This course surveys a period of intense change in American social, political, religious, and economic life. We will focus both on major events and important topics to try to understand the forces which shaped this period. Course objectives are to foster a greater understanding of this period, to survey past and present interpretations of it, and to further students' analytical and writing abilities. Students should keep up with the reading assignments and attend regularly, as class participation is important.

In addition to the take home midterm and final, students will be expected to give an in-class report on a book linked to the readings (see below for suggestions). This is a way to extend the class's collective knowledge of historiography. An analytical book review of 6 to 9 double-spaced, typed pages that compares the week's assigned reading with the chosen book will be due one week after the oral report. Ph.D. students will write a longer review that contrasts three books with the assigned reading. A penalty of 1/2 letter grade per day will be assessed on late papers unless arrangements have been made with the instructor.

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703 993 2474. All academic accommodations must be arranged through that office. Students who have any questions or difficulties with the class materials should drop by during office hours or schedule an appointment.

Grades will be based on the following criteria:

- midterm exam (take home): 25%
- paper: 30%
- final exam: 35%
- class participation (inc. oral report): 10%

Required readings:
- (various articles available on JSTOR and paperback books available from campus bookstore)

Stephen Warren, *The Shawnees and Their Neighbors, 1795-1870*

Jessica Lepler, *The Many Panics of 1837: People, Politics, and the Creation of a Transatlantic Financial Crisis*


Seth Rockman, *Scraping By: Wage Labor, Slavery, and Survival in Early Baltimore*

Sylvia Jenkins Cook, *Working Women, Literary Ladies: The Industrial Revolution and Female Aspiration*

Karen V. Hansen, *A Very Social Time: Crafting Community in Antebellum New England*

Carol Faulkner, *Lucretia Mott's Heresy: Abolition and Women's Rights in Nineteenth-Century America*

Carl J. Guarneri, *The Utopian Alternative: Fourierism in Nineteenth-Century America*

Cheryl LaRoche, *Free Black Communities and the Underground Railroad*

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**Aug. 26**

*Introduction to Course. The End of the First Party System*

**Sept. 2**


**Sept. 9**


**Sept. 16**


**Sept. 23**

Sept.  26  LAST DAY TO DROP CLASS

30  Politics and Antislavery. Read Earle, and Howe, chs. 12, 13


RECEIVE TAKE HOME MIDTERM

Oct. 14  FALL HOLIDAY: NO CLASS. TURN IN MIDTERM EXAM

Oct. 21  Industrialization and Jacksonian Workers. Read Rockman; Howe, ch. 15.

28  Texas and the Mexican American War. Read Howe, chs. 17-20 and finale

Nov. 4  Women, Work, and Education. Read Cook, chs. 1-6, 8; and Howe, ch. 16.

11  Women and Community. Read Hansen.
Nov. 18  Antislavery, Reform, and Women. Read Faulkner, chs. 1-10 and epilogue.

Nov. 25  African Americans Communities caught between Slavery and Freedom. Read LaRoche.

Dec  2  Reform and Communities. Read Guarneri, chs. Intro-14.
Possibilities for Review. Anne C. Rose, *Transcendentalism as a Social Movement*; Sterling Delano, *Brook Farm*; Lawrence Foster, *Religion and Sexuality: The Shakers, Mormons, and the Oneida Community*
RECEIVE TAKE HOME FINAL.

16  TURN IN TAKE HOME FINAL