Sunday, June 12
Participants arrive in Norman, Okla.
Dinner and reception hosted by Institute for the American Constitutional Heritage, 7:00, Blackbird Gastropub, 575 S. University Blvd.

Monday, June 13
Session 1: Introduction (Gilje and Butterfield), 9:00-10:30
Welcome, introductions, Institute overview, and orientation. The co-directors will explain the rationale behind the Institute’s curriculum and provide an outline of the readings, sessions, and on-site visits to come.

Session 2: Colonial Antecedents: Empire and Expansion (Onuf), 11:00-12:30
Explores how American expansionism antedates the American Revolution and grew out of the process of English (and later British) colonization.
Readings:
- Declaration of Independence, July 4, 1776
Suggested additional readings:

Session 3: Land, Law, and Indian Policy in the Colonial and Revolutionary Eras (Robertson), 2:00-4:00
A study of the law and practices by which land was acquired, purchased, and sold and how Indian titles to the land were extinguished (by treaty, by purchase, by conquest).
Readings:

Tuesday, June 14
Session 1: Blueprint for Expansion: The American Revolution and the Constitutional Origins of the Empire of Liberty (Onuf), 9:00-10:30
Examines how, out of the colonial experience and in response to Native resistance, American leaders constructed a new form of empire during the American Revolution and in 1787 with the drafting of the Constitution and the passage of the Northwest Ordinance (the blueprint for expansion that outlined how newly settled territories might become equal members of the American federation).
Readings:
- Articles of Confederation
• Land Ordinance of 1785, May 20, 1785
• Northwest Ordinance, April 13, 1787
• U.S. Constitution
• The Federalist 1-10, 14
• Selected petitions from settlers in the Ohio Valley (Ohio in the Time of Confederation)

Suggested additional reading:
• Peter Silver, Our Savage Neighbors: How Indian War Transformed Early America (New York: W. W. Norton, 2008).

Session 2: Visit to National Cowboy and Western Heritage Museum, Oklahoma City
Depart 11:00, Asp Circle; return to campus, 4:00
An opportunity to examine the mythology of western expansion, particularly through the fine nineteenth-century collection in their permanent exhibit on the “Art of the American West” as well as the museum’s galleries devoted to Native American history and art and the Joe Grandee Museum of the Frontier West, which displays artifacts from nineteenth-century settlement west of the Mississippi. The co-directors believe that a field trip early in the Institute schedule can help to build an esprit de corps among participants. Lunch can be purchased at the cafeteria at the National Cowboy and Western Heritage Museum.

Wednesday, June 15
Session 1: Meet-the-author session (Onuf), 9:00-10:30
The first of four “meet the author” opportunities—an important and perhaps unique feature of the Institute—during which the Institute participants will discuss four groundbreaking books with the authors, opening up a dialogue between these distinguished historians and the participants on subjects central to the overall themes of the Institute as well as on the experience and challenges of producing innovative and important scholarship. These four books, which are all essential works in the historical study westward expansion in the early American republic, will be sent to the participants at least eight weeks before the start of the Summer Institute.

Reading:
Session 2: Establishing Authority in the Empire of Liberty (Gilje), **11:00-12:30**

An examination of three treaties that were critical to pacifying the early American West and thus to promoting the regulated expansion of settlement in the 1790s.

Readings:
- Jay Treaty (1794), Treaty of San Lorenzo (1795), and Treaty of Greenville (1795)

Suggested reading:

Session 3: Roundtable discussion (Butterfield and Gilje), **3:30-4:30**

Open discussion covering reactions to the National Cowboy and Western Heritage Museum’s depictions of the West as well as the topics covered through the first three days, including expansion, dispossession, treaty-making, and eighteenth-century American constitutional thought.

**Thursday, June 16**

Session 1: Visit to Western History Collections, University of Oklahoma, **9:00-10:00**

One of the nation’s largest collections on the history of the American West. Especially strong in its holdings relating to the development of the trans-Mississippi West and to Native American culture, this archive holds more than 2,700 manuscript collections, 80,000 volumes, and 5,000 maps for study in such fields of inquiry as the history and cultures of the American Indian communities in Oklahoma; agricultural and technological development; and missionary activities in the American West.

Session 2: The Constitution and the Louisiana Purchase (Kastor), **11:00-12:30**

A study of the debates over the constitutionality of the Louisiana Purchase and the status of the people who lived in the newly acquired territories.

Readings:
- Cession of Louisiana
- Thomas Jefferson to John C. Breckinridge, Aug. 12, 1803
- House and Senate debates on Louisiana Purchase, 1803-1804
- Act for Louisiana territorial division, Mar. 26, 1804
- Act for Louisiana government, Mar. 3, 1805
- Act re: Louisiana statehood and Missouri territorial government, May-June 1812

Suggested reading:

**Session 3: Expansion after the Louisiana Purchase (Taylor), 2:00-4:00**

*Discussion of expansion in relation to the War of 1812, challenges to the crumbling Spanish Empire in the Americas, and the acquisition of Florida*

• Selections from letters of Thomas Jefferson

**Friday, June 17 (three one hour sessions and a final one and one-half hour session)**

**Session 1: The Constitution of the Louisianans (Kastor), 9:30-10:30**

*Examines the problem of citizenship in the United States and how residents of the Louisiana territory interpreted constitutionalism within an expanded United States.*

• Proclamation of William C.C. Claiborne, Dec. 20, 1803
• “Remonstrance of the People of Louisiana against the Political System Adopted by Congress for Them,” Dec. 31, 1804
• Thomas Jefferson to Chiefs of Nations, Jan. 4, 1806
• Chiefs of Nations to Thomas Jefferson, Jan. 4, 1806
• Memorial to Congress by the Legislature of the Orleans Territory, Mar. 12, 1810
• Thomas Jefferson to Chief Wolf and the Mandan Nation, Dec. 30, 1806
• Act to Enlarge the Limits of Louisiana, Apr. 14, 1812
• Constitution of Louisiana (1812)
• James Monroe, “Proclamation Admitting Missouri,” Aug. 10, 1821
• Constitution of Missouri (1820)

*Suggested additional readings:*


**Session 2: Expansion and the Missouri Crisis (Taylor) 11:00-12:00**

*Exploration of expansion and constitutional issue as related to the Missouri Compromise*

• Selected Documents Readings, including Missouri Compromise as adopted, *Statutes at Large*, 16th Cong., 1st session, chap. 22, passed Mar. 6, 1820, and Jefferson’s “Firebell in the Night” Letter

*Suggested reading:*

Session 3: Meet-the-author session (Taylor), 1:00-2:00

Session 4: Roundtable discussion (Butterfield and Gilje), 2:30-4:00
Discussion of weeks work, further integrating reading into our analysis of the Constitution and expansion.

**Saturday, June 18**
Optional visit to Wichita Mountains National Wildlife Refuge, Lawton, Okla. *Participants may sign up by Tuesday, June 14, at 4:00 p.m.*

**Sunday, June 19** No events scheduled.

**Monday, June 20**
Session 1: Manifest Destiny (Greenberg), 9:00-10:30
*A discussion of the ways that manifest destiny served as one of the most potent ideologies in American history. By implying that the conquest of the continent was sanctioned by God and inevitable, manifest destiny both drove and justified Indian removal and a war of aggression against the neighboring republic of Mexico.*
Readings:

Session 2: The U.S.-Mexican War (Greenberg), 11:00-12:30
*A session on Texas annexation, American sectional division, and the origins of the Mexican War.*
Readings:
• James K. Polk, diary entry, June 30, 1846.
• Henry Clay, Speech at Lexington, Ky., Nov. 13, 1847.
• “Public Meeting in Favor of Annexing All of Mexico,” *New York Herald*, Jan. 30, 1848
Suggested reading:
Session 3: Meet-the-author session (Greenberg), 2:00-3:30
The final meet-the-author session.
Reading:

**Tuesday, June 21**

Session 1: Primary Sources, Visual Representations, and Teaching Manifest Destiny (Greenberg), 9:00-10:30
A seminar on the use of documentary material and visual representations in teaching about manifest destiny.
Readings:
• Black Hawk, “Encroachment by White Settlers,” 1832.
• Lyman Beecher, *A Plea for the West* (Cincinnati: Truman and Smith, 1835).
• “Uncle Sam's Song to Miss Texas,” 1845
• Robert Winthrop, “Arbitration of the Oregon Question,” Jan. 3, 1846

Session 2: Indian Policy from Washington to Jackson (Robertson), 11:00-12:30
Examines Indian policy from Washington’s administration to Jackson’s, a policy that was fraught with tension between “civilizing” and expulsion. Federal Indian policy changed dramatically between 1789 and 1832, and statutory support for divestiture of tribal rights, including rights of self-governance, eventually ran into opposition from the federal courts and triggered unanticipated threats to the federal structure.
Readings:

Session 3: The Judicial Conquest of Native America: Teaching *Fletcher* and the Marshall Trilogy (Robertson), 2:00-4:00
A seminar in which the participants will analyze four court cases—*Fletcher v. Peck* (1810), *Johnson v. M’Intosh* (1823), *Cherokee Nation v. Georgia* (1831), and *Worcester v. Georgia* (1832)—that remain the foundation for American Indian law. The session will explore how to teach these cases as well as how to incorporate legal materials into undergraduate instruction.
Readings:
• *Johnson v. M’Intosh*, 21 U.S. (8 Wheat.) 543 (1823)
• *Cherokee Nation v. Georgia*, 30 U.S. (5 Pet.) 1 (1831)
• Judiciary Act of 1789

**Wednesday, June 22**
Visit to Chickasaw Cultural Center, Sulphur, Okla.
Depart from campus, **8:30**; return to campus, **3:30**
Removed from Mississippi in 1837 to their current home in Oklahoma, the Chickasaw Nation has created the largest tribal cultural center in the country, with a museum, interactive exhibits, and hands-on demonstrations, approximately one hour south of the University of Oklahoma.

Late afternoon session (Yarbrough, with Butterfield and Gilje), **4:00-5:00**
Roundtable discussion of the museum’s depictions and Native American perceptions of westward expansion and the history of the early American republic.

**Thursday, June 23**
Session 1: Native Perspectives on U.S. Territorial Expansion (Yarbrough), **8:30-10:00**
Examines Native American communities’ responses to U.S. expansion in the first half of the nineteenth century, focusing on the political and legal efforts by groups such as the Cherokee to combat or to resist it.

Session 2: Teaching Native Perspectives on U.S. Territorial Expansion (Yarbrough), **10:30-12:00**
A discussion on the potential uses in the classroom of selected primary documents on American westward expansion as seen from a Native American perspective.
  • John Ridge to Albert Gallatin, Feb. 26, 1826
  • Selected letters from Cherokee students at mission schools (1828)
  • Selected Cherokee women's petitions to remain in the American Southeast (1817, 1818, and 1821) (Pedue and Green, eds., *Cherokee Removal*, 45-48, 124-126)
  • *Laws of the Cherokee Nation* 1852 (Tahlequah, Cherokee Nation, 1852).

Session 3: No third session on this day
Preparation for group presentations

**Friday, June 24**
Session: Wrap-up session with group presentations and concluding roundtable discussion.

Each group will reexamine the key elements of one of the seven visiting faculty.

(Gilje and Butterfield), **9:00-12:00**

Participants begin travels home.