

Dr. Carla Gerona

HTS 2001-A: Early American History

TR 9:35-10:55, DM Smith 207

Office hours: Tuesday and Thursday, 12:30-1:30 (or by appointment).

Office: DM Smith 212

Office Phone: (404) 385-3182

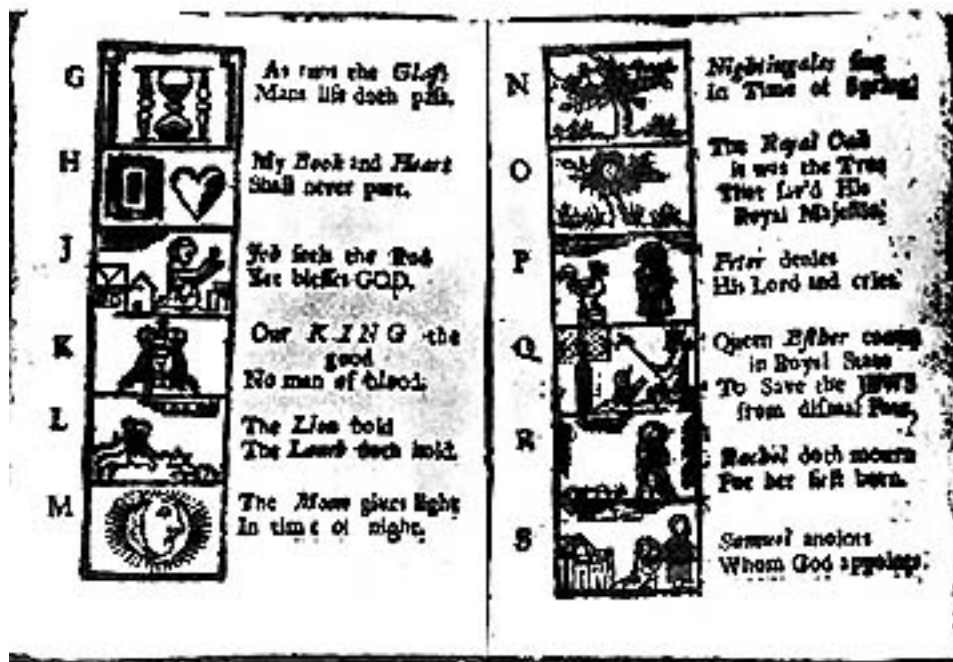
E-mail: [cgerona@hts.gatech.edu](mailto:cgerona@hts.gatech.edu)

**Course description and purpose:**

What did Aztecs think of Spaniards? How did slavery develop in America? Why did Puritans believe in and execute witches? Why did a wide array of colonists reject English protection and rule? This course will answer these and other questions about colonial 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 and secondary texts 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 and lived in America prior to the formation of the American republic.

**Required Texts:**

- Major Problems in American Colonial History ed. Karen Ordahl Kupperman, second edition.
- Nathaniel Philbrick, Mayflower.
- Emily Clark, Masterless Mistresses: The New Orleans Ursulines and the Development of the New World Society: 1727-1834.
- Small notebook for a class journal.



New England Primer, 1727

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

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

### **Course requirements and evaluation criteria**

#### **2 tests (20 percent each -- 40%)**

Tests will consist of essay questions and brief identifications.

#### **4 think pieces (10 percent each -- 40%)**

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). In addition, there will be one think piece on each of the monographs: Mayflower and Masterless Mistress. 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 is making. 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 think pieces, I will ask you to present them to the class.

#### **Class journal and participation (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 in your journal before discussing your answers in class. I will also ask you to write ideas in your journal as your fellow students present materials to the class. You should keep these journals separate from your class and reading notes as I will collect them periodically.

**Class attendance (required)**

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. Also, you cannot do well on class projects if you do not attend class.

**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 a few days response time. The best e-mail address to use is [cgerona3@hts.gatech.edu](mailto:cgerona3@hts.gatech.edu).
- T-Square. We will post a copy of the syllabus and other important notices or changes on T-Square. I do not post lecture notes on line. You will need to come to class and develop your note-taking skills to obtain lecture information.

**A few necessary rules:****Classroom etiquette:**

- Turn off all cell phones, pagers, text-messaging etc. You may use a lap top for notes, but if you choose to do this you must sit in the back row where you won't disturb other students. 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 please be thoughtful. If you engage in any of these practices I reserve the right to ask you to leave the class.
- Be on time, do not come and go, or leave early.
- There will be many opportunities for thoughtful class participation – please be informed and considerate – and remember other students might have differing opinions.

**Test days:**

- Missed exams lead to a zero, unless you have cleared a make-up and have an excused absence beforehand. You must take all exams to pass the course.
- Scholastic dishonesty: Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties. 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.
- Please let me know if you are having problems or have any special needs. I am here to help you.

## COURSE SCHEDULE

DATE:	READINGS	ASSIGNMENTS
<b>T JAN 8</b>	No reading	
<b>R JAN 10</b>	<u>Major problems in American Colonial History</u> (hereafter <u>MP</u> ), Chapter 1, "The Meaning of the American Experiment"	
<b>T JAN 15</b>	<u>MP</u> , Chapter 2, "American Natives' Response to the European Presence"	
<b>R JAN 17</b>	<u>MP</u> , Chapter 3, Virginia and Maryland: The Beginnings of English America."	
<b>T JAN 22</b>	No reading	
<b>R JAN 24</b>	<u>MP</u> , Chapter 4, "New England: The Settlement of Puritan Colonies"	
<b>T JAN 29</b>	No reading	
<b>R JAN 31</b>	<u>MP</u> , Chapter 5, "New England: Growth and Conflict"	
<b>T FEB 5</b>	<u>Mayflower</u> , 3-104	
<b>R FEB 7</b>	<u>Mayflower</u> , 105-157 Recommended (but not required) 158-358	<u>Mayflower</u> think pieces due
<b>T FEB 12</b>	No reading	Study day
<b>R FEB 14</b>	No reading	Test 1
<b>T FEB 19</b>	No reading	
<b>R FEB 21</b>	<u>MP</u> , Chapter 7, "The Ethnic Diversity of the Middle Colonies: Benefits and Consequences"	
<b>T FEB 26</b>	<u>MP</u> , Chapter 8, "The Caribbean Connection"	
<b>R FEB 28</b>	No reading	
<b>T MAR 4</b>	<u>MP</u> , Chapter 9, "Expansion in the South: Hopes and Realities"	
<b>R MAR 6</b>	<u>MP</u> , Chapter 10, "Slave Life and Culture"	
<b>T MAR 11</b>	No reading	
<b>R MAR 13</b>	<u>MP</u> , Chapter 11, "Religious Awakenings"	

<b>T MAR 18</b>	No reading	Spring break
<b>R MAR 20</b>	No reading	Spring break
<b>T MAR 25</b>	MP, Chapter 12, "America within the Empire in the early Eighteenth Century"	
<b>R MAR 27</b>	MP, Chapter 13, "America Within the Empire in the Early Eighteenth Century"	
<b>T APRIL 1</b>	No reading	
<b>R APRIL 3</b>	<u>MP, Chapter 14, "Colonial America at Mid-Century"</u>	
<b>T APRIL 8</b>	No reading	
<b>R APRIL 10</b>	<u>Masterless Mistresses</u>	<u>Masterless Mistresses</u> Think piece due
<b>T APRIL 15</b>	<u>Masterless Mistresses</u>	Presentations
<b>R APRIL 17</b>	<u>Masterless Mistresses</u>	Presentations
<b>T APRIL 22</b>	Breakfast party	
<b>R APRIL 24</b>	Study day	
<b>M APRIL 28, 8:00-10:50</b>	No reading	Final