

UNIVERSITY OF CALIFORNIA, SAN DIEGO  
HILD 2B  
Winter Quarter, 2017

Prof. Rachel Klein  
Office HSS 4056  
Office Hrs. Wed. 1:00-3:00 and by Appt.

## **UNITED STATES HISTORY: THE NINETEENTH CENTURY**

MFW 11:00-11:50

PCYNH (Pepper Canyon Lecture Hall) 109

### **Overview**

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 movements. 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.

### **Goals/Learning Outcomes**

1. You should improve your skill as a writer
2. You should be able to analyze, synthesize and construct a historical interpretation based on your understanding of complex questions for which there is no single right answer.
3. You should improve your ability to read primary documents closely and analytically
4. You should learn how to put yourself in the place of historical actors in order to understand their decisions and outlook.
5. You may come to appreciate the drama of 19<sup>th</sup> century U.S. history – its distance from our own time and its relevance.

### **Required Texts** (Available at the UCSD Bookstore)

Eric Foner, *Give Me Liberty: An American History*, **Single Volume, Special Edition for HILD 2B**

Harriet Robinson, *Loom and Spindle*

“The Hodgdon Letters” from *Farm to Factory* ed. Thomas Dublin (This selection will be available on line via Geisel Library and through TED.)

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 Feb. 3)
Midterm	20% of grade (Feb. 13)
3-4 page paper	20% of grade (Due Feb. 22)
Final	20% of grade (In Class, Mon., Mar. 20, 11:30-2:29)

**\*\*\* Digital copies of papers must be submitted to [turnitin.com](https://turnitin.com) via the class website no later than 5:00pm on the date that papers are due. If your TA requires a hard copy you should submit it before or after lecture.**

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

**Spot Quizzes:** There will be four *very short* surprise quizzes during the quarter. They will be administered after the lecture and based on the day's lecture material. Students who complete all four quizzes with an average grade of at least 80 percent will have two full points *added* to their course grade. Students who complete three quizzes with an average grade of at least 80 percent will have one point added to their final grade. Students who miss two of the quizzes will have one half point subtracted from their final grade. Students who miss three quizzes will lose one point from their final grade. Those who miss all four quizzes will lose two full points from their final grade.

Please note that students who are members of traveling sports teams may be granted exceptions if a sports event conflicts with a quiz.

### **Classroom Etiquette:**

#### **1. Computers/Notebooks/Smart Phones:**

Students can bring laptops or other electronic devices to class to take notes and/or consult readings. However, please be respectful of the other students by not using these devices for non-class applications that are distracting for everyone around you.

**2.** Students are expected to be in class on time and to remain until the lecture or section is finished.

### **Academic Integrity**

In the completing of all assignments, **plagiarism** will be taken seriously. A "closed book" exam means that crib sheets, in any form, cannot be used while the exam is in progress. Each student must do their own work and write in their own words, unless outside sources are directly cited. Plagiarism is not only copying exact text without quotation marks, but also paraphrasing someone's idea(s) without proper

attribution. The University requires both faculty and students to honor the integrity of scholarship, and 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>: For History Dept guidelines, <http://historyweb.ucsd.edu/pages/undergraduate/Current/plagiarism.htm>

### Supplementary Resources:

1. The course website can be accessed at <http://tritoned.ucsd.edu>
2. The Teaching and Learning Commons is available for individual writing appointments: <http://commons.ucsd.edu/students/writing/index.html>

## SCHEDULE OF CLASSES

### I. The New Nation

Jan. 9 – Introduction: North America in 1800

Jan. 11 – Hamilton, Jefferson and the Election of 1800

Jan. 13 – Jefferson and Slavery

Reading: *Give Me Liberty*, Chapter 8

*Loom and Spindle*, Introduction - Chapter 1

### II. New Rhythms of Life

Jan. 16 – **MARTIN LUTHER KING DAY: HOLIDAY**

Jan. 18 – Alcohol Consumption and the Transformation of Work in Early America

Jan. 20 – Cotton and Capitalist Transformation in the Northeast

Reading: *Give Me Liberty*, Chapter 9

*Loom and Spindle*, Chapters 2- 4 (pp. 25-82)

### III. Antebellum Political Culture

Jan. 23– The Rise of White Men's Democracy

Jan. 27– The Trail of Tears

Jan. 29 – Evangelical Revival

Reading: *Give Me Liberty*, Chapters 10-11

*Loom and Spindle*, Chapters 5-7 and 9

"The Hodgdon Letters" from *Farm to Factory* ed. Thomas Dublin

#### **IV. Slavery in the Southern States**

Jan. 30 – The Plantation South

Feb. 1 – Enslaved People

Feb. 3 – The Proslavery Argument

FIRST PAPER SUBMITTED via Turnitin

Reading: *Give Me Liberty*, Chapter 1

Northup, *Twelve Years a Slave*, Chapters 1-2

#### **V. Sectional Conflict**

Feb. 6 - Abolitionism

Feb. 8 – War with Mexico

Feb. 10 – Crisis of the 1850s

Reading: *Give Me Liberty*, Chapter 13

Northup, *Twelve Years a Slave*, Chapters 3-11

#### **VI. The Second American Revolution?**

Feb. 13 – MIDTERM

Feb. 15 – Civil War: Emancipation

Feb. 17 – How the North Won the Civil War and Why the Confederacy Lost

Reading: Northrup, *Twelve Years a Slave*, Chapters 12-22

#### **VII. Reconstruction or Restoration?**

Feb. 20 – [HOLIDAY: PRESIDENT'S DAY](#)

Feb. 22 – Presidential Reconstruction

SECOND PAPER SUBMITTED via TURNITIN

Feb. 24– Congressional Reconstruction

Reading: Chapter, *Give Me Liberty*, Chapter 14

Murray, *Proud Shoes*, Introduction – Chapter 3

#### **VIII. Post War Americas**

Feb. 27– The Compromise of 1877

Mar. 1 – Reconstruction in California: Protestantism and the Nation State

Mar. 3 – 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. 6 – The Economic Impact of Civil War: The Rise of Industrial Capital

Mar. 8 – Immigration, Nativism and Chinese Exclusion

Mar. 10 – Populism and the Election of 1896

Reading: *Give Me Liberty*, Chapter 16

Murray, *Proud Shoes*, Chapters 11 - 20

## **X. Toward the 20<sup>th</sup> Century**

Mar. 13 – Age of Jim Crow

Mar. 15 – The War of 1898

Mar. 17 – Democracy and its Limits at the Turn-of-the-Century

Reading: *Give Me Liberty*, Chapter 17