

United States History: The Nineteenth Century

(HILD 2B)

Prof. Rebecca Jo Plant

Teaching assistants: Todd Welker, Kelli McCoy, and Gloria Kim

Winter 2009

Classroom: PCYNH 109, M/W/F 2-2:50 p.m.

Course description

This course provides an overview of 19th century U.S. history, from Jefferson's presidency to the turn of the twentieth century. Major areas of inquiry include: party politics and the strengthening of federal power; territorial expansion and the rise of sectional tensions; the Civil War and Reconstruction; industrialization, immigration and the transformation of the urban North; efforts by women, workers, farmers and racial minorities to gain power; and the emergence of the U.S. as an imperial power.

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Course Requirements:

Students are expected to attend to the lectures and the weekly section meetings, and to complete all of the written assignments. Grading will be as follows:

Section preparation and participation: 10%
1-page document analysis: 5%
Midterm: 25%
5-page paper: 30%
Final: 30%
Extra credit assignment: 5%

Policy regarding late papers: We will accept late papers without penalty only if an extension is requested by email at least seven days in advance of the due date. Otherwise, a letter grade will be deducted for each day beyond the due date.

Grading scale:

97-100 A+
94-96 A
90-93 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
70-73 C-
Etc.

Academic integrity:

I take the issue of academic integrity very seriously, and I will report suspected cases of cheating or plagiarism. Indeed, as a UCSD professor, if I suspect evidence of cheating or plagiarism in my class, I am required by the Office of the Academic Integrity Coordinator to file a report. (See the “Instructors’ Responsibility” and “Students’ Responsibility” sections of the University’s Academic Integrity Statement.) Please do not make me take this step.

The problem of plagiarism has become more pervasive since the rise of the internet. Obviously, purchasing a paper or taking a paper (or any part of paper) off of a website violates the principles of academic integrity. But the problem of plagiarism is not limited to these flagrant examples. Any time you take a sentence, or even a phrase, from another person's work without using quotation marks and providing proper attribution, you are plagiarizing. When you write a paper, the best way to avoid plagiarism is to do all the necessary reading, including on-line reading, in advance. Once you begin to write, you should not go on-line again until the paper is done.

If you have any questions as to what is or is not plagiarism, please review the attached MLA statement. If you still have questions, please contact the TA.

Required Reading

Eric Foner, *Give Me Liberty! An American History* (New York: W.W. Norton, customized edition, 2009)

Theda Perdue and Michael D. Green, *The Cherokee Removal: A Brief History with Documents* (Boston: Bedford/St. Martin's, 1995)

Michael P. Johnson, *Abraham Lincoln, Slavery, and the Civil War: Selected Writings and Speeches* (Boston: Bedford/St. Martin's, 2000)

Course Schedule

Week 1: The New Nation

1/5 Introductions

1/7 [Jeffersonian Republic](#)

1/9 [Nationalism and Expansionism](#)

- [Thomas Jefferson, First Inaugural Address, 1801 \(published version\)](#)
- [Editorial note regarding Thomas Jefferson's First Inaugural Address](#)
- [Peter Onuf, "'To Declare Them a Free and Independent People': Race, Slavery and National Identity in Jefferson's Thought"](#)

Week 2: Politics and Culture in the Early Nineteenth Century

1/12 [Race and Gender in the Early Republic](#)

1/14 The Political Culture of Jacksonian America

1/16 Early Industrialization and Cultural Change

- Perdue, *The Cherokee Removal*, 1-44, 71-92, 101-28, 167-83

Week 3: Antebellum Reform

1/19 **Martin Luther King Day—NO CLASS**

1/21 The Second Great Awakening and the Perfectionist Impulse

1/23 Abolitionism and Woman's Suffrage

- [David Walker, "An Appeal to Colored Citizens," Preamble, Articles 1 and 4](#)
- [Lydia Maria Child, "An Appeal in Favor of That Class of Americans Called Africans," Preface, Chapters 6-8](#)
- [Exchange between Angelina Grimk_ and Catherine Beecher, 1836-37](#)
- [Elizabeth Cady Stanton, et. al., "Declaration of Sentiments" \(1848\)](#)
- Foner, *Give Me Liberty!* chap. 12

Week 4: Slavery and the South

Document analysis due in section

1/26 The Plantation South

1/28 **NO CLASS during the regular our time. You are expected to attend a lecture by Prof. Dorothy Ross lecture, 6 p.m., Student Services Center Multi-purpose Room.**

1/30 The Slave Community

- [George Fitzhugh advocates slavery \(read background material and document\)](#)
- [James Henry Hammond advocates slavery \(read background material and document\)](#)

- [Roswell King, Jr., "On the Management of the Butler Estate" \(read background material and document\)](#)
- [Narrative of the of Frederick Douglass, an American Slave, Written by Himself, chaps. 1-2, 5-7](#)
- Foner, *Give Me Liberty!* chap. 11

Week 5: Sectional Tensions and the Civil War

Extra credit assignment due in section

2/2 Sectionalism

2/4 The Civil War

2/6 **MIDTERM**

Johnson, ed., *Abraham Lincoln, Slavery, and the Civil War*, 1-12, 108-13, 140-46, 179-180, 192-94, 199-219, 259-63, 272-78, 307-10, 320-22

Week 6: Reconstruction

2/9 How the Civil War Transformed the U.S.

2/11 Reconstruction I

2/13 Reconstruction II

- ["Three Months among the Reconstructionists" \(1866\)](#)
- [David W. Blight, "For Something beyond the Battlefield': Frederick Douglass and the Struggle for the Memory of the Civil War," *Journal of American History* 75: 4 \(March 1989\): 1156-78](#)
- Foner, *Give Me Liberty!* chaps. 14 and 15

Week 7: The Postbellum West

Paper due in section

2/16 **President's Day—NO CLASS**

2/18 Economic Development in the West

2/20 Native Americans and the Federal Government

View segment of PBS series, "The West"

- [The Dawes Act \(1887\)](#)

- Foner, *Give Me Liberty!* chap. 16
- [Theodore Roosevelt, *Ranch Life and the Hunting Trail* \(1888\), chaps. 1-2, 6](#)

Week 8: Immigration, Nativism and Racism

2/23 Immigration

2/25 Social Darwinism

2/27 Jim Crow—Race Relations in the South

- [Frances A. Walker, "Restriction of Immigration," *Atlantic Monthly* 77:464 \(June 1896\): 822-29](#)
- [Mark Twain, "The Gentle, Inoffensive Chinese," *Roughing It* \(1871\)](#)
- [Jacob Riis, "Chinatown," excerpt from *How the Other Half Lives* \(1890\)](#)
- ["Chinatown Declared Nuisance!" \(1880\)](#)
- [Moon-Ho Jung, "Outlawing 'Coolies': Race, Nation, and Empire in the Age of Emancipation," *American Quarterly* 57:3 \(September 2005\): 677-701](#)

Week 9: Urbanization, Industrialization, Globalization

3/2 The Rise of Big Business

3/4 Workers Respond to Industrialization

3/6 Urban Life and Consumer Culture

- [Herbert G. Gutman, "Work, Culture, and Society in Industrializing America," *American Historical Review* 78:3 \(June 1973\): 531-88](#)
- [Excerpts from George Beard, "American Nervousness" \(1881\)](#)
- [Henry Demarest Lloyd, "The Lords of Industry" \(1884\)](#)
- [Thorstein Veblen, "Conspicuous Consumption" \(1902\)](#)
- Foner, *Give Me Liberty!* chap. 16

Week 10: Toward the Twentieth Century

3/9 Populism

3/11 Progressivism

3/13 Imperialism

- [Paul A. Kramer, "Race-Making and Colonial Violence in the U.S. Empire: The Philippine-American War as Race War," *Diplomatic History* 30:2 \(April 2006\): 169-210](#)
- [Albert Beveridge, "The March of the Flag" \(1898\)](#)
- [William Jennings Bryan, "Imperialism" \(1900\)](#)
- [Andrew Carnegie, "Americanism Versus Imperialism" \(1899\)](#)
- [R. L. Bullard, "Preparing Our Moros for Government" \(1906\)](#)

3/16 3:00 -6:00 FINAL