

UNITED STATES HISTORY TO 1865

History 2610-007 • Fall 2018

M, W: 2:00-3:20 PM • ESSC 255 • University of North Texas

Professor Michael D. Wise (michael.wise@unt.edu)

Office: Wooten Hall 259

Hours: M, W 3:30-4:30 PM or by appointment.

History Department Graduate Teaching Assistants:

Travis Bagley

(TravisBagley@my.unt.edu)

Office: Wooten 210

Hours: M/W 10:00 AM-12:00 PM or by appt.

Daniel Messman

(danielmessman@my.unt.edu)

Office: Wooten Hall 211

Hours: M, W 3:30-4:30 PM

Samuel Poer

(SamuelPoer@my.unt.edu)

Office: Wooten 211

Hours: M 9:30-11:30 AM; W/F 9:30-10:30 AM

David Pressley

(RonaldPressley@my.unt.edu)

Office: Wooten Hall 211

Hours: T 5:00-6:00 PM; 3:30-6:30 PM

Learning Center Supplemental Instructor (SI):

Madison Berry (madisonberry@my.unt.edu)

Course Overview:

There is no single story of early American history. What we now recognize as the United States of America was built atop the foundations of much older societies, each of which exerted their influences on the U.S. nation state well beyond its founding.

This class explores the historical relationships of these societies to the emergence of the United States through the end of the U.S. Civil War by emphasizing four major perspectives: 1) the expansion and transformation of *colonialism* across North America; 2) the historical role of the *environment* in shaping American livelihoods; 3) the significance of *slavery* in early American society; and 4) the complex relationship between *authority and rebellion* in early American political culture.

Students in this course will develop a basic mastery of the peoples, events, and major issues of early American history. This course will also provide an introduction to the analysis of primary and secondary historical sources. Students will be evaluated on a combination of four in-class examinations and four short written assignments (750 words each).

Required Course Texts (in order of assignment):

- 1.) Erik R. Seeman, *The Huron-Wendat Feast of the Dead: Indian-European Encounters in Early North America* (Baltimore: Johns Hopkins University Press, 2011).
- 2.) Julian Mason, editor, *The Poems of Phillis Wheatley*, 2nd ed. (Chapel Hill: University of North Carolina Press, 1988).
- 3.) Theda Purdue and Michael D. Green, editors. *The Cherokee Removal: A Brief History with Documents*, 3rd ed. (New York: Bedford/St. Martin's, 2016).
- 4.) David W. Blight, editor, *The Narrative of the Life of Frederick Douglass, A Slave*, 3rd ed. (New York: Bedford/St. Martin's, 2016).

Weighted Values of Course Assignments:

<i>Feast of the Dead</i> essay	due: 9/17	10 points
Exam #1	9/19	12 points
Phillis Wheatley essay	10/15	10 points
Exam #2	10/17	12 points
<i>Cherokee Removal</i> essay	11/12	10 points
Exam #3	11/14	12 points
Frederick Douglass essay	12/5	10 points
Pop quizzes (6 total at 2 pts each)		12 points
Final Exam	12/10 (1:30 to 3:30 PM)	<u>12 points</u>
		100 points

Grading Criteria:

A	90-100 points
B	80-89 points
C	70-79 points
D	60-69 points
F	<59 points

Course Policies:

Pop Quizzes and Attendance

Grades in this course are based on each student's own intellectual development and performance.

Attendance is not taken nor is it graded. However, in order to succeed in this course it is essential to attend class regularly. The primary cause of student failure is poor attendance. The second, third, and fourth most significant causes of student failure are insufficient note-taking, not completing the assigned readings, and insufficient studying. Before asking Prof. Wise or your teaching assistant for help, please answer, honestly, the following questions: Have I been attending class? If not, then start attending class. Have I been reading the assigned readings? If not, then start reading. Have I been taking notes during lectures and during my readings? If not, then start taking notes. Have I been studying my notes? If not, then start studying your notes. If your answer to all of these questions is "yes" and you are still having trouble, then please talk to us and we will be happy to help.

In order to encourage attendance, reading, note-taking, and studying, this course will include six pop quizzes worth 2 points each for a total of 12 points, or 12%, of each student's overall grade.

Students who successfully earn at least 9 out of 12 points on the pop quizzes will have the option of not taking the final exam. In other words, you could skip the final exam and your grade would be calculated out of 88 points instead of 100. In this scenario it is possible that you could miss one pop quiz but earn a total of nine points on the other five and still eligible for the final exam option. **Students who earn at least 11 out of 12 points on the pop quizzes will also automatically earn a 5-point extra credit bonus to their overall grade in the course.**

Given the nature of a pop quiz, it is not possible to make one up in the event of an absence. However, in the situation of an excused absence conforming to official university policy, Prof. Wise will provide an alternative assignment to make up the missed quiz points if the student contacts their teaching assistant (by email) within one week of the pop quiz and also provides adequate documentation of their absence.

Exams

This course has four exams, including a final exam, that test student mastery of course material. As noted above, the dates of the exams are 9/19, 10/17, 11/14, and 12/10 (final exam). Study guides will be circulated in class on designated exam review days, and students will be allowed to bring one page of notes. Each exam will consist of a “so-called objective section” comprising a series of multiple-choice, true or false, and fill-in-the-blank questions. Each exam will also include essay written in response to one of several interpretative questions about early American history. Please note that students will NOT be allowed to make up missed exams unless they experience an emergency situation conforming to official university policy.

Essays

This course also includes four short essay assignments (750 words each) designed to help students synthesize course readings with course lectures. They are due on the days of the scheduled exam review sessions, and students are expected to hand in printed copies of their essays at the beginning of class on each of those days. The first assignment, due on 9/17, will be a review of Erik Seeman’s book on the Huron-Wendat “Feast of the Dead.” The second essay assignment, due on 10/15, will be a reflection on Phillis Wheatley and the role of poetry as an historical material. The third assignment, due 11/12, will be a critical analysis of one of the primary sources in *The Cherokee Removal* collection, and the fourth assignment, due on the last day of class, will be a short essay responding to Frederick Douglass’s classic historical memoir.

Blackboard website

Grades and electronic course materials will be available on Blackboard. Please note that this is NOT an online course, however. Important information may not always be available or announced online.

Accessibility Statement

This class is committed to accessibility. If you need certain accommodations, please notify Professor Wise as soon as possible. You may speak with Professor Wise in person, email him at michael.wise@unt.edu, or leave him a phone message at (940) 891-6774.



“Map of the several nations of Indians to the Northwest of South Carolina.” Francis Nicholson (Colonial Governor of S.C.), c. 1721. Geography and Map Division, Library of Congress: Washington, D.C.

COURSE SCHEDULE

Week 1:

- M, Aug 27 What is “History” and why should anyone care?
- W, Aug 29 The Literature of Encounter
 READ:
 Erik Seeman, *The Huron-Wendat Feast of the Dead*, 1-37.

Week 2:

- M, Sep 3 *Labor Day (no class)*
- W, Sep 5 The Spanish Entradas
 READ:
 Seeman, *Feast of the Dead*, 38-79.

Week 3:

- M, Sep 10 New France
 READ:
 Seeman, *Feast of the Dead*, 80-116.
- W, Sep 12 Sugar and Slavery
 READ:
 Seeman, *Feast of the Dead*, 117-144.

Week 4:

- M, Sep 17 Review Day #1 (*Feast of the Dead* essay due)
- W, Sep 19 **Exam #1**

Week 5:

- M, Sep 24 Colonial Virginia
 READ:
 Julian Mason, ed., *The Poems of Phillis Wheatley*, 1-22.

W, Sep 26 Colonial New England
READ:
*Laurel Thatcher Ulrich, *Good Wives: Image and Reality in the Lives of Women of Northern New England, 1650-1750* (New York: Knopf, 1980), excerpt.
BEGIN reading Wheatley poems

Week 6:

M, Oct 1 Colonial Frontiers
READ:
*Mary Rowlandson, "Massachusetts Colonist Mary Rowlandson Describes the Food Eaten by the Algonquin Who Held Her Captive in 1675 and 1676," in *American Appetites*, ed. Jennifer Jensen Wallach and Lindsey Swindall (Fayetteville: University of Arkansas Press, 2015): 37-38.

W, Oct 3 The French and Indian War
READ:
Mason, ed., *The Poems of Phillis Wheatley*, 23-39.
OPTIONAL:
Woody Holton, "The Ohio Indians and the Coming of the American Revolution in Virginia," *The Journal of Southern History* 60:3 (August 1994): 453-478.

Week 7:

M, Oct 8 Economic Origins of the Revolution
READ:
*Alfred F. Young, "George Robert Twelves Hewes (1742-1840): A Boston Shoemaker and the Memory of the American Revolution" *William and Mary Quarterly* Vol. 38, No. 4 (Oct. 1981): 561-623.
Read through page 585.

W, Oct 10 Limits and Accomplishments of the Revolution
READ:
*Young, "George Robert Twelves Hewes," finish.

Week 8:

M, Oct 15 Review Day #2 (Phillis Wheatley essay due)

W, Oct 17 **Exam #2**

Week 9:

- M, Oct 22 Jeffersonian Exploration
 OPTIONAL:
 *Michael Wise, "Seeing Like a Stomach: Food, the Body, and Jeffersonian
 Exploration in the Near Southwest, 1804-1808," *Southwestern Historical
 Quarterly* 120:4 (April 2017): 462-491.
- W, Oct 24 The War of 1812
 READ:
 Theda Perdue, ed., *The Cherokee Removal*, 1-22.

Week 10:

- M, Oct 29 The Market Revolution
 READ:
 Perdue, ed., *The Cherokee Removal*, 23-70.
- W, Oct 31 Utopian Alternatives
 READ:
 Perdue, ed., *The Cherokee Removal*, 71-121.

Week 11:

- M, Nov 5 From Treaty-Making to Indian Removal
 READ:
 Perdue, ed., *The Cherokee Removal*, 122-186.
- W, Nov 7 Wealth and the Legacies of Slavery
 FILM (in-class):
 Traces of the Trade: A Story of the Deep North (2008)
 READ:
 *Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic Monthly*, June
 2014.

Week 12:

- M, Nov 12 Review #3 (*Cherokee Removal* essay due)
- W, Nov 14 **Exam #3**

Week 13:

M, Nov 19 King Cotton
 READ:
 *Mark Fiege, "King Cotton," in *The Republic of Nature* (Seattle: University of Washington Press, 2013): 100-138.

W, Nov 21 War with Mexico
 READ:
 David Blight, ed., *The Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*, Part One.

Week 14:

M, Nov 26 Abolition
 READ:
 Blight, ed., *The Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*, Part Two.

W, Nov 28 Secession and Civil War
 READ:
 Blight, ed., *The Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*, Part Three.

Week 15:

M, Dec 3 Emancipation and Union Victory
 READ:
 *Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War* (New York: Vintage, 2008), 3-31.

W, Dec 5 Final Exam Review Day (Fredrick Douglass essay due)

Finals Week:

M, Dec 10 **Final Exam (1:30 to 3:30 PM)**