

Dr. Carla Gerona
United States to 1877:
Investigations in History
HIST 2111

Georgia Tech, Spring 2014
MWF 12:05-12:55, DM Smith 105
Office: Old CE G 19
Office hours: M and W 11-11:45
E-mail: cgerona@hts.gatech.edu

Teaching Assistant: Peter G. Westin
email: pwestin3@gatech.edu
Office hours: M and W 1:00-1:55 HTS Graduate Student Offices

Course Purpose:

In this class you will use investigation and discovery to learn about American history. Readings, lectures, and class projects will engage you in the historian's craft as you learn to uncover the past in meaningful ways.

Course Description:

The content of the class surveys American history from its beginnings through Reconstruction. This course will focus on the different people that came together to create America. The course begins with Native America and looks at early encounters with Europeans and Africans. Then we will explore the ways in which early Americans built colonies, provinces, and eventually, the independent United States. Next we turn to developments and problems in the first half of the 1800s, concluding with a study of the Civil War and Reconstruction.

Over the course of the semester you will learn about the most important events and people in early America as you become versed in the art and science of historical thinking. I hope that you will enjoy getting to know America's founding mothers and fathers; our ancestors were amazing people -- and you will see that they did not always share one way of thinking!

Can you identify any of these people?



Required Texts:

Eric Foner, *Give Me Liberty: An American History*, Volume I, Brief Third Edition

James West Davidson and Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*, Volume 1, Sixth Edition

Personal Response System Remote Clickers (available at GT bookstores) **THIS IS REQUIRED – *You must buy the actual clickers (not just the apps for your phone or computer).***

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.

U.S. Perspectives Overlay

- Students understand the history of the U.S. and can see the effect of this history on contemporary culture.
- Students understand the importance of cultural diversity in the U.S.
- Students understand the constitutional principles and related political, social, and institutional developments and governmental processes fundamental to an understanding of American democracy and political participation, from colonial times.

More specifically you will:

- **Develop a broader and deeper understanding of important eras in American history including:**
 - Native America
 - Colonial Settlement
 - American Revolution
 - Antebellum Expansion
 - Slavery and Plantation Economy
 - Sectional Conflict and Civil War
 - Reconstruction
- **Develop a basic understanding and appreciation of the historian's craft**
 - Understand and analyze evidence including primary and secondary sources
 - Engage in small research projects (through short classroom activities)
 - Learn about periodization and other historical categories
 - Learn about how history intersects with other fields
 - Learn about how history continues to be relevant in today's world
- **Develop stronger reading, listening, research, and communication skills**

- **Most of all: I hope this class will get you to think about humanity – in the past, and connect that to the present and future!**

Course assignments and evaluation

There are several choices that you can make that will influence your grade– so make sure to read this syllabus very carefully!!!

3 Tests (300 points each) + an optional test 4 to replace one of these tests (also 300 points)

The tests are multiple choice, true/false, and matching. They will draw on material from class and readings. Each test will cover a different portion of the course.

Class work (50 points)

I believe it is important to give you the opportunity to think hard about historical questions for yourself and in conjunction with your peers -- even during lectures. Therefore, I often pose questions as part of the lecture and ask you to respond using PRS remote clickers. In addition, you will also be writing individual responses in your notes and doing group work sheets. The class work grade will mostly comprise of whether you used your clicker in class. But I will also take into account extraordinary participation. In addition, I will take away points for any continuous disruptive behavior (coming late, leaving early, unnecessary talking, use of digital equipment for non-class room purposes, falling asleep etc.). You will receive a warning of course...and hopefully no one will receive one!

In order to assess your class work **you are required to use a PRS remote clickers – please be sure to use actual remote clickers and not the apps for your computers and phones. It is your responsibility to obtain a working clicker, register your clicker on t-square, and make sure that it has batteries and works.** We will post clicker records early in the semester, at the midterm, and during the last week. You can sign in with the TA three times without penalty (in case your battery ran out or you forgot your PRS). You cannot sign more than three times – no exceptions.

Your class work grade will not be penalized if you miss up to three classes. If you have more excused absences you will need to contact the TA who is in charge of attendance and provide written documentation (this would have to include documentation for the 3 excused absences in addition to any other absences). If you are excused, you will be given an alternative assignment in place of the missing class work. In addition, please note that I will not provide alternative course work for long term absences -- even for health reasons, with the exception of extreme circumstances such as hospitalizations.

***After the Fact* brief response essays and group work. (50 points)**

Everyone is responsible for reading *After the Fact* essays before class. We will do group work in class based on the essays or review the main points during lectures, and there will be questions about each one on all the tests. In addition, you will be asked to do five brief assignments on *After the Fact* essays that you will turn into t-square. Everyone is required to do the prologue essay, “The Strange Death of Silas Dean.” After that you can choose to do any four essays for 10 points each. The essays are due before class – no

exceptions. There is only one deadline for the prologue. If you miss the deadline for other chapters you can complete the assignment next time.

**In addition there will be several opportunities for extra-credits:
Each extra credit completed will be worth 5 extra points.**

Notes day. January

Bring a copy of your notes to class and turn it in for the five extra points. No credit will be given if you turn in any originals.

***Give Me Liberty* Chapter review and response. January**

This is a brief response to the readings. The assignment must be turned in before class the day the reading is due. We will accept no late papers, **no exceptions**.

Historical site/museum visit one-page reports and presentations. March

You will turn in a one-page report after visiting a historical museum or site or doing a historical interview.

Talk attendance. Multiple opportunities.

Throughout the semester there will be opportunities to go to a talk, sign in, and write a brief response on t-square. I will alert you to these opportunities as they come up. This assignment can only be fulfilled once.

Evaluation

900-1000 or more = A

800-899 = B

700-799 = C

600-699 = D

Less than 600 = F

Notes

I will post power points after class and sometime before the test – however these are often just visual cues or simple outlines of the presentations. The best way to take accurate notes is to come to class, stay focused, and take the kind of notes that work best for you! This is conditional. If I find that people are talking or not paying attention, then I will revoke this privilege!

Getting in touch with us:

- Our doors are open for regular office hours or by appointment. We will be happy to answer questions about readings, clarify points from lecture, or discuss historical issues in greater depth.
- E-mail: We 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, notes, and other important notices or changes on T-Square.

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. 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. Then you should contact the TA that day to schedule your exam at the earliest available opportunity. We reserve the right to penalize late make-up exams.
- You must take tests one through three to pass the course – test four is an optional final.
- 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 us 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

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| M Jan 6 | Introductions | | |
| W Jan 8 | | NO READING | |
| F Jan 10 | Begin Unit 1: Early America | <u>GIVE ME LIBERTY,</u> (HEREAFTER <u>GML</u>) CHAPTER 1, A NEW WORLD | |
| M Jan 13 | | | |
| W Jan 15 | | <u>AFTER THE FACT</u> (HEREAFTER <u>ATF</u>) PROLOGUE, THE STRANGE DEATH OF SILAS DEAN | ATF Prologue due – Only opportunity to get 10 points for the Prologue!!! Notes day – first opportunity |
| F Jan 17 | | <u>ATF</u> CHAPTER 1, CONTACT | GML review and response Extra credit -- first opportunity |
| M Jan 20 MLK | | NO READING | |
| W Jan 22 | | <u>GML</u> , CHAPTER 2, BEGINNINGS OF ENGLISH AMERICA <u>GML</u> | GML extra credit make-up – last opportunity Notes Day make-up – last opportunity |
| F Jan 24 | | <u>ATF</u> , CHAPTER 2, SERVING TIME IN VIRGINIA | ATF response opportunity (you can do a maximum of four of these for credit) |
| M Jan 27 | | <u>GML</u> , CHAPTER 3, CREATING ANGLO- AMERICA | |
| W Jan 29 | | <u>ATF</u> , CHAPTER 3, THE VISIBLE AND INVISIBLE WORLDS OF SALEM | ATF response opportunity (you can do a maximum of four of these for credit) |
| F Jan 31 | | <u>GML</u> , CHAPTER 3, CREATING ANGLO- AMERICA | |
| M Feb 3 | | NO READING | |
| W Feb 5 | | TEST | TEST 1 |
| F Feb 7 | Begin Unit 2: Founding a New Nation | NO READING | |
| M Feb 10 | | <u>GML</u> , CHAPTER 4, SLAVERY, FREEDOM AND THE STRUGGLE FOR EMPIRE | |
| W Feb 12 | | <u>GML</u> , CHAPTER 5, THE AMERICAN REVOLUTION | |
| F Feb 14 | | NO READING | |
| M Feb 17 | | <u>GML</u> CHAPTER 6, THE REVOLUTION WITHIN | |
| W Feb 19 | | <u>ATF</u> , CHAPTER 4, DECLARING INDEPENDENCE | ATF response opportunity (you can do a maximum of four of these for credit) |
| F Feb 21 | | NO READING | |

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| M Feb 24 | | <u>GML</u> CHAPTER 7, FOUNDING A NATION | |
| W Feb 26 | | CHAPTER 8, SECURING THE REPUBLIC | |
| F Feb 28 | | NO READING | |
| M Mar 3 | | <u>ATF</u> , CHAPTER 5, MATERIAL WITNESS | ATF response opportunity (you can do a maximum of four of these for credit) |
| W Mar 5 | | <u>GML</u> , CHAPTER 9, THE MARKET REVOLUTION | |
| F Mar 7 | | NO READING | |
| M Mar 10 | | NO READING | |
| W Mar 12 | | TEST 2 | Test 2 |
| F Mar 14 | | NO READING | |
| Mar 17-21 Spring Break | | NO READING | |
| M Mar 24 | Begin Unit 3: Increasing Divisions | <u>GML</u> , CHAPTER 10, DEMOCRACY IN AMERICA | |
| W Mar 26 | | <u>ATF</u> , CHAPTER 6, JACKSON'S FRONTIER AND TURNER'S | ATF response opportunity (you can do a maximum of four of these for credit) |
| F Mar 28 | | NO READING | Historical site/museum visit one-page report |
| M Mar 31 | | <u>GML</u> , CHAPTER 11, THE PECULIAR INSTITUTION | |
| W Apr 2 | | <u>GML</u> , CHAPTER 12, AN AGE OF REFORM | |
| F Apr 4 | | NO READING | |
| M Apr 7 | | <u>GML</u> , CHAPTER 13, A HOUSE DIVIDED | |
| W Apr 9 | | <u>ATF</u> , CHAPTER 7, THE MADNESS OF JOHN BROWN | ATF response opportunity (you can do a maximum of four of these for credit) |
| F Apr 11 | | <u>GML</u> , CHAPTER 14, A NEW BIRTH OF FREEDOM: THE CIVIL WAR | |
| M Apr 14 | | <u>ATF</u> , CHAPTER 8, THE VIEW FROM THE BOTTOM RAIL | ATF response opportunity (you can do a maximum of four of these for credit) |
| W Apr 16 | | NO READING | |
| F Apr 18 | | TEST 3 | Test 3 |
| M Apr 21 | | NO READING | |
| W Apr 23 | | NO READING | |
| F Apr 25 | | NO READING | |
| Final exam | | | Optional Cumulative Final Exam |

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| April 30 11:30- 2:20 | | | |
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- Please let us know if you are having problems or have any special needs. We are here to help you.