The Settling of America I: Immigration and Ethnicity, 1500-1820 Syllabus

Instructor: Fred Beuttler
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Modality: Remote learning
Course Code and Section: HUAS90939 23A1

Quarter: Autumn 2023
Start – end date: September 26 – November 14
Session day/time: Tuesday, 1:30 – 4:30 pm CT

Course Overview

There is no history of America without its immigrants; indeed the immigrant story is American history, for we are all immigrants or descendants of immigrants. In this three-quarter sequence, we will examine migration and immigration to the lands that become the United States, from the Colonial period to the present. We will learn of how early settlement shaped patterns and mores, as well as how later waves of peoples enriched what some have called “trans-national America.”

Ethnicity is one key part of our identities, and class participants will be invited (but not required) to explore and share their own family stories of migration, both to and within this country, as the internal shifting of peoples are also part of our story.

The Autumn Quarter will examine the Colonial period, focusing primarily on British North America from 1492 to around 1820. Winter Quarter will concentrate on the great century of migration, from 1820 to 1924, when immigration was dramatically curtailed by legislation. Spring Quarter will focus on the last century, from 1924 to 2024, with the new immigration post-1965, along with current political debates over immigration policy.

There are no prerequisites, and students can take one, two, or all three courses.

Required texts


[these two texts we will use all three quarters]


Primary source readings will be provided as pdfs.

Books can be purchased online through the [University of Chicago Bookstore](http://www.chicagobooks.com).

### Course readings

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<th>Week</th>
<th>Topic</th>
<th>Reading Assignment</th>
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| Week 1 | Introduction of Course; Migration in the Spanish and French Americas | C. Becker, “Everyman His Own Historian” (pdf)  
Daniels, c1 “Overseas Migration from Europe”  
Bailyn, c1 “Worlds in Motion”  
De Las Casas, *A Short Account of the Destruction of the Indies* (1552)  
Indian migration stories  
Chief Seattle, “This We Know” |
| Week 2 | Peopling British North America: Virginia | Daniels: c2 English Immigrants in America: Virginia, Maryland, New England  
Woodard, c3. Founding Tidewater  
Bailyn, c2, “The Rings of Saturn”  
Capt John Smith, *The Generall Historie of Virginia* …1624, selections |
| Week 3 | Peopling British North America: New England | Woodard, c4 Founding Yankeedom  
Mayflower Compact (1620)  
W. Bradford, *Of Plimouth Plantation* I  
J. Winthrop, “A Model of Christian Charity”  
Dedham Town Covenant  
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| Week 4  | Involuntary Immigration: Indentures and Slavery | Daniels, c3 “Slavery and Immigrants from Africa”  
Woodard, c7 “Founding the Deep South”  
*Interesting Narrative of the Life of Olaudah Equiano* (1789)  
South Carolina: An Act for the Better Ordering and Governing of Negroes … (1740)  
S. Seward, “The Selling of Joseph”  
J. Woolman, *Journals* |
| Week 5  | Other Europeans: Germans, Dutch, Swedes, and Jews | Daniels, c4, “Other Europeans in Colonial America”  
Woodard, c5 “Founding New Netherlands”; c6 “The Colonist’s First Revolt,”  
c8 “Founding the Midlands”, c9 “Founding Greater Appalachia”  
Bailyn, c3 “A Domeday Book for the Periphery” |
Part Two, “The Making of a People”  
Part Three, “The Ulster Scots”  
Part Four, “The Spirit of a Revolution” |
| Week 7  | Immigrants and the New Nation                 | Daniels, c5 “Ethnicity and Race in American Life”  
Woodard, c10, “A Common Struggle”  
c11, “Six Wars of Liberation”  
c12, “Independence or Revolution”  
Crevecour, *Letters from an American Farmer* (“What then is the American, this new man?”)  
Virginia Statute for Religious Freedom  
Madison, *Memorial and Remonstrance against Religious Assessments*  
Northwest Ordinance  
First Naturalization Bill, 1790  
Act Prohibiting Importation of Slaves, 1807 |
| Week 8  | Immigration and the Ohio Country              | Woodard, c13, “Nations in the North”  
C14, “First Secessionists”  
C15 “Yankeedom Spreads West”  
C16 “The Midlands Spread West” |
**Reading Assignment**


[https://digitalcommons.unl.edu/etas/3/](https://digitalcommons.unl.edu/etas/3/)

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**Accessing remote courses**

Remote courses are taught through our Canvas platform. Approximately two weeks before your class begins, we will add you to your canvas site using the email address you provided at the time of registration. An invitation will then be sent to that email. Click the “Get Started” button in the email to begin the Canvas login process. For step-by-step instructions, please visit [https://grahamschool.uchicago.edu/academic-programs/online/learning-resources/liberal-arts](https://grahamschool.uchicago.edu/academic-programs/online/learning-resources/liberal-arts). Once you’ve created your Canvas account, you can access any Graham School canvas course for which you are registered at: [https://canvas.uchicago.edu](https://canvas.uchicago.edu).

**Accessibility information**

Student Disability Services (SDS) works to provide resources, support and accommodations for all students with disabilities and works to remove physical and attitudinal barriers, which may prevent their full participation in the University community. Students that would like to request accommodations should contact SDS in advance of the first class session at 773.702.6000 or disabilities@uchicago.edu.

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The University and its faculty are committed to creating a safer and more inclusive learning environment for all students. At the University, all faculty, staff, graduate student instructors, and teaching assistants are considered “Individuals with Reporting Responsibilities” and are required to let the University’s Title IX Coordinator know about any disclosures they receive from students about experiences of sexual misconduct (including sexual assault, dating violence, domestic violence, stalking, and sexual harassment). This includes disclosures of experiences that happened before their time at the University. This is to ensure that all students who have experienced sexual misconduct receive support, options, and information about their rights and resources. Students are not obligated to respond to this outreach, and this will not generate a report to law enforcement.

For more information, please see this handout for students as well as the University’s Policy on Harassment, Discrimination and Sexual Misconduct and Policy on Title IX Sexual Harassment. You can also reach out directly for services and support from the Office for Sexual Misconduct Prevention and Support by emailing titleix@uchicago.edu.

If you, or another student you know, wishes to speak to a confidential resource who does not have this reporting responsibility, please contact the Sexual Assault Dean on Call through the UChicago Safe App or at 773.834-HELP.

Questions? Contact Zoë Eisenman at zme1@uchicago.edu.