This course will survey the history of the United States from the establishment of nationhood to the end of the Nineteenth Century. The thematic focus will be on social changes and conflicts associated with slavery, emancipation, and the rise of industrial capital. Related topics to be considered include racial ideas and their impact, expansions and contractions of suffrage, the Civil War, Reconstruction, colonial expansion, popular protests during the Gilded Age, and political ideologies. Lectures draw attention to the diversity of American experiences based on region, class, racialization, ethnicity, and gender. Discussion sections, which focus on primary sources, will emphasize critical thinking and analysis. Questions during and after lecture are welcomed.

**Required Texts** (Available at the UCSD Bookstore)
Thomas Dublin, ed., *Farm to Factory: Women's Letters, 1830-1860*
Solomon Northrup, *Twelve Years a Slave*
Pauli Murray, *Proud Shoes*

**Course Requirements**
Students are expected to attend both the lectures and the weekly section meetings, and to complete all of the written assignments.

- **Section participation** 20% of grade (attendance and participation)
- **3-4 page paper** 20% of grade (Due Jan. 27)
- **Midterm** 20% of grade (Feb. 10)
- **3-4 page paper** 20% of grade (Due Feb. 21)
- **Final** 20% of grade (In Class: Monday March 17 at 11:30)

**To pass the course students must complete ALL assignments, including section participation. More than two *unexcused* absences from section following WEEK ONE will result in a grade of zero for section participation.**

***Hard copies of papers must be turned in at class time on designated due dates AND digital copies submitted to turnitin.com via the class website.***

**Academic Integrity**
Students are encouraged to study in groups. However, when the in-class examinations begin, each student should work entirely alone. A “closed book” exam means that crib sheets, in any form,
cannot be used while the exam is in progress. Those who cheat will be reported in accordance with UCSD's most recent policy on Academic Integrity.

Similarly, students are encouraged to discuss paper topics with one another, but they are required to write their own essays. If you copy material from assigned or unassigned texts make sure that you use quotation marks. Also, be sure to indicate where the material came from. It is not necessary or desirable that students use unassigned readings to write the essays that are required for this class.

For more information on UCSD’s policy regarding academic integrity, see: http://www.ucsd.edu/current-students/academics/academic-integrity/consequences.html

**SCHEDULE OF CLASSES**

I. **The New Nation**
   Jan. 6 – Introduction: North America in 1800
   Jan. 8 – Hamilton, Jefferson and the Election of 1800
   Jan. 10 – Jefferson and Slavery
   Reading: *Give Me Liberty*, Chapter 8  
   *Farm to Factory*, Introduction

II. **New Rhythms of Life**
   Jan. 13 – Alcohol Consumption and the Transformation of Work in Early America
   Jan. 15 – Capitalist Transformation in the Northeast
   Jan. 17 – Household, Gender and the Middle Class
   Reading: *Give Me Liberty*, Chapter 9  
   *Farm to Factory*, “The Hodgdon Letters”

III. **Antebellum Political Culture**
    Jan. 20 – HOLIDAY: MARTIN LUTHER KING Jr. DAY
    Jan. 22 – Evangelical Revival
    Jan. 24 - The Rise of White Men’s Democracy
    Reading: *Give Me Liberty*, Chapters 10-11  
    *Farm to Factory*, “Letters to Sabrina Bennett”
IV. Slavery in the Southern States
Jan. 27 – The Plantation South
Jan. 29 – Enslaved People
Jan. 31 – The Proslavery Argument
First paper due
Reading: Give Me Liberty, Chapter 12
           Farm to Factory, “Larcom Letters” and “Mary Paul Letters”

V. Sectional Conflict
Feb. 3 – Abolitionism
Feb. 5 – War with Mexico
Feb. 7 – Crisis of the 1850s
Reading: Give Me Liberty, Chapter 13
           Northrup, Twelve Years a Slave, Chapters 1-6

VI. The Second American Revolution?
Feb. 10 – MIDTERM
Feb. 12 – Emancipation
Feb. 14 – How the North Won and Why the Confederacy Lost
Reading: Northrup, Twelve Years a Slave, Chapter 7-13

VII. Reconstruction or Restoration?
Feb. 17 – HOLIDAY: PRESIDENT'S DAY
Feb. 19 – Presidential Reconstruction
Feb. 21 – Congressional Reconstruction
SECOND PAPER DUE AFTER LECTURE
Reading: Chapter, Give Me Liberty, Chapter 14
           Northrup, Twelve Years a Slave, 14-22

VIII. Post War Americas
Feb. 24 – The Compromise of 1877  (paper due: revision)
Feb. 26 – Reconstruction in California: Protestantism and the Nation State
Feb. 28 – Colonial Expansion, Native Americans, and the Dawes Act
Reading: Give Me Liberty, Chapter 15
           Murray, Proud Shoes
IX. The Gilded Age
Mar. 3 – The Economic Impact of Civil War: The Rise of Industrial Capital
Mar. 5 – Immigration, Nativism and Chinese Exclusion
Mar. 7 – Populism and the Election of 1896
Reading: Murray, Proud Shoes
   Give Me Liberty, Chapter 16

X. Toward the 20th Century
Mar. 10 – Age of Jim Crow
Mar. 12 – The War of 1898
Mar. 14 – Democracy and its Limits at the Turn-of-the-Century
Reading: Give Me Liberty, Chapter 17