

**Survey of Early American History**  
**HILD 2A**  
**University of California, San Diego**  
**Fall 2013**  
**Monday, Wednesday, Friday 11:00-11:50**  
**Center Hall 115**

Professor Mark Hanna  
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Office Hours: Wednesday 1-3  
(or by appointment)  
H & SS Building #4059

Teaching Assistants  
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This course will survey colonial American history beginning in pre-Columbian America and ending around 1800. We will focus primarily on the major conflicts of this period: contact and conquest, colonialism, slavery and race, the meaning of the American Revolution and its immediate aftermath in both the newly established United States and the rest of the world. The course centers on the North American colonies but it takes a decidedly “Atlantic” approach. As an introductory-level survey, this course assumes students have had no prior experience with college-level historical study. The intention is for students to establish a general narrative of American history to 1800, to learn how historians have constructed this narrative, and what challenges there are to doing so.  
[Expand this and discuss how to use the textbook]

**Required Readings:**

- Benjamin Franklin, *The Autobiography and other Writings* (Penguin Classic) [ISBN: 0-14-24-3760-3]
- Susanna Rowson, *Slaves in Algiers or, A Struggle for Freedom* (Copley Edition)
- Alan Taylor, *American Colonies* (2001) [ISBN: 0-14-20-0210-0] TEXTBOOK

\*\*All other readings are online through *Early American Imprints*, *Early English Books Online*, or *Early American Newspapers*. They are all under “web links” on the course web site.

**Clickers:**

Students are required to purchase clickers for in class participation. The added cost is more than made up for by the relatively inexpensive required reading purchases.

**Assignments:** The assignments for this course are designed to highlight different skill sets in historical writing. During the quarter there will be four writing assignments that analyze primary sources from Early America. You are required to do **THREE** of the four. There are no exams in this course but you will be tested throughout the quarter based on your responses to in lecture questions. You will only be graded on 80% of the course questions allowing for emergencies that might keep you from class. Your final assignment will be a final paper due on the day the university has set aside for a final exam. All papers will be submitted through Turnitin. If you only go to lecture and ignore the reading, or do the reading and miss lecture, you will find it very difficult to pass the course. Sections are required and participation is **essential**. More than three unexcused absences will result in failure for that percentage of your grade. Remember, if you do not read the textbook, my lectures will likely not make sense to you.

1. Participation in section is required (20% of grade)
2. In class participation (clicker questions) (20% of grade)
3. Assignment One (10% of grade)
4. Assignment Two (10% of grade)
5. Assignment Three (10% of grade)
6. Final Paper (30% of grade)

**You are responsible for the readings and assignments listed before your weekly sections as indicated after the Monday readings on the course schedule. For example, everyone is responsible for the first week's reading listed under September 26, including the 10:00 Monday sections. Hand in your assignments to you T.A. before section begins.**

**Academic Honesty:** Students may work in groups and are encouraged to discuss paper topics. However, they are to write their own essays. If you copy material from assigned or unassigned texts you must cite the source by using quotation marks and indicating where the material came from. Every essay can be written using assigned readings or primary source documents. The short written assignments are intended to provide you with the freedom to explore your own interests. However, this places a great deal of responsibility on you to act honestly. In-class exams are closed book with no texts or crib sheets.

Integrity of scholarship is what makes an academic community work. The University requires both faculty and students to honor this principle. Students are required to do their own academic work without any unauthorized aid. Faculty are required to report any suspicion of cheating, collusion, or plagiarism to the Academic Integrity Coordinator. For University guidelines see <http://www.senate.ucsd.edu/manual/appendices/app2.htm> and for History department guidelines see <http://historyweb.ucsd.edu/pages/undergraduate/Current/plagiarism.htm>.

## Course Schedule:

### [Subject to change]

Friday, September 27  
The Significance of Early American History

Monday, September 30  
Facing East from Indian Country  
\*Reading: Alan Taylor: *American Colonies*, pp. Intro-39.  
J.B. Harley: "Rereading the Maps of the Columbian Encounter"

Wednesday, October 2  
Facing West from Europe

Friday, October 4  
The Columbian Exchange

Monday, October 7  
Spanish Conquest  
\*Readings: Alan Taylor: pp. 39-85, 91-113.  
**\*Sections this week will visit the Geisel Special Collections**

### **Assignment #1:** Early Modern Maps

Wednesday, October 9  
Cabrillo, the San Salvador, and Alta California

Friday, October 11  
Jamestown

Monday, October 14  
Who were the Puritans?  
\*Readings: Alan Taylor: pp. 86-90, 117-137, 158-203.  
Anne Bradstreet Poems

Wednesday, October 16  
King Philip's War

Friday, October 18  
The Making of New World Slavery

Monday, October 21  
Slave Cultures  
\*Reading:  
Alan Taylor: pp. 138-157, 204-272.

### **Assignment #2:** Search *Virginia Runaway Slave Ads*

OR the *Trans-Atlantic Slave Trade Database*

Wednesday, October 23  
The Rise of the Pirate Nests

Friday, October 25  
Pirates Continued

Monday, October 28  
Good wives  
\*Reading: Alan Taylor: pp. 275-337.

Wednesday, October 30  
Witches

Friday, November 1  
Anglicization

Monday, November 4  
The Seven Years War and Franklin's Imperial Vision  
\*Readings: Begin Franklin's *Autobiography*, Introduction to p. 70.  
Alan Taylor: pp. 338-362

Wednesday, November 6  
The Stamp Act Crisis

Friday, November 8  
Declaring Independence

Monday, November 11  
VETERAN'S DAY HOLIDAY [NO CLASS]  
\*Reading: Finish Franklin's *Autobiography*, p.70-176.

**Assignment #3:** Special Collections Assignment

Wednesday, November 13  
The Shoemaker and the Tea Party

Friday, November 15  
The Radical Revolution vs. The Conservative Revolution

Monday, November 18  
Revolution Remembered  
\*Readings: Finish Franklin  
Alan Taylor: pp. 421-466.

Wednesday, November 20  
Abolitionism in the Anglophone World

Thursday, November 21 [VOLUNTARY]  
Special Collections Lecture with Professor Dana Velasco Murillo  
12:00 in Seuss Room

Friday, November 22  
The Age of Revolutions: Haiti and France

Monday, November 25  
Alta California  
\*Readings: Select documents about Alta California from Special Collections  
**Assignment #4:** Alta California Exhibit Assignment

Wednesday, November 27  
Movie Day

Friday, November 29  
[Thanksgiving Break] NO CLASS

Monday, December 2  
Free Trade: Expansion into China  
\*Reading: Susana Rowson's, *Slaves in Algiers or, A Struggle for Freedom*  
Alan Taylor, pp. 466-477.

Wednesday, December 4  
The Barbary Wars: The Second American Revolution

Friday, December 6  
American Slavery, American Freedom  
Parting Thoughts and Looking Forward

**FINAL PAPERS DUE THROUGH TURNITIN**

In 6-8 pages, analyze a primary source that illuminates something about early America before 1800. You may use a source found in UCSD's Special Collections Library, *Early American Imprints*, *Early English Books Online*, *Early American Newspapers*, *Eighteenth Century Online*.  
Due Tuesday, December 10 by 2:30