

History 3210: U.S. in the Nineteenth Century
Spring 2009
Tuesday-Thursday, 1-2:40 PM
Kell Hall 101
Kathryn Wilson

Office Hours

Thursdays 3-5 PM, and by appointment
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Description and Course Objectives

The United States in the 19th century was a society in the throes of dramatic change from a predominately traditional agrarian society to a modern industrial society. This course will present a thematic overview of US History from the Early Republic through the Gilded Age, exploring the period through the lens of race, gender, class, and ethnicity.

In this class students will:

- Learn to analyze and understand primary sources
- Understand general themes in 19th century US history
- Understand the impact of larger events on lives of everyday Americans of diverse backgrounds
- Apply concepts of gender, race, and class to the study of US history
- Develop critical thinking, reading and writing skills in history

The course syllabus provides a general plan for the course; I reserve the right to make changes as necessary.

Assignments

Work for this class will consist of

- Response papers (4) focused on synthesizing discussion of assigned readings
- Midterm Exam
- Final Exam
- Class participation and discussion

Required course materials

Theda Perdue and Michael Green, *The Cherokee Removal: A Brief History with Documents*
Patricia Cline Cohen, *The Murder of Helen Jewett*
Classic Slave Narratives, ed. Henry Louis Gates
Jacob Riis, *How the Other Half Lives*

These books are available for purchase at the university bookstore and will be on reserve in the library
Other course materials will be available online, on ULearn, on e-reserve, or as handouts.

Policies

Grades will be earned in this class through thoughtful completion of reading and writing assignments, engaged contributions to class discussion, and demonstrated knowledge of historical ideas expressed in exams and essays. Final grades will be calculated as follows:

1. Response papers 30 %
2. Class participation 20 %
3. Midterm exam 25 %
4. Final exam 25 %

Attendance in class is required and will count as part of your grade in terms of participation. Please let me know in advance if you need to miss class; you will be responsible for making up any work missed due to absence. In dire circumstances (and I mean dire) make-up exams or paper extensions can be considered; be prepared to document your emergency. It is essential that you do the reading, as discussion will constitute an important part of what we will do in class. Extra credit work will not be offered.

Grades will be calculated on a 100-point scale:

- A 93-100
- A- 90-93
- B+ 87-89
- B 83-86
- B- 80-83
- C+ 77-79
- C 73-77
- C- 70-73
- D 66-69

Sources are the stuff of history, so I expect you to fully cite all sources used in your written work. I also expect that all your work will be your own; **plagiarism – intentional or not – will be taken very seriously**, in accordance with University Policy on Academic Honesty (Section 409). You can review this policy at: http://www2.gsu.edu/~wwwdos/codeofconduct_conpol.html.

I hope it goes without saying, but please come to class prepared to participate and be considerate of your fellow students (and me). This means no cell phones or pagers, no texting, no laptops, no talking over others, no other disruptive or inattentive behaviors. In the event that you need to be reached for an emergency, keep your phone on vibrate; otherwise please turn it off. I promise to do the same.

Course Schedule

Week 1.

- 1/6 Introduction to the course
- 1/8 The Early Republic

Week 2.

- 1/13 The Market Revolution
- 1/15 Indian Removal
 - Perdue, *The Cherokee Removal*

Week 3.

1/20 Industrialization and the changing nature of labor

1/22 Women at work: Lowell

View: "Daughters of Free Men"

Read: The Murder of Helen Jewett, pgs. 1-186

Week 4.

1/27 Moral reform

First Annual Report of the Female Moral Reform Society of the City of New York, Presented, May 1835, by New York Female Moral Reform Society. In Annual Report, First, Presented May 1835. (New York, NY: William Newell, 1835) (ULearn)

1/29 Discuss: *The Murder of Helen Jewett*

The Murder of Helen Jewett, pgs. 187- end

Week 5.

2/3 Irish immigration

Curtis family letters (ULearn)

2/5 Nativism

The Know Nothing and American Crusader, 1854 (ULearn)

Jewett response paper due

Week 6.

2/10 Free black communities

David Walker, "Appeal" (ULearn)

Edward Clay, "Life in Philadelphia" (ULearn)

2/12 Slavery, slave life, slave resistance

Frederick Douglass, Narrative, in *Classic Slave Narratives*

Week 7.

2/17 Structures of Southern society

2/19 Slavery and freedom

Harriet Jacobs, Incidents in the Life of a Slave Girl, in *Classic Slave Narratives*

Week 8.

2/24 Anti-slavery and abolition

Julie Roy Jeffrey, "Antislavery Societies" (ERes)

Constitution of the Boston Female Anti-Slavery Society (ULearn)

2/26 - midterm

Spring break – no class

Week 9.

3/10 Sectionalism

3/12 Sectionalism

“Sectional Politics in the 1850s” in *Major Problems in the Civil War and Reconstruction*, 77-104 (ERes)

Fugitive Slave Law, 1850 (ULearn)

Sectionalism response paper due

Week 10.

3/17 Communities during the Civil war

Abraham Lincoln, Proclamation Suspending the Writ of Habeas Corpus, September 24, 1862, (ULearn)

“Plain Folk Protest the Burden of the War, February 1863” (handout)

“If It Were Not For My Trust in Christ I Do Not Know How I Could Have Endured It”: Testimony from Victims of New York’s Draft Riots, July, 1863 (ULearn)

3/19 TBA

Week 11.

3/24 Creating Jim Crow

“Political Terrorism during Reconstruction: Congressional Hearings and Reports on the Ku Klux Klan” (ERes)

The Civil Rights Act of 1866, (ULearn)

Mississippi Black Code (1865), (ULearn)

Reconstruction response paper due

3/26 Reconstructing the West

Dawes Act (ULearn)

Week 12.

3/31 Chinese and anti-Chinese

Chinese Exclusion Act, 1882 (ULearn)

Andrew Gyory, “Yank-ki vs. Yan-kee: Americans React to Chinese Laborers in 1870” in *Closing the Gate: Race, Politics, and the Chinese Exclusion Act* (ERes)

4/2 – no class

Week 13.

4/7 The Great wave of immigration

4/9 “The “Gilded Age”

Jacob Riis, *How the Other Half Lives*

Week 14.

4/14 Capital v. Labor

View: “Andrew Carnegie: The Richest Man in the World”

4/16 Capital v. Labor

“The Strike at Homestead” (ULearn)

Documents:

* A description of the mill-dominated town of Homestead in 1892.

* A Description of the "Incident" of July 6, from the July 16 issue of *Illustrated American*.

- * The Situation at Homestead, from the July 23 issue of *Illustrated American*
- * The struggle of The Military v. Labor, from the July 30 issue of *Illustrated American*
- * A photographic essay of The Pennsylvania Militia at the strike.
- * An article by Hamlin Garland, written in 1894, published in *McClure's Magazine*.
- * A Response to Garland's article, written by an anonymous coal miner.

"The Musical Saga of Homestead" (ULearn)

Homestead response paper due

Week 15.

4/21 America at the turn of the century

4/23 Conclusion

Final exam due April 28