

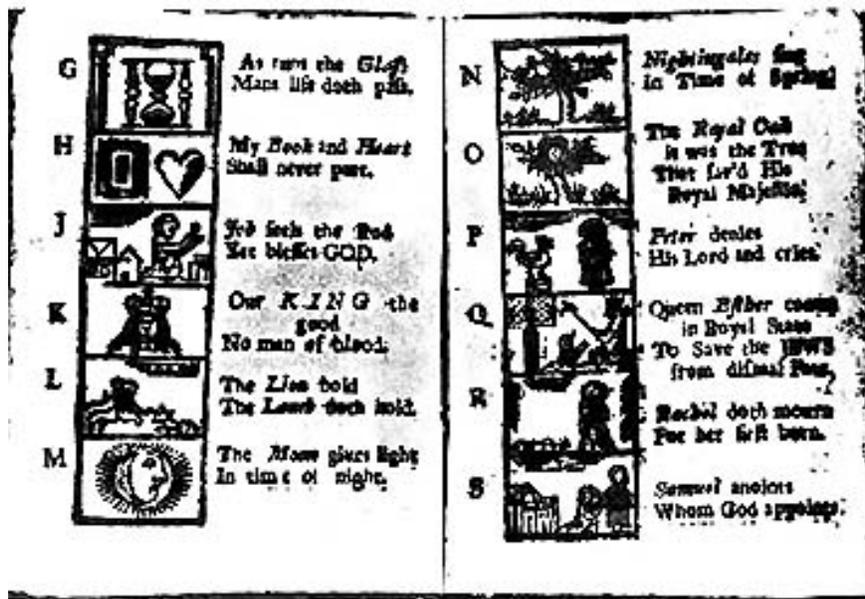
Dr. Carla Gerona
HTS 2001-A: Early American History
Spring 2014
MWF 2:05-2:55, DM Smith 207
Office hours: M and W 11-11:55 (or by appointment).
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Course description and purpose:

How did Indians respond to the first Europeans that came to America? Why did Europeans cross the Atlantic and what did they hope to accomplish in their colonies? How did slavery develop during this era? Why did Puritans believe in and execute witches? Why did a wide array of colonists come to reject English protection and rule? This course will answer these and other questions about early America, which was a dynamic time when three different cultures -- African, European, and indigenous American -- first came together. We will work with both primary sources, secondary texts, and digital materials to interpret distinct and sometimes conflicting sources. Readings, lectures, presentations, and discussions will all help you to develop a deeper insight into the conditions and thoughts of the people who colonized America and eventually founded an independent nation.

Required Texts:

- Major Problems in American Colonial History ed. Karen Ordahl Kupperman, third edition.
- You will also choose one of the following books to read:
 - John Ferling, Setting the World Ablaze
 - Jill Lepore, Book of Ages: The Life and Opinions of Jane Franklin



New England Primer, 1727

Course goals and learning outcomes (what you should get out of this course):
Learning Goals and outcomes (what you should get out of this course):

This class meets the following Core Curriculum Requirements as established by the University of Georgia System:

Core Area E: Social Studies

- Students have the ability to describe how historical, economic, political, social, and spatial relationships develop, persist, and change.
- Students have the ability to articulate the complexity of human behavior as a function of the commonality and diversity within groups.

In addition, and more specifically, you will:

- Develop a deeper understanding of important themes in early American history including:
 - Native Cultures
 - Contacts with European colonizers
 - Settlement strategies and patterns
 - The formation of different groups and classes
 - Foundation of American political and economic institutions
- Understand and analyze historical sources and categories including:
 - primary sources
 - secondary sources
 - digital humanities
 - periodization
- Develop stronger reading, listening, research, writing, and communication skills

Course requirements and evaluation criteria

2 tests (15 percent each -- 20%)

Tests will consist of brief identifications and short essay questions.

Brief weekly quizzes each time a Major Problems reading assignment is due (10%)

These are a combination of short answers, fill in the blanks, and multiple choice questions.

Each quiz will ask you the following questions: What was the main point (or thesis) for each of the essays you read? Which of the documents was most interesting and why? Identify three new things that you learned in the readings? In addition, there will be several other general questions based on the readings. I will drop the two lowest quiz grades. This will also serve to account for any excused absences.

2 think pieces (10 percent each -- 20%)

Think pieces should be one page essays that "think" about the readings for that week. There will be two think pieces on two chapters in Major Problems (you will choose the chapters). It is up to you to decide what to write about, but a good think piece will do more than simply review the material. You should develop an original opinion about the readings. For example: What does a source tell us? How does one of the sources differ from the points made in an essay? How do sources or essays compare or contrast with

each other? What is your opinion of a point that one of the authors made in the readings. You do not need to discuss every article and source in the chapter, but your thoughts should show an understanding of the larger topic at hand, and not just focus on just one part of the readings. An effective think piece could connect to other issues, but it will not stray too far from the reading material. In short, the best think pieces will tell me what you thought about the readings in an original and lively way. The pieces will be graded for both writing and content. The most important key to good writing is to make sure you have a thesis and that you communicated it forcefully. You must hand in one think on Major Problems in January or February and one think in March or April: I will hand out a sign-up sheet for Major Problems think pieces. In addition to writing the think pieces, you will also present them to the class.

Work on Digital Early America including one Presentation (10%)

Usually once a week, and usually on Fridays, we will explore digital material that is on the web related to that week's topic. We will do group worksheets on these websites and in addition everyone will do an in-depth report on one early American website. You can do this as a Power Point or a Poster display.

Book Projects Think Pieces and Detailed Class Presentation (10% for think and 10% for class presentation)

Half the class will read Ferling and the other half will read Lepore. You will be assigned a book to write about and report on to the class. In addition you will do a brief power point presentation based on your book.

Class participation and attendance (20%)

Although I will impart much information in lectures, I also believe it is important to give you the opportunity to think hard about important historical questions for yourself and in conjunction with your peers. During lecture I sometimes pose questions for you to think about, and I will ask you to write responses to these questions before discussing your answers in class, do group work, and work sheets.

Please note that the tests will cover both lectures and readings. Although there is some overlap in content, the material is not exactly the same. Some of the information that you will be tested on will be shared in class only, and I will not post lectures on T-Square. Therefore, it is to your benefit to attend class as much as possible.

Getting in touch with me:

- My doors are open for regular office hours or by appointment. I will be happy to answer questions about readings, clarify points from lecture, or discuss historical issues in greater depth.
- E-mail: I check e-mail on a regular basis, however you should allow 24 hour response time, and longer on weekends.
- T-Square. I will post a copy of the syllabus and other important notices or changes on T-Square.
- I do not post lecture notes. If you miss a lecture class you will have to copy the notes from another student.

A few necessary rules:

Classroom etiquette:

- Turn off all cell phones, pagers, text-messaging etc. There are no electronics allowed – with the exception of lap tops for note taking. Although you may use a lap top for notes, you must sit in the designated lap top area where you won't disturb other students (front row or back row). Please do not talk with other students, read newspapers, do outside work, play on your computer, sleep etc. This is distracting to me and to other students, so be thoughtful. In addition to subtracting from your class grade, we reserve the right to ask you to leave the class if you engage in these behaviors.
- Be on time, do not come and go, or leave early -- doing so will lessen your understanding of the material, distract other students, and influence your class work grade.
- There will be many opportunities for thoughtful class participation – please be informed and considerate – and remember other students might have differing opinions.
- Keep the classroom neat – don't leave your trash behind.

Test days:

- You cannot miss exams, unless you have cleared a makeup and have an excused absence beforehand. If you have a documented emergency or a waiver from the dean of students you must contact me first to clear a makeup exam. I reserve the right to penalize late make-up exams.
- Scholastic dishonesty: Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties. This includes copying, cheating on tests, and plagiarism – in other words, claiming the words or ideas of others (without attribution) as your own. Since such dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

Other notes:

- This syllabus is subject to change – be aware of any in class announcements. I will post all changes in writing. But if you are absent it is your responsibility to find out what you missed – make friends with people in the class and stay in touch.
- If you have a disability please let me know after the first class so that we can follow university guidelines. All ADAPTS testing has to be done at the same time as class testing or during the designated exam time. Please make sure that I know if you are taking a test at ADAPTS.
- Please let me know if you are having problems or have any special needs. I am here to help you.

COURSE SCHEDULE

| Date | TOPIC | READING | ASSIGNMENT |
|--------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| M Jan 6 | Introductions | No reading | |
| W Jan 8 | | | |
| F Jan 10 | New Worlds for All | AMERICA AND EUROPE. Essays. 1. Karen Ordahl Kupperman, American, African and European Politics Compared. 2. J. H. Elliott, Imperial Competition in the Early Atlantic. | Brief quiz |
| M Jan 13 | | No reading | |
| W Jan 15 | | 2. INDIANS' RESPONSE TO EUROPEAN PRESENCE. All Documents. Essays. 1. Gender and Kinship Terms in Anglo-Indian Diplomacy. 2. Jenny Hale Pulsipher, New England Indians adopt a political relationship to the English government. | Brief quiz |
| F Jan 17 | | No reading | Map exercise |
| M Jan 20 MLK No class | | | |
| W Jan 22 | | No readings | |
| F Jan 24 | | 3. FIRST COLONIES. All Documents and 1. Juliana Barr, The Colonial Sunbelt: St. Augustine to Santa Fe. 2. James Horn, Tobacco and the Peopling of Virginia. | Brief quiz |
| M Jan 27 | | No reading | |
| W Jan 29 | Early Experiments | 4. THE 1630S: THE FIRST GREAT WAVE OF ENGLISH COLONIZATION. All Documents. 1. Francis J. Bremmer, "The Puritans and Dissent: The Cases of Roger Williams and Anne Hutchinson. 2. Lois Green Carr and Lorena S. Walsh, The Experience of White Women in the Chesapeake. | Brief quiz |
| F Jan 31 | | No reading | Digital Friday |
| M Feb 3 | | No reading | |
| W Feb 5 | Increasing tensions | 5. 1675: THE TURNING POINTS | |

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| | | All Documents and 1. Jill Lepore, John Sassamon Between Two Cultures. 2. Bacon, Berkeley, and the Grievances of Virginians. | |
| F Feb 7 | | No reading | Study day |
| M Feb 10 | | No reading | Test 1 |
| W Feb 12 | New Migrations | 6. PLURALISM: RELIGIOUS AND ETHNIC. All Documents and 1. Rosalind J. Beiler, German-Speaking Immigrants in the British Atlantic World. 2. Patrick Griffin, The People with No Name: Ulster's Migrants and Identity Formation in Eighteenth-Century Pennsylvania. | Brief quiz |
| F Feb 14 | | No reading | Digital Friday |
| M Feb 17 | | No reading | |
| W Feb 19 | The Caribbean and the Lower South | 7. EXPANSION IN THE SOUTH: HOPES AND REALITIES. All Documents and 1. Jack P. Greene, Barbados as a Colonial Model. 2. Bertrand Van Ruymbeke, "French Protestants in Colonial South Carolina." | |
| F Feb 21 | | No reading | Digital Friday |
| M Feb 24 | | No reading | |
| W Feb 26 | Colonial Slavery | 8. SLAVE LIFE AND CULTURE. All Documents and 1. Ira Berlin, Time, Space, and the Evolution of Afro-American Society. 2. Jennifer L. Morgan, Enslaved women's labor. | Brief quiz |
| F Feb 28 | | No reading | |
| M Mar 3 | | No reading | Digital Friday Presentations |
| W Mar 5 | Religious Pluralism | No reading | |
| F Mar 7 | | 9. RELIGIOUS AWAKENINGS. All Documents. Choose 2 of the following: 1. Harry S. Stout "George Whitefield's American Preaching." 2. Catherine A. Brekus, Euroamerican Women's and Men's Experiences in the Great Awakening. 3. Frank Lambert, African-Americans' Experience of the Revivals. | Brief quiz |
| M Mar 10 | Empirical Expansion | No reading | |
| W Mar 12 | | 10. CHANGING RELATIONSHIPS | Brief quiz |

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| | | <p>WITHIN THE EMPIRE. Documents and Alison M. Olson, Transatlantic Interest Groups and the Colonial Governors. 2. Julie Anne Sweet, Mary Musgrove Maneuvers Between Empires.</p> | |
| F Mar 14 | | No Reading | Digital Friday Presentations |
| Mar 17-21 Spring Break | | | |
| M Mar 24 | Peripheries | No reading | |
| W Mar 26 | | <p>11. NEW REALITIES IN THE BACKCOUNTRY. Documents and 1. James H. Merrell, Reading Andrew Montour. 2. Nicole Eustace, The Sentimental Paradox: Humanity and Violence on the Pennsylvania Frontier.</p> | Brief quiz |
| F Mar 28 | | | Digital Friday Presentations |
| M Mar 31 | The Expansion of Trade | | |
| W Apr 2 | | <p>12. THE MARKET ECONOMY IN PORT CITIES. Documents and 1. Patricia Cleary, "Women's Sphere of Trade in Eighteenth-Century Philadelphia and New York." 2. David Waldstreicher, Unfree Workers Take Advantage of Their Economic Experience to Free Themselves.</p> | Brief quiz |
| F Apr 4 | | No reading | Digital Friday Presentations |
| M Apr 7 | Anglicization and European Competition | <p>13. EMPIRES, EUROPEAN AND AMERICAN, COMPETE FOR CONTROL OF NORTH AMERICA. 1. Gregory E. Dowd, The Indians' Great Awakening and Pontiac's War. 2. Fred Anderson, The Consequences of Victory.</p> | Brief quiz |
| W Apr 9 | | <p>14. COLONIAL AMERICA AT MID-CENTURY. 1. T. H. Breen, Consumption, Anglicization, and the Formation of</p> | Brief quiz |

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| | | American Identity. 2. John M. Murrin, The Dilemma of American National Identity. | |
| F Apr 11 – No class | Book Club April: Topic -- The Founding Generation | Start reading Ferling or Lepore | Book reading day |
| M Apr 14 | | | Meet in book groups |
| W Apr 16 | | | Meet in book groups |
| F Apr 18 | | | Meet in book groups Turn in book think pieces |
| M Apr 21 | | | Book presentations |
| W Apr 23 | | | Book presentations |
| F Apr 25 | | | Book presentations |
| Final exam April 30 11:30-2:20 | | | |