

HISTORY 2B
HISTORY OF THE UNITED STATES: 1815 TO 1900
Winter 2006

Instructor: Dr. Alexandra Epstein

Email: aepstein@ucsd.edu

Office: H&SS 6016

Office hours: 2-3 p.m., M, W

Lectures: M, W, F, 11-11:50 a.m., 109 Pepper Canyon Hall

Teaching Assistants: Kelli McCoy and Christian Gonzales

Course Description: This course introduces students to American history from 1815 to around the Turn-of-the-century, highlighting important (and interesting!) topics in American life and politics. Along the way, students will enhance their analytical, communication, and writing skills to gain knowledge of an America under rapid change economically, politically, and socially. The course will use lectures, secondary readings, and primary sources to ask whether or not this slice of American history has been a story of progress, as many Americans today assume, or possibly regress, or a little of both.

Readings: The following are required and available for purchase at Groundwork Book Collective, online, and are on reserve at the Library:

James L Roark, et al., *The American Promise: A History of the United States, 1800-1900, Volume B* (2006)

Carol Sheriff, *The Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862* (1996)

Harry L. Watson, *Andrew Jackson vs. Henry Clay: Democracy and Development in Antebellum America* (1998)

Jennifer Fleischner, *Mrs. Lincoln and Mrs. Keckly: The Remarkable Story of the Friendship between a First Lady and a Former Slave* (2003)

Article via web: Robert W. Rydell, "Visions of Empire: International Expositions in Portland and Seattle, 1905-1909," *Pacific Historical Review* 52 (1983): 37-65. (Available through Electronic Reserves)

Primary sources as noted on the syllabus.

Course Assignments and Grading:

Paper – 25%

Midterm – 25%

Final Exam – 35%

Discussion Section – 15%

Paper: The paper, approximately 2000 words asks you to develop an argument based on your evaluation of primary sources from *Andrew Jackson vs. Henry Clay*. Please refer to the writing guide posted on WebCT that will give you advice about grammar, style, etc. Take time to read it carefully and see your TAs with any questions. You are responsible for reading and understanding its contents. You are encouraged to consult with your TA about writing and grammar issues before turning in your essay. To access our course on WebCT, please see student instructions at: <http://iwdc.ucsd.edu/students.shtml>

Exams: The midterm exam, covering the first half of the quarter, will require one essay and a few short answer questions about *The Artificial River*. The final exam, covering the second half of the quarter, will require two essays and short answer questions about *Mrs. Lincoln and Mrs. Keckly* and “Visions of Empire.” You will **not** be allowed to bring electronic devices such as phones, palm pilots, dictionaries, etc., into the exam room. Please do bring two LARGE 8x11 bluebooks for each exam.

Lectures: Attendance is **mandatory**. Please do not assume that lectures will repeat reading material because they will not! You are encouraged to talk by raising your hand, asking a question, or making a comment pertaining to the lecture. If you want to read or talk with your classmates privately, then do so outside of lecture! You may not record lectures and cell phones are not permitted to be on in any way.

Section: Section attendance is **mandatory**. Your TA will give you a separate section syllabus breaking down the section grade and any assignments specific to those meetings. Intense classroom dialogue is one of the single most educational experiences you will have at UCSD, something difficult to get in large lectures. You often learn from yourself as you speak, and you will frequently produce ideas and theories in class by building on and occasionally challenging each other’s comments. Your TA will help you integrate the major monographs and primary source material with lecture and textbook reading. Sections will **not** rehash textbook reading or lecture. For the most part, we will not be discussing the monographs or primary sources in class – at least not directly – so section is extra important. In terms of your grade, you will be much better off if you have a legitimate reason for missing section, and you are to let our TA know ahead of time. This way we can be sure to go over any assignments and work you need to do. Remember that your TA, like the instructor, is here to assist you – s/he is here to make this course a good learning experience. A helpful hint: Your TA will be grading your assignments and exams. It therefore pays to get to know your TA! By doing so, you will know what is expected of you in section and in the course.

Grading: You will be graded on a four-point scale. This means that you will receive letter grades on your assignments, e.g. A, B, etc. The TAs and I will record the number equivalent in order to compute your overall course grade: 4=A;

3.7=A-; 3.3=B+; 3=B; 2.7=B-; 2.3=C+; 2=C; 1.7=C-; 1.3=D+; 1=D; 0.7=D-; 0=F. **In order to pass the course, students must complete all assignments and earn a passing grade in section!** Please note that improvement is the key in this course. The instructor will assign all final grades and reserves the right to raise any student's overall grade in consultation with the TAs if there is a significant measure of progress (defined by the instructor) during the quarter.

Grading "issues": With the exception of a random group of students whose written work will be graded by the instructor, TAs will grade all course assignments in consultation with the instructor. S/he will also assign discussion section grades. The instructor is responsible for your course grade. Please note that the instructor has no intention of changing grades assigned by your TA. Should you strongly disagree with the grade assigned to an assignment, you may appeal to the instructor only after discussing it with your TA. An appeal to your TA or the instructor must be submitted in writing first, explaining why – in detail – you believe that you earned a higher grade than the one assigned. **All appeals must be initiated within one week after the work has been returned.**

Academic honesty:

Plagiarism or other forms of cheating will not be tolerated in this course. So we are clear, plagiarism is the use of the words or ideas of another as your own work. Therefore, you must cite all work – ideas and quotes. Please ask if you are unsure about how to cite sources. Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity published in the UCSD General Catalog. Please review the UCSD Policy on Integrity of Scholarship: <http://www-senate.ucsd.edu/manual/appendices/app2.htm#AP14> Cheating will not be tolerated in any form. Any student who engages in suspicious conduct will be confronted and subjected to the disciplinary process. Cheaters will receive a failing grade on the assignment or the exam and/or in the entire course. They may also be suspended from UCSD.

Notes:

1. **No late assignments will be accepted or makeup exams given without a verifiable medical emergency.**
2. Students with "disabilities" should speak with me as soon as possible and provide the necessary documentation early in the quarter.
3. Please note that if necessary, this syllabus is subject to minor modifications in terms of reading assignments, scheduling of lectures, and the midterm exam.
4. I am here to help, so please see me with any questions or concerns. Please do so earlier rather than later!

TENTATIVE COURSE SCHEDULE
Complete readings **in advance** of lectures

Week 1

Monday, January 9 – **Introduction and the Republicans**

Read: Chapter 10, *The American Promise* (Roark)

Begin: *The Artificial River*

Wednesday, January 11 – **Jackson and Indian Removal**

Read: Chapter 11, Roark

Analyze: President Andrew Jackson's Message to Congress 'On Indian Removal' (1830) at:

<http://www.ourdocuments.gov/doc.php?doc=25>; Cherokee Nation v. State of Georgia, 1831 at:

<http://www.etsu.edu/cas/history/docs/cherokeenat.htm>

Friday, January 13 – **The Market Revolution**

Analyze: Harriet H. Robinson, "Early Factory Labor in New England" (1883) at:

<http://www.fordham.edu/halsall/mod/robinson-lowell.html>; "A Working Man's

Recollections of America" (1846) at: <http://historymatters.gmu.edu/d/5839/>; Factory

Rules from the Handbook to Lowell (1848) at: <http://www.kentlaw.edu/ilhs/lowell.html>;

"The Age of Progress." H. De Marsan [c. 1860] at: [http://memory.loc.gov/cgi-](http://memory.loc.gov/cgi-bin/query/S?ammem/amss:@field(TITLE+@band(The+age+of+progress.+H.+De+Marsan,+Songs,+Ballads,+&c.,+38+&+60+Chatham+St.,+N.+Y.+[c.+1860])))

[bin/query/S?ammem/amss:@field\(TITLE+@band\(The+age+of+progress.+H.+De+Marsan,+Songs,+Ballads,+&c.,+38+&+60+Chatham+St.,+N.+Y.+\[c.+1860\]\)\)](http://memory.loc.gov/cgi-bin/query/S?ammem/amss:@field(TITLE+@band(The+age+of+progress.+H.+De+Marsan,+Songs,+Ballads,+&c.,+38+&+60+Chatham+St.,+N.+Y.+[c.+1860])))); First telegraph

message (1844) at: [http://lcweb2.loc.gov/cgi-](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/019)))

[bin/query/r?ammem/mcc:@field\(DOCID+@lit\(mcc/019\)\)](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/019))))

Week 2

Monday, January 16 – **Holiday – no class**

Wednesday, January 18 – **The Second Great Awakening and Moral Reform**

Analyze: Charles Finney, "What a Revival of Religion Is" (1835), at:

http://occawlonline.pearsoned.com/bookbind/pubbooks/garraty8e_awl/chapter10/medialib/primariesources5_11_1.html; "Advice to a drunken father," United States: s.n., between 1840 and

1860? at: <http://dl.lib.brown.edu/repository/repoman.php?verb=render&id=1091480171156250>

Friday, January 20 – **Women's Rights Movement**

Read: Chapter 12, Roark

Analyze: Declaration of Sentiments (1848), at:

<http://www.fordham.edu/halsall/mod/Senecafalls.html>; Suffrage conferred by the Fourteenth amendment. Woman's suffrage in the Supreme court of the District of Columbia, in general term, October, 1871. Sara J. Spencer vs. The Board of registration, and Sarah E. Webster vs. The judges of election. Argument of the counsel for the plaintiffs. With the opinions of the

court. Reported by J.O. Clephane, 1871, at: [http://memory.loc.gov/cgi-bin/query/S?ammem/nawbib:@field\(SUBJ+@band\(United+States+--Constitution+--14th+amendment+\)\)](http://memory.loc.gov/cgi-bin/query/S?ammem/nawbib:@field(SUBJ+@band(United+States+--Constitution+--14th+amendment+)))

Week 3

Monday, January 23 – **War with Mexico**

Begin: *Andrew Jackson vs. Henry Clay*

Analyze: The Treaty of Guadalupe Hidalgo, at: <http://www.azteca.net/aztec/guadhida.html>; John C. Calhoun, “Conquest of Mexico” (1848) at: <http://teachingamericanhistory.org/library/index.asp?documentprint=478>

Friday, January 27 – **The Alamo and the Politics of Expansion**

Film: “Remember the Alamo,” 60 minutes

Analyze: William Barret Travis, Letter from the Commandancy of the Alamo (1836) at: <http://odur.let.rug.nl/~usa/D/1826-1850/mexicanwar/alamo.htm>; Travis' Appeal for Aid at the Alamo (1836) at: <http://www.lsjunction.com/docs/appeal.htm>; Texas Declaration of Independence (1836) at: <http://www.lsjunction.com/docs/tdoi.htm>; Treaties of Velasco (1836) at: <http://www.lsjunction.com/docs/velasco.htm>; The Texas Ordinance of Secession (1861) at: <http://www.lsjunction.com/docs/secession.htm>

Week 4

Monday, January 30 – **The Slave South and Plantation Economy**

Read: Chapter 13, Roark

Analyze: Fugitive Slave Advertisement, Missouri (1860) at:

<http://hitchcock.itc.virginia.edu/Slavery/details.php?categorynum=16&categoryName=Physical%20Punishment,%20Rebellion,%20Running%20Away&theRecord=42&recordCount=75>; Sam Barnett Manumission Paper (1859) at: <http://dbs.ohiohistory.org/africanam/page.cfm?ID=2978>; "Aunt' Eliza a Slave Holder" (1891) at: <http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=17240>; Sale of Slaves (1855) at: <http://historymatters.gmu.edu/d/6729>; *The Southern Agriculturalist* (1828) at: <http://www.pbs.org/wgbh/aia/part4/4h2921t.html>; Jacob Stroyer, “My Life in the South” (1890) at: <http://www.pbs.org/wgbh/aia/part4/4h3438t.html>

Wednesday, February 1 – **Abolition**

Read: Chapter 14, Roark

Analyze: An Act to Prevent the Importation of Certain Persons into Certain States, Where, by the Laws Thereof, Their Admission is Prohibited (1803) at:

<http://www.yale.edu/lawweb/avalon/statutes/slavery/sl003.htm>; An Act to Prohibit the Importation of Slaves into any Port or Place Within the Jurisdiction of the United States, From and After the First Day of January, in the Year of our Lord (1808) at: <http://www.yale.edu/lawweb/avalon/statutes/slavery/sl004.htm>

Friday, February 3 – **The Coming of the Civil War and Secession**

Read: Chapter 15, Roark

Begin: *Mrs. Lincoln and Mrs. Keckly*

Analyze: Kansas-Nebraska Act (1854) at: <http://www.yale.edu/lawweb/avalon/kanneb.htm>;

Fugitive Slave Act (1850) at: <http://www.yale.edu/lawweb/avalon/fugitive.htm>

Week 5

Monday, February 6 – **The Civil War**

Analyze: Thirteenth Amendment to the Constitution, Roark, p. A-17; President Abraham

Lincoln, Emancipation Proclamation (1863) at:

<http://www.yale.edu/lawweb/avalon/emancipa.htm>; Diary of a Black Soldier in the 8th U.S.

Colored Troops, Company G (1863-1864) at:

http://www.gilderlehrman.org/collection/docs_archive_diary.html#facsimile; Carrie Berry Diary

(1864-1865) at: http://www.americancivilwar.com/women/carrie_berry.html

Wednesday, February 8 – **Reconstruction, Retreat, and Jim Crow**

Read: Chapter 16, Roark; Fourteenth and Fifteenth Amendments to the Constitution, Roark, pp. A-18-19.

Analyze: Address of the Colored State Convention to the People of the State of South Carolina

(1865) at: <http://historymatters.gmu.edu/d/6514>; Organization and Principles of the Ku Klux

Klan (1868) at: <http://www.albany.edu/faculty/gz580/his101/kkk.html>

Friday, February 10 – **MIDTERM**

Week 6

Monday, February 13 – **Movement Westward and Settlement**

Analyze: William Swain Letter, Written from "The Diggings" in California, (1850) at:

<http://www.pbs.org/weta/thewest/resources/archives/three/swain2.htm>; The Homestead Act

(1862) at: <http://www.pbs.org/weta/thewest/resources/archives/five/homestd.htm>; Testimony of

Benjamin Singleton before the Senate Select Committee Investigating

the "Negro Exodus from the Southern States" (1880) at:

<http://www.pbs.org/weta/thewest/resources/archives/seven/w67singl.htm>; "Ho for Kansas!"

(1878) at: <http://www.loc.gov/exhibits/odyssey/archive/05/0513001r.jpg>

Wednesday, February 15 – **Responding to a Nation in Flux: Utopian Communities and Free Love**

Analyze: George Ripley to Ralph Waldo Emerson (1840) at:

<http://historymatters.gmu.edu/d/6592>; Mary Doolittle Leaves Her Family (1830) at:

<http://historymatters.gmu.edu/d/6371>

Friday, February 17 – TBD **PAPER DUE**
Read: Chapter 17, Roark

Week 7

Monday, February 20 – **Holiday – no class**

Wednesday, February 22 – **Cities**
Read: Chapter 18, Roark

Friday, February 24 – **Development of Big Business**

Read: Chapter 19, Roark

Analyze: “An Awful Battle at Homestead, Pa.” (1892) at: <http://historymatters.gmu.edu/d/6768>;
Andrew Carnegie, “Wealth” (1889) at: <http://historymatters.gmu.edu/d/5767>

Week 8

Monday, February 27 – **Workers Organize**

Analyze: Senator Sherman on the Pullman Strike (1894) at:

<http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=18097>; “Grand Explosion in One of Our Coal Mines” (1876) at: <http://cdl.library.cornell.edu/cgi-bin/moa/pageviewer?frames=1&cite=&coll=moa&root=/moa/manu/manu0008/&tif=00107.TIF&view=50>; “The Song of the Shirt” (n.d.) at: [http://memory.loc.gov/cgi-bin/ampage?collId=amss&fileName=sb4/sb40482a/amsspage.db&recNum=0&itemLink=r?ammem/amss:@field\(DOCID+@lit\(sb40482a\)\)](http://memory.loc.gov/cgi-bin/ampage?collId=amss&fileName=sb4/sb40482a/amsspage.db&recNum=0&itemLink=r?ammem/amss:@field(DOCID+@lit(sb40482a)))

Wednesday, March 1 – **Farmers, Populism, Women, and Racism**

Analyze: Thomas E. Watson, “The Negro Question in the South” (1892) at:

<http://historymatters.gmu.edu/d/5348>; The Omaha Platform (1892) at:
<http://historymatters.gmu.edu/d/5361>

Friday, March 3 – **The Election of 1896**

Analyze: Republican Party Platform (1896) at: <http://projects.vassar.edu/1896/gopplatform.html>;

Democratic Party Platform (Silver) (1896) at:

<http://projects.vassar.edu/1896/chicagoplatform.html>; Democratic Party Platform (Gold) (1896)

at: <http://projects.vassar.edu/1896/golddem.html>; People's Party Platform (1896) at:

<http://projects.vassar.edu/1896/peoplesplatform.html>; Prohibition Party Platform (1896) at:

<http://projects.vassar.edu/1896/prohibition.html>; National Silver Party Platform (1896) at:

<http://projects.vassar.edu/1896/silverparty.html>; Socialist Labor Party Platform (1896) at:

<http://projects.vassar.edu/1896/slplatform.html>

Week 9

Monday, March 6 – **Progressive-Era Reform**

Film: “Women of Hull House,” 25 min.

Read: Chapter 20, Roark

Analyze: Lincoln Steffens on Cities (1904) at: <http://historymatters.gmu.edu/d/5732>

Wednesday, March 8 – **The Anti-Lynching Crusade: Ida B. Wells**

Analyze: Ida B. Wells-Barnett, "Lynch Law in America" (1900) at:

<http://courses.washington.edu/spcmu/speeches/idabwells.htm>

Friday, March 10 – **Immigration**

Analyze: Lee Chew (1903) at: <http://historymatters.gmu.edu/d/41>

Week 10

Monday, March 13 – **American Missionaries Abroad**

Wednesday, March 15 – **Turn-of-the-Century Expansion and Empire: The Spanish-American and Philippine-American Wars**

Film: “Savage Acts: Wars, Fairs, and Empire”

Read: “Visions of Empire”

Analyze: President William McKinley's Benevolent Assimilation Proclamation (1898) at:

<http://www.msc.edu.ph/centennial/benevolent.html>; The Platt Amendment (1903) at:

<http://www.mtholyoke.edu/acad/intrel/platt.htm>; Albert Beveridge, “The March of the Flag”

(1898) at: <http://www.fordham.edu/halsall/mod/1898beveridge.html>; Petition from the Women's Auxiliary of the Anti-Imperialist League (1899) at:

<http://www.boondocksnet.com/ai/ailtexts/wail0599.html>; David Starr Jordan, “Colonial

Expansion (1898) at: <http://www.boondocksnet.com/ai/ailtexts/jordan01.html>

Friday, March 17 – Last Class – **Expansionism, II**

Final: Thursday, March 23, 11:30 a.m. – 2:30 p.m.