer Reviews (3/8) Module 2 Essays (3/11)
	3/14-3/18	Spring Break	
8	3/21-3/25	Module 4. Urban Geography in Wisconsin (3/21)	Module 3 Quiz (must be taken in 3/25-3/27 window)
9	3/28-4/1		Module 3 Project (4/1)
10	4/4-4/8		Module 3 Project Peer Reviews (4/5) Module 3 Essays (4/8)
11	4/11-4/15		
12	4/18-4/22	Story Map Assignment (4/22)	
13	4/25-4/29		Module 4 Project and Essays (4/25)
14	5/2-5/6		Story Map Assignment (5/6)

**Notes on schedule:** For assigned projects and essays, *deadlines are all at 12 midnight (Central Time)* on the date listed. For example, if the deadline is given as February 18, that means you have until the last minute of February 18 to get it in on time.

Assignments and essays can be handed in any time before the deadline. *Quizzes must be taken within the time window listed.* This means anytime, day or night, from 12:01 am on the start date to 12 midnight on the end date (all times are Central Time zone). **If you start a quiz, you need to finish it in one try, so plan ahead.**

## Overview of the Course.

This course will cover both physical and human geography of Wisconsin. We will start with the physical environment (rocks, soils, landforms, streams, lakes, wetlands, climate, and vegetation), and then discuss the human geography of Wisconsin, and how it was developed over time by people living and working in the unique landscapes of this state. Besides gaining a basic understanding of Wisconsin's geography, you will learn to use a variety of concepts, tools, and information sources to interpret the physical environment and human geography of specific places within the state. You will probably find practical uses for this experience in future courses or jobs, or just to learn more about places you live in or visit.

This is a three-credit course. The credit standard for this course is met by the expectation of at least 135 hours of student engagement in learning activities, through studying online course materials, completing projects and essay assignments, and other assigned work.

**Learning Outcomes.** Through taking this class, students will be able to

- Understand and explain at a basic level the processes that shaped the physical geography of the state, including its bedrock geology, glacial landforms, soils, and natural plant communities
- Use key information resources to characterize the past and present physical geography of particular places within the state, including public land survey records and web-based soil surveys
- Understand and explain at a basic level how the cultural geography of Wisconsin reflects the Native Nations that have lived in this place for many thousands of years, the expropriation of their lands in the 19<sup>th</sup> and 20<sup>th</sup> centuries, and the new communities and cultural landscapes created by immigrant settlers.

- Recognize distinctive characteristics of Wisconsin's rural geography, including dairy farming and other kinds of agriculture that developed here, the history of logging and the Cutover lands, and emergence of tourism and the conservation movement.
- Use key information resources on rural geography, such as General Land Office records and first-hand accounts of Native American and immigrant communities
- Understand and explain at a basic level the historical development and present-day spatial structures of Wisconsin cities, especially the geography of industrial development, racism and segregation in the Milwaukee metropolitan area

**Course Organization.** You will access all course materials through **Canvas** (<https://canvas.wisc.edu/>). The course is divided into several modules, each containing reading assignments, lecture videos, slide shows, assignments, and quizzes. Each module will be made available at a specific time during this semester-long course, according to the schedule below. Each module is organized into a series of steps, listed in the order that you should work on them (although you will always be able to go back and look at earlier lectures or readings). After a module is available, you can work on it at your own pace, as long as you complete all of the assignments by their due dates and take the quizzes during the assigned time windows.

**Readings.** There will be quite a few readings of different kinds that you can access through Canvas. Some will be scanned pages from *Wisconsin's Past and Present: A Historical Atlas*, by the Wisconsin Cartographers' Guild (ISBN-10: 029915940X). While this is **not** a required textbook, you may want to find a copy to see the maps and images in color. It is available through UW Madison Libraries and used copies are often available through Amazon or other online sources.

**Communication.** If you have questions or are having any technical problems with the course, **please email the instructor at the address listed at the top of this page.** If the answer to your question or problem is important for the rest of the class to read, the information will be sent to the whole class email list. Any important announcements will be sent out the same way. **These messages will go to your UW email address** because that's what I have available. Therefore, it would be a good idea to check that email address at least once a day. There is also a general course discussion set up in Canvas and available to all students.



**Peer Reviews.** One of the course requirements is to review some of your fellow students' project reports. You will do this after the report due date, following instructions provided in Canvas. You'll also get review comments on your own reports. These comments from your peers don't enter into your grade for the project, but they should help you in writing later reports.

## Course Policies

### Grading

For essays and other written assignments, you will be given more detailed information on how your work will be graded. Your overall course grade will be based on a total of **250** points, distributed as follows:

Introduction: A Symbol of Wisconsin 10 pts

Module 1 Quiz (multiple choice, online) 15 pts

Module 1 Project (*including peer reviews of other students' projects*) 32 pts

Module 2 Quiz (multiple choice, online) 12 pts

Module 2 Project (*including peer reviews of other students' projects*) 32 pts

Module 2 Essays 32 pts

Module 3 Project 32 pts

Module 3 Quiz (multiple choice, online) 8 pts

Module 3 Essay 17 pts

Module 4 Project/Essays 35 pts

Story Map Assignment 25 pts

**Guaranteed ("worst-case") grading scale.** When final grades are assigned I will start with the following scale. If it appears that any assignments or quizzes were more difficult than intended, I will consider lowering the breaks between letter grades. The breaks with **not** be raised; that's why this is a "worst-case" scenario.

- A 92-100% (230-250 points)
- AB 87-91.9% (217.5-229.5 points)
- B 80-86.9% (200-217 points)
- BC 74-79.9% (185-199.5 points)
- C 60-73.9% (150-184.5 points)
- D 47-59.9% (117.5-149.5 points)
- F less than 47% (117.5 points)

**Accessibility.** Closed captions are available for all of the lecture videos, and there is a transcript for the podcast you'll listen to in the urban geography section. If there are any other accessibility issues, please let the instructor know as soon as possible. In particular, let me know if you would like to use a screen reader with the readings.

**COVID-19, Other Health Issues, and Completion of Coursework.** Please follow all current UW-Madison guidelines related to COVID-19. Since this is an entirely online course, you may be able to continue work as normal if you are self-isolating because of a COVID-19 test or exposure. However, if illness is making it difficult for you to keep up with work in Geog 342, please email me or arrange a Zoom meeting to make a plan that will allow you to complete the course with a satisfactory grade. I **do not** require documentation of illness or other specific information on your health; you can tell me in general terms what is having a negative impact on your coursework.

**Accommodations for Students with Disabilities.** The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity and it is my policy to do all I can to make that happen at the level of this course. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Please inform me of any need for instructional accommodations by the end of the third week of the semester if possible, *but feel free to talk to me about any need you become aware of after that date.* I will work either directly with the you and/or in coordination with the

McBurney Center to identify and provide adequate instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

**Diversity and Inclusion.** [Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. I am committed to supporting these goals in all my courses. If you believe any aspect of the course, or any actions or statements by myself or others are contrary to these goals or limit your ability to participate and gain the most possible from the course, please either reach out to me directly or if needed [file an academic complaint](#).

**Policies on Harassment, Hostile and Intimidating Behavior and Other Climate Issues.**

The university has policies on preventing and addressing [sexual harassment and violence](#) and [hostile and intimidating behavior](#) affecting all participants in university activities including students. Please refer to those policies if needed; they include options for reporting this kind of behavior, which can occur in the context of classes, even those that are entirely remote.

**Academic Integrity.** By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

**Privacy of student records and the usage of audio recorded lectures.** See information about [privacy of student records and the usage of audio-recorded lectures](#).

**Usage of Audio Recorded Lectures Statement:** Lecture materials and recordings for [insert class name] are protected intellectual property at UW-Madison. Students in this

course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

#### **ADDITIONAL RESOURCES:**

Joel Gruley, Geography Undergraduate Advisor. If you like Geog 344 and would like to take more courses in this area, declare a Geography major, or get advice about Geography-related career directions, Joel is available to help:  
[jgruley@wisc.edu](mailto:jgruley@wisc.edu)

*Dean of Students Office can help with a wide variety of academic or personal concerns that affect your life as a student:* <https://doso.students.wisc.edu/student-assistance/> or come to their Drop-in Hours in 70 Bascom Hall: Fall and Spring Semesters: Monday-Friday: 8:30 a.m.-4:00 p.m., **Winter Break and Summer: Monday-Friday, 8:30-11:30 a.m. and 1:00-4:00 p.m.**

L&S Student and Academic Affairs. Contact for student advising and help with accommodations for health issues or other emergencies that may affect your ability to complete coursework. See website for contact info and locations:  
<http://saa.ls.wisc.edu>.

McBurney Disability Resource Center. Provides services for an inclusive and accessible education. <http://www.mcburney.wisc.edu/>

Multicultural Student Center. Provides resources, advocacy and community particularly for students of color and historically underrepresented and underserved students on campus. <https://msc.wisc.edu>

GUTS (Greater University Tutoring Service). Contact to request tutors to help you with course material. <http://www.guts.wisc.edu/>

UW Writing Center. Provides drop-in or scheduled appointments for help. They will help with just about any type of writing assignments/needs.  
<http://www.writing.wisc.edu/>

Collapse All

**▼ Introduction: Share a symbol of Wisconsin****Assignment 1: A symbol of Wisconsin (Submission/Guidelines)**

Feb 2 | 10 pts

**▼ Module 1: The Physical Geography of Wisconsin: Rocks, Landforms, Soils, and Vege...****Module 1: The Physical Geography of Wisconsin: Rocks, Landforms, Soils, and Vegetation****1.1 Reading: excerpt from Roadside Geology of Wisconsin (Dott and Attig)****1.2. Slideshow: Bedrock Geology of Wisconsin****1.3. Reading: Glaciation of Wisconsin (Attig et al 2011)****1.4. Slideshow: Glacial Landforms of Wisconsin****1.5. Lectures: Soils of Wisconsin****1.6a. Lectures: Vegetation of Wisconsin****1.6b. Slideshow: Vegetation of Wisconsin****1.7. Reading: From End Moraines and Alfisols to White Pines and Frigid Winters (Vale)**

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 **1.9. Physical Geography Project Description** **1.10. General Project Guidelines** **1.11. Project Resource: Examples of Glacial Landforms** **1.12. Turn in Your Physical Geography Project Report HERE**

Feb 18 | 32 pts

**▼ Module 2: Cultural Geography of Rural Wisconsin: Native Nations, Immigrants, and L...** **Module 2: Cultural Geography of Rural Wisconsin: Native Nations, Immigrants, and Landscapes of Dispossession and Settlement** **2.1 Reading on Wisconsin's Native Nations** **2.2 Land Grant Universities and Dispossession of Native Nations** **2.3 Reading: The Dawes Act** **2.4 Reading on Immigration to Wisconsin** **2.5. Quiz 2: Readings on Native Americans, the Dawes Act, and Immigration. Covers ONLY material in 2.1 to 2.4 of Module 2 (Take on Feb 25, 26, or 27, 12 points)** 












Feb 27 | 12 pts




 **2.6. Reading: Kewaunee and Willard settler stories** **2.7. Reading on German Settlement and Cultural Landscapes**

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	<b>2.9a. Text and Lecture Videos: Communities Transplanted-Immigrant Pathways to Wisconsin</b>	
	<b>2.9b. Immigrant Pathways Google Earth placemarks</b>	
	<b>2.10 Module 2 Project Instructions</b>	
	<b>Project Resource: Precolumbian Peoples and the Wisconsin Landscape</b>	
	<b>2.11 Turn in your Module 2 Project HERE</b> Mar 4   32 pts	
	<b>2.12 Lecture Videos: Becoming America's Dairyland (required for the essays, not for the project)</b>	
	<b>2.13 Text and Images: Agriculture and Rural Land Use (required for the essays, not for the project)</b>	
	<b>2.12 Short Essay Questions for Module 2 (Instructions)</b>	
	<b>2.13 Turn in Your Module 2 Essays HERE</b> Mar 11   32 pts	

<b>▼ Module 3: People-Environment Geography in Wisconsin: Changing Forests and Lake...</b>
 <b>Module 3: People-Environment Geography in Wisconsin: Changing Forests and Lakes, Logging, the Cutover, and Conservation</b>
 <b>3.1 Lectures: Logging, the Cutover, and Conservation</b>
 <b>3.2. Reading: Aldo Leopold, excerpts from Sand County Almanac. A good introduction to how Leopold used stories about the farm he bought in Sauk</b>


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 **3.3. Readings on Logging, the Paper Industry, and Tourism**

 **3.4 Readings: Menominee forestry**

 **3.5. Quiz 3: Logging, the Cutover, and Conservation (must be taken March 25-27)**

Mar 28 | 8 pts



 **3.6 Project Guidelines for Module 3: Logging, the Cutover, and Conservation**

 **3.7. Turn in your Module 3 Project report here (due April 1, 2022)**

Apr 1 | 32 pts



 **3.8 Podcast on Introduced Species**

 **3.9 Essay Question for Module 3 (Instructions)**

 **2.13 Turn in Your Module 3 Essay Here (Due April 8)**

Apr 8 | 17 pts



▼ **Module 4: Urban Geography: Metropolitan Growth and Segregation in Wisconsin**

 **Module 4: Urban Geography: Metropolitan Growth and Segregation in Wisconsin**

 **4.1 Reading: Pages 50-57 in Wisconsin's Past and Present**

 **4.2. Wisconsin Cities, Growth, and Change over Time [Images, Text, and Video]**


 **4.3 Google Earth Placemarks: City Growth and Change over Time**

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 **4.5 Readings on Wisconsin and the Great Migration** **4.6 Assigned audio: House Rules (segment from This American Life, NPR).**  
This is general background on segregation in US cities, to consider before we look at the specific case of Milwaukee. **Transcript of "House Rules" audio** **4.7. Milwaukee: A Case Study in Urban Geography [Images and Text]** **4.8 Readings: More Background on Milwaukee's Housing Segregation and Redlining** **4.9 Module 4 Essay/Project Assignment: Instructions (Due April 25)** **Social Explorer Instructions** **4.10. Turn in Module 4 Essay/Project Assignment**

Apr 25 | 35 pts

**▼ Final Assignment** **Final Assignment Instructions--Create an ArcGIS StoryMap on the Geography of Wisconsin--Due May 6** **F.2 Turn in your Final StoryMap Assignment**

May 6 | 25 pts

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