

# HIST 1301-06: From the Colonial Periphery to a Fractured Nation State: American History, 1400-1877

Fall 2016

JO 4.614

Tuesdays and Thursdays, 11:30 AM-12:45 PM.

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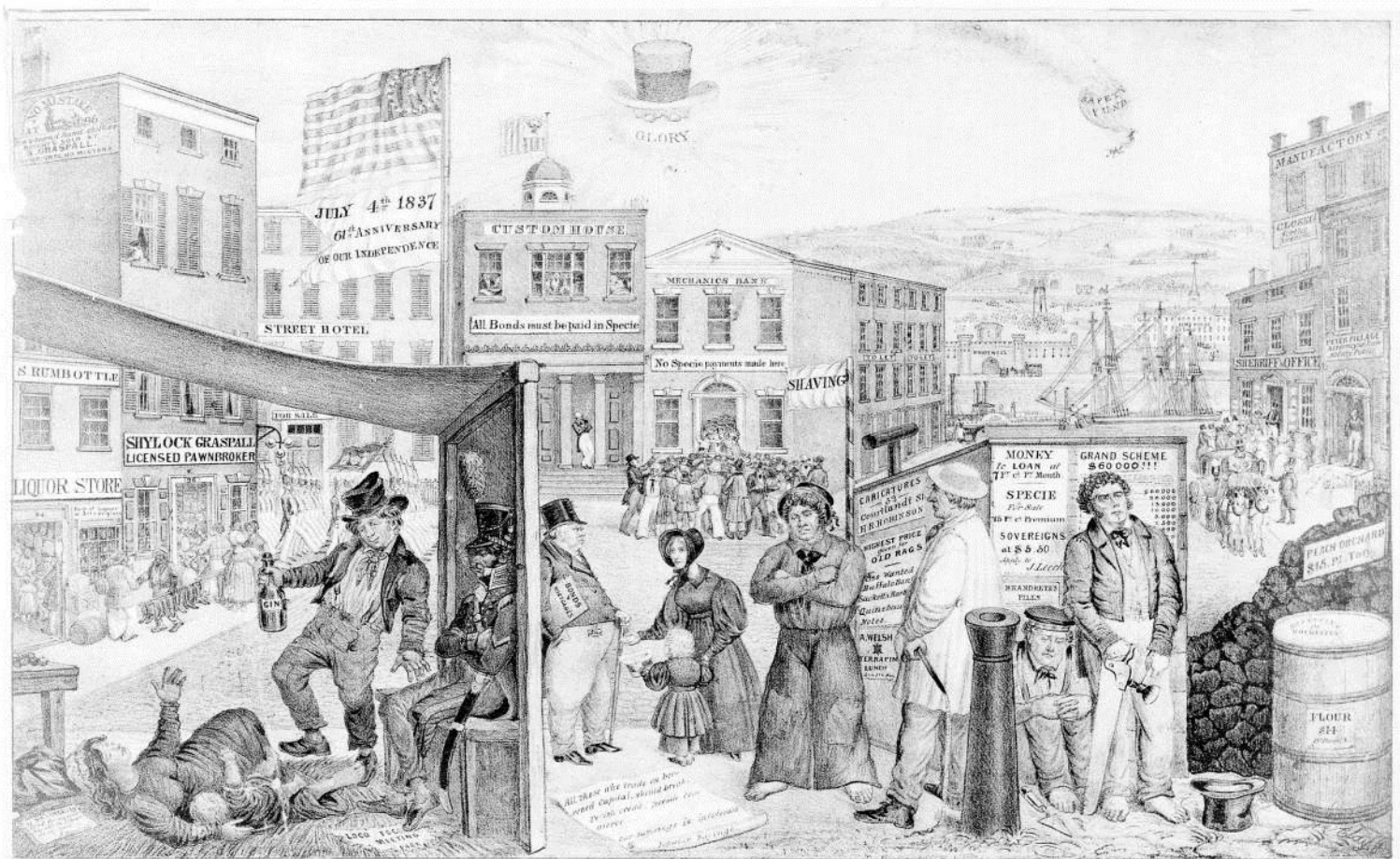
Office Hours: By appointment.

Teaching Assistant: Lauren Davis

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Office Hours: Tuesdays, 10:30-11:15 AM and  
Thursdays, 1:15-2:30 PM.



THE TIMES.

# Course Overview

This is a survey course in early American history from the colonial era to Reconstruction. This course assumes that the creation of the United States was an unanticipated consequence of a broader North American history shaped by European colonization, the development of colonial cultures and political institutions, the rise of African slavery, and the expansion of a global economy. Colonial society in North America was comprised of diverse regions, ethnically and racially mixed populations, and significant variations in legal and political status. The United States emerged from this colonial world but its departure was not automatic or total. Indeed much of the United States' early history through the Civil War consisted of efforts to reconcile a colonial past with a new constellation of political ideals, social realities, and cultural tensions unleashed in the American Revolution.

We will attempt to understand this history by canvassing the interplay of ideas, politics, social developments, and culture from the fifteenth century through the nineteenth century. Course readings include a few books by historians and an even larger amount of primary sources – texts, images, and artifacts produced in the past – that historians use as evidence in their writing. This course is thus not only an introduction to main themes in American history, but it is also an introduction to history as an interpretive discipline.

## Course Objectives:

1. To understand key developments and themes in Atlantic, North American, and United States history from 1400 to 1877.
2. To introduce history as a question framing and a problem solving discipline by developing critical reading skills.
3. To interpret and analyze historical evidence.

## General Education Core Objectives:

1. **Critical thinking skills** – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions.
2. **Communication skills** – Students will demonstrate effective written, oral and visual communication.
3. **Social responsibility** – Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national and global communities.
4. **Personal responsibility** - Students will demonstrate the ability to connect choices, actions and consequence to ethical decision-making.

By fulfilling the **Course Objectives** you will also fulfill the **General Education Core Objectives**. Both sets of objectives will be assessed in exams one, two, and three.

## Assignments:

1. Assigned readings must be completed before the first class meeting of each week.
2. There will be **three** take-home examinations during the semester. The first will be due on September 20, 2016, the second will be due on November 1, 2016, and the third will be due on December 6, 2016.

3. There will be **two** in-class short identification quizzes. The first one will take place on September 20, 2016 and the second one on December 6, 2016.

### Grading and Important Dates:

Exam One (25%)/Quiz One (10%) 9/20  
 Exam Two (25%) 11/1  
 Exam Three (25%)/Quiz Two (10%) 12/6  
 Attendance (5%)

### Required Texts:

The following books can be purchased at the UTD bookstore or at Off Campus Books, 581 W. Campbell Road, #201. **All additional weekly readings are available on eLearning.**

1. *The World Turned Upside Down: Indian Voices from Early America*, Colin G. Caloway, ed., Bedford/St. Martin's, first edition (paperback)
2. *The Infortunate: The Voyage and Adventures of William Moraley, An Indentured Servant*, Susan E. Klepp and Billy G. Smith, eds., Pennsylvania State University Press, second edition (paperback)
3. Mary Beth Norton, et al. *A People and a Nation: A History of the United States, Vol. I to 1877* (Brief Tenth Edition)
4. Thomas Paine, *Common Sense* (Penguin Classics edition)

Academic Calendar	Lecture Topics	Readings **All readings must be completed by the first meeting of the week they are assigned**
Week 1. Introduction		
Tue. Aug. 23	The Course	Reading: - <i>Requerimiento</i> , 1510
Thu. Aug. 25	What is History?	
Week 2. Cultures Apart ... at Least Partly: The Atlantic World after 1400		
Tue. Aug. 30	Africa, Europe, and North America	Reading: -Norton, et al., 1-28 -Thomas Hobbes, <i>Leviathan</i> , Chapter 13 -Calloway, 23-41
Thu. Sep. 1	Europe and North America Discover Each Other	
Week 3. Saved By Tobacco: Chesapeake Colonies		

Tue. Sep. 6	Dying and Living in the Chesapeake	<b>Reading:</b> -Norton, et al., 29-56 -Richard Frethorne, letter to his parents (1623) Virginia Laws of Servitude and Slavery (1643-1691)
Thu. Sep.8	Tobacco and Slaves	
<b>Week 4. Seeking God’s Salvation: New England</b>		
Tue. Sep. 13	Varieties of New England Puritanism	<b>Reading:</b> -Norton, et al., 57-81 -Calloway, 46-65 -John Winthrop, “A Modell of Christian Charity” (1630) -The Trial of Bridget Bishop, an Accused Witch, Salem (1692) -Mary Rowlandson’s Captivity Narrative (1676), excerpt - <i>The Infortunate</i> , 1-62
Thu. Sep. 15	Puritanism and Social Change	
<b>Week 5. Quaker Settlements</b>		
Tue. Sep. 20	<b>Exam One Due, Quiz One</b>	<b>Reading:</b> - <i>The Infortunate</i> , 63-108 -William Penn, “Frame of Government for Pennsylvania” Preface (1682)
Thu. Sep. 22	Pennsylvania	
<b>Week 6. Caribbean Connections: the Lower South</b>		
Tue. Sep. 27	Greater Carolina	<b>Reading:</b> -Norton, et al., 82-108 -South Carolina Slave Codes -“Some Account of the Designs of the Trustees for Establishing the Colony of Georgia in America” (1733)
Thu. Sep. 29	Georgia	
<b>Week 7. The Expansion, Maturation, and Integration of 18<sup>th</sup> Century British America</b>		
Tue. Oct. 4	Politicking and Praying	<b>Reading:</b> -Norton, et al., 109-136 -Calloway, 125-144 -Jonathan Edwards -Charles Woodmason
Thu. Oct. 6	Living and Buying	
<b>Week 8. Imperial Wars and the Unanticipated American Revolution</b>		
Tue. Oct. 11	King George the II’s Royal Commode	<b>Reading:</b> -Norton, et al., 137-162 -Virginia Resolves (1765) -Resolves of the First Continental

Thu. Oct. 13	Tensions in the Empire	Congress (1774) -Thomas Paine, <i>Common Sense</i> (1776)
Week 9. The Revolution Wants You!		
Tue. Oct. 18	Becoming a Revolutionary: Lessons from Boston and Beyond	<b>Reading:</b> -Norton, et al., 163-197 -Norton, et al., A1-A2 (Declaration of Independence , 1776) -Calloway, 146-169 -“Dunmore’s Proclamation” (1775) -Petitions by African Americans
Thu. Oct. 20	Accepting and Rejecting Independence	
Week 10. How Revolutionary Was The Revolution?		
Tue. Oct. 25	Social and Cultural Answers	<b>Reading:</b> -Norton, et al., 198-231 -Norton, et al., A-2-A-5 (Articles of Confederation, 1777) -Norton, et al., A-5-A-12 (United States Constitution, 1787) -James Madison, “Memorial and Remonstrance” (1785) -Declaration of the Rights of Man (1789) -Thomas Paine, <i>The Age of Reason</i> (1794) Introduction - <i>The Key of Liberty: The Life and Democratic Writings of William Manning</i> (1799)
Thu. Oct. 27	Constitutional and Political Answers	
Week 11. Democracy and its Discontents: The United States in the 1830s		
Tue. Nov. 1	<b>Exam Two Due</b>	<b>Reading:</b> -Norton, et al., 232-263 -Calloway, 170-183 -Northern Working Men’s Declarations (1829-1844)
Thu. Nov. 3	The Market Revolution and the Redefinition of Democracy	
Week 12. The Short Decline and Rapid Rebirth of American Slavery		
Tue. Nov. 8	Cotton and the Creation of the “South”	<b>Reading:</b> -Norton, et al., 264-326 -David Walker, “Appeal to the Coloured Citizens of the World” (1830) -John C. Calhoun, “Slavery a Positive Good” (1837)
Thu. Nov. 10	Southern Cultures: Black and White, Enslaved and Free	
Week 13. Reforming a Dividing House		
Tue. Nov. 15	Free Love, Anti-Slavery, and Demon Rum: Varieties of Antebellum Reform	<b>Reading:</b> -Norton, et al., 327-362

Thu. Nov. 17	Political and Cultural Divides	-Free Love Theology -George Fitzhugh, <i>Cannibals All!</i> (1857) -Abraham Lincoln, “A House Divided Speech” (1858)
Week 14. Fall Break		
Tue. Nov. 22	No Class	No Reading
Thu. Nov. 24	No Class	
Week 15. The Civil War and Reconstruction		
Tue. Nov. 29	The Fractured Nation State and the Course of War	<b>Reading:</b> -Norton, et al., 363-432 -Abraham Lincoln, “Gettysburg Address,” (1863) -Frederick Douglass’ Call for African American Recruits, (1863) -Sharecropping Contract, (1886)
Thu. Dec. 1	Uneven Emancipation: The Rise and Fall of Reconstruction	
Week 16.		
Tue. Dec. 6	Exam Three Due, Quiz Two	No Reading

### Requirements and Expectations:

1. Regular attendance is necessary to earn full credit toward your final grade. I may, periodically, give pop quizzes throughout the semester that will contribute to your final grade.
2. Students are expected to be on time. Late arrivals disrupt the class and are disrespectful of the professor and classmates. Consistent late arrivals will be noted, a warning will be given, and subsequent infractions will result in a grade penalty.
3. All course communication not conducted in class will be made using UTD email addresses only.
4. Any student who misses an examination or quiz during the semester may make it up at the professor's discretion but only if the student has a valid reason.
5. If you are unable to complete or submit an exam due to illness, accident, or civic obligation, then you must provide official documentation within **48 hours** after the exam or quiz is due. Any documentation provided after **48 hours** will not be accepted and you will fail the assignment.
6. Make-up exams or quizzes must be completed within **one week after** the original due date for the assignment.
7. Laptops are allowed in class, but only for note taking purposes. If it becomes evident that laptops are being used for any purpose besides taking notes, especially if this action

disrupts nearby students, the professor reserves the right to prohibit individual students from further laptop use.

8. Cell phones must be turned off.
9. Recording lectures is prohibited.

**For important University Policies see: <http://provost.utdallas.edu/syllabus-policies/>**

**\*\* The professor reserves the right to amend this syllabus as needed throughout the semester. Any changes made to this syllabus will be announced in class.\*\***