

HISTORY 17B
HISTORY OF THE AMERICAN PEOPLE, 1830-1920

UCSB DEPARTMENT OF HISTORY
Winter 2018
MWF 11am-12pm
IV Theater

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Office Hours: M 4-5, T 2-3 & by appointment
HSSB 4217

COURSE DESCRIPTION

This course is an introduction to the history of the United States from Jackson to World War One. It is also an introduction to the practice of history: the ways that historians study the past, use evidence, and make arguments. It is organized around three important, unifying, and interrelated themes: race and gender, empire and foreign relations, and political economy.

COURSE REQUIREMENTS & GRADING

Students must attend lectures, complete readings when assigned, and participate actively in section discussions. Readings and discussions will supplement lecture, but will not repeat it. Exams will cover both lecture and section content, while the paper assignments will be based on the readings.

This course follows a standard grade breakdown (4-point scale). Course grades are not curved; each student has the same opportunity to earn an A as any other. However, the A grade requires exceptional work and performance in the course. *Remember: grades are earned, not given.*

Course Grade Breakdown:

Document Analysis: 10%
Midterm: 20%
Essay: 25%
Section: 20%
Final Exam: 25%

Students must complete ALL assignments in order to pass the class. Failure to complete every assignment (and put forth actual effort on each one) will result in an F grade.

All assignments will be graded by your TA. If you wish to contest your grade, you must talk to your TA before coming to me. All appeals must be made to me in writing, and explain why you believe the grade should be higher. Note that contesting a grade does not guarantee an improvement, and may result in a lower mark than originally received. Appeals must be made within one week of receiving the graded assignment.

CLASS RULES

- (1) Cell phones must be turned off in both lecture and section.
- (2) NO AUDIO OR VIDEO RECORDING IS PERMITTED AT ANY TIME.

- (3) Laptops are permitted for taking notes only. You may be asked to leave lecture or section if you violate this policy, and your grade may be affected. This is an issue of respect and courtesy; individual students may not distract others sitting around them.
- (4) Conclusions of lectures are the most important parts. Do not start packing up before the end of class.

OFFICE HOURS & COURSE ADMINISTRATION

I invite you to visit me during my office hours. This is time that I set aside for you! Feel free to come to get acquainted with me, or to discuss course material or your other historical interests. You may come in groups or individually. If you cannot meet during my regularly scheduled office hours, email me to make an appointment.

Powerpoints will be posted on GauchoSpace.

ACADEMIC INTEGRITY

All work performed and completed for this course must be your own, and must be original. Students who cheat will receive an F in the course (not just on the offending assignment), and will be reported to the Office of Judicial Affairs.

According to the UCSB Student Conduct Code, "Cheating includes, but is not limited to, looking at another student's examination, referring to unauthorized notes during an exam, providing answers, having another person take an exam for you, etc. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Whenever another person's written work is utilized, whether it be a single phrase or longer, quotation marks must be used and sources cited. Paraphrasing another's work, i.e., borrowing the ideas or concepts and putting them into one's "own" words, must also be acknowledged. Although a person's state of mind and intention will be considered in determining the University response to an act of academic dishonesty, this in no way lessens the responsibility of the student." (UCSB Student Code of Conduct, p. 4)

For UCSB guidelines about Academic Integrity, you may wish to review the Student Code of Conduct, <http://judicialaffairs.sa.ucsb.edu/CMSMedia/Documents/CodeofConduct2012.pdf> and/or the Office of Judicial Affairs website on Academic Integrity. <http://judicialaffairs.sa.ucsb.edu/AcademicIntegrity.aspx>

ACCOMMODATIONS

If you need, or have already established disability-related accommodations, have emergency medical (mental and physical health) information you wish to share with me, or need any other special arrangements, please let me know. You may email me, or come to my office at your earliest convenience.

- ❖ You may contact the Disabled Students Program at 805-893-2668, DSP.Help@sa.ucsb.edu, or visit <http://dsp.sa.ucsb.edu/> for additional information.

- ❖ Counseling and Psychological Services can be reached 24 hours a day at 805-893-4411. You can also visit their website for more information <http://caps.sa.ucsb.edu/caps-home>.
- ❖ For access to additional resources, please do not hesitate to ask me. I will do my best to connect you with administrative and academic personnel who can help you resolve any issue that comes up, including financial aid, medical health, psychological health, housing, etc.

BOOKS & READING

The following books and the course reader are required. Copies of each have been placed on course reserve.

Helen Lefkowitz Horowitz, Attitudes toward Sex in Antebellum America

Harriet Jacobs, Incidents in the Life of a Slave Girl

Eric Foner, Give Me Liberty! (textbook)

Course Reader (available from Associated Students)

CLASS & READING SCHEDULE

Week 1:

January 15: NO CLASS

January 17: Introduction, Market & Transportation Revolutions

January 19: Indian Removal, Jacksonian Democracy & the Second Party System

Reading Assignment:

Horowitz, Attitudes toward Sex in Antebellum America, 1-159

Foner, Give Me Liberty, chapter 9 "The Market Revolution, 1800-1840"

Week 2:

January 22: The Rise of Urban America

January 24: Revivals, Reform, & Domestic Life in Antebellum America

January 26: The Cotton Kingdom & Slavery

Reading Assignment:

Harriet Jacobs, Incidents in the Life of a Slave Girl, 3-134

Foner, Give Me Liberty, chapter 10 "Democracy in America, 1815-1840 & chapter 11 "The Peculiar Institution"

Week 3:

January 29: Gender, Domesticity, and Race in the Antebellum South

January 31: Abolitionism and Proslavery Thought

February 2: Antebellum Expansion & Empire

Reading Assignment:

Harriet Jacobs, Incidents in the Life of a Slave Girl, 135-259

Foner, Give Me Liberty, chapter 12 "An Age of Reform, 1820-1840" & chapter 13 "A House Divided, 1840-1861"

Week 4:

February 5: The Crisis of the 1850s

February 7: The Civil War

February 9: Emancipation & The Meaning(s) of Freedom

*******Document Analysis due Friday, February 9th at 11am.*******

Reading Assignment:

South Carolina Declaration of Secession (Reader)

Alexander Stephens, "The Cornerstone Speech" (Reader)

Abraham Lincoln, "Second Inaugural Address," "Preliminary Emancipation

Proclamation," "Emancipation Proclamation," "Proclamation of Amnesty and Reconstruction"

Foner, Give Me Liberty, chapter 14 “A New Birth of Freedom: The Civil War, 1861-1865”
& chapter 15 “‘What is Freedom?’: Reconstruction, 1865-1877”

Week 5:

February 12: Reconstruction

February 14: Sharecropping & The Lost Cause

February 16: Plains Wars & Native Dispossession

Reading Assignment:

Leon Litwack, “How Free is Free” (Reader)

Foner, Give Me Liberty, chapter 16 “America’s Gilded Age, 1870-1890”

Week 6:

February 19: NO CLASS

February 21: **MIDTERM EXAM (Bring Bluebooks!)**

February 23: Industrialization, Robber Barons, & the Birth of Corporate America

Reading Assignment:

Foner, Give Me Liberty, chapter 17 “Freedom’s Boundaries, at Home and Abroad, 1890-1900”

Week 7:

February 26: Labor, Unions, & Class Struggle

February 28: Life in Gilded Age America

March 2: American Empire

Reading Assignment:

William Graham Sumner, What Social Classes Owe Each Other (Reader)

Andrew Carnegie, The Gospel of Wealth (Reader)

Foner, Give Me Liberty, chapter 18 “The Progressive Era, 1900-1916”

Week 8:

March 5: Immigration & Exclusion

March 7: Populism

March 9: Jim Crow & It’s Discontents

Reading Assignment:

Ida B. Wells, “The Red Record” (Reader)

W.E.B. DuBois, selections from The Souls of Black Folk (Reader)

Foner, Give Me Liberty, chapter 19 “Safe for Democracy: The United States and World War I, 1916-1920”

Week 9:

March 12: Social Science & Eugenics

March 14: Progressivism

March 16: World War I & The Crises of 1919

*******Essay due Friday, March 16th at 11am.*******

Reading Assignment:

Jane Addams, Twenty Years at Hull-House (Reader)

FINAL EXAM: THURSDAY, MARCH 22, 12-3PM