UNITED STATES HISTORY: THE NINETEENTH CENTURY
MFW 10:00-10:50
Center Hall 115

This course will survey the history of the United States from the establishment of nationhood to the turn of the twentieth century. The thematic focus will be on social changes and conflicts associated with slavery, emancipation, and the rise of industrial capitalism. Related topics to be considered include racial ideas and their impact, expansions and contractions of suffrage, the Civil War, Reconstruction, colonial expansion, and popular protests during the Gilded Age. 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)
Harriet Robinson, *Loom and Spindle*
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.

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<thead>
<tr>
<th>Component</th>
<th>Percentage of Grade</th>
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<tr>
<td>Section participation</td>
<td>20% of grade (attendance and participation)</td>
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<tr>
<td>Midterm</td>
<td>20% of grade (Feb. 6)</td>
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<tr>
<td>3-4 page paper</td>
<td>20% of grade (Due Jan. 30)</td>
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<tr>
<td>3-4 page paper</td>
<td>20% of grade (Due Feb. 18)</td>
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<tr>
<td>Final</td>
<td>20% of grade (In Class: March 20, 8:00AM-11:00AM)</td>
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**To pass the course students must complete ALL assignments, including section participation. More than two unexcused absences from section 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 must work alone. A “closed book” exam means that crib sheets, in any form, cannot be used while the exam is in progress.
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.

Those who cheat will be reported to the Academic Integrity Office in accordance with U.C. San Diego’s policy.

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. 5 – Introduction: North America in 1800
Jan. 7 – Hamilton, Jefferson and the Election of 1800
Jan. 10 – Jefferson and Slavery
Reading: Give Me Liberty, Chapter
Loom and Spindle, Introduction - Chapter 1

II. New Rhythms of Life
Jan. 13 – Alcohol Consumption and the Transformation of Work in Early America
Jan. 15 – Cotton and Capitalist Transformation in the Northeast
Jan. 17 – Household, Gender and the Middle Class
Reading: Give Me Liberty, Chapter 9
Loom and Spindle, Chapters 2-4 (pp. 25-82)

III. Antebellum Political Culture
Jan. 19 – HOLIDAY: MARTIN LUTHER KING Jr. DAY
Jan. 21 – Evangelical Revival
Jan. 23 - The Rise of White Men’s Democracy
Reading: Give Me Liberty, Chapters 10-11
Loom and Spindle, Chapters 5-7 and 9

IV. Slavery in the Southern States
Jan. 26– The Plantation South
Jan. 28 – Enslaved People
Jan. 30 – The Proslavery Argument
FIRST PAPER DUE AFTER LECTURE
Reading: *Give Me Liberty*, Chapter 12

V. Sectional Conflict
Feb. 2 - Abolitionism
Feb. 4 – War with Mexico
Feb. 6 – MIDTERM
Reading: *Give Me Liberty*, Chapter 13
Northup, *Twelve Years a Slave*, Chapters 1-10

VI. The Second American Revolution?
Feb. 9 – Crisis of the 1850s
Feb. 11 – Civil War
Feb. 13 – How the North Won the Civil War and Why the Confederacy Lost
Reading: Northrup, *Twelve Years a Slave*, Chapters 11-22

VII. Reconstruction or Restoration?
Feb. 16 – HOLIDAY: PRESIDENT’S DAY
Feb. 18 – Presidential Reconstruction
SECOND PAPER SUBMITTED TO TURNITIN. Hart copy to be submitted after lecture.
Feb. 20 – Congressional Reconstruction
Reading: Chapter, *Give Me Liberty*, Chapter 14
Murray, *Proud Shoes*, Introduction – Chapter 3

VIII. Post War Americas
Feb. 23– The Compromise of 1877
Feb. 25– Reconstruction in California: Protestantism and the Nation State
Feb. 27 – Colonial Expansion, Native Americans, and the Dawes Act
Reading: *Give Me Liberty*, Chapter 15
Murray, *Proud Shoes*, Chapters 4 - 11

IX. The Gilded Age
Mar. 2 – The Economic Impact of Civil War: The Rise of Industrial Capital
Mar. 4 – Immigration, Nativism and Chinese Exclusion
Mar. 6 – Populism and the Election of 1896
Reading: *Give Me Liberty*, Chapter 16
Murray, *Proud Shoes*, Chapters 11 - 20

X. Toward the 20th Century
Mar. 9 – Age of Jim Crow
Mar. 11 – The War of 1898
Mar. 13 – Democracy and its Limits at the Turn-of-the-
Century
Reading: *Give Me Liberty*, Chapter 17