This section of the core colloquium in U.S. History continues the exploration of the history and historiography of the nineteenth century with particular focus on urbanization, state-building, politics, and social reform. The course also considers the contributions of scholars from disciplines other than history to the literature, and the way that scholarship in other subfields (historical sociology, American political development, et al.) has influenced the questions historians ask, the evidence they gather, and the conclusions they make.

**COURSE MATERIALS**

We will read the following books, all available at the Stanford Bookstore and on reserve:


We will also read selected essays and articles. If available online through Stanford library databases, their URL is listed on the syllabus; copies of those not available online will be passed out in class the week before.

Students are encouraged to browse the online tables of contents of selected refereed journals as we move from week to week; suggested journals are listed on the course schedule below. Browse with an eye to understanding the editorial focus of scholarly journals, prevailing themes and methodological emphases of published articles, larger historiographical debates playing out in their pages, and how all have changed over time.

I also encourage all of you – if not this quarter, then at some point in your graduate career – to invest in the purchase of the *Chicago Manual of Style, 15th Edition*, as this editorial form is the standard for many major historical journals and academic presses. I ask that you adhere to Chicago style in the assignments described below.

**COURSE REQUIREMENTS**

Along with class attendance, completion of readings, and active and collegial participation in discussion, there are three class assignments:
1. Each class session, one student will give a ten-minute **historiographic presentation** that outlines major debates within one strand of the literature of nineteenth century America, situates the book under discussion within this literature, and provides a brief assessment of how you think this author has contributed to, and/or changed the terms of, the scholarly debate. In conjunction with this presentation, the student will draw up a short (one page, single-spaced) **bibliography** of selected works in the subfield, copies of which will be distributed to others in the class. **This bibliography should be emailed me by 11AM on the day of your presentation, and I will print copies for you and your colleagues.** Students will sign up for these presentations at the first class session on February 10.

2. In order to begin to think about how you might teach this literature to future students, you will write a hypothetical **course syllabus** for a 200-level undergraduate colloquium in nineteenth century U.S. history or one of its subfields. The syllabus should be as substantively detailed and structurally precise as possible, built as if it were to be taught at Stanford in spring quarter 2005. The syllabus should be accompanied by an up to 500-word (one page, single-spaced) **narrative** describing your choices of readings and assignments. **This assignment is due on March 10, the day of our last class meeting, and copies of each will be circulated to the full class.** The syllabus and narrative must be emailed to me by 11AM that morning; I will print copies for you and your colleagues.

3. The final assignment is a 2500-word (ten pages, double-spaced) **review essay** on one major theme in nineteenth century history that includes discussion of at least three of the required books. Although shorter than a review article found in a refereed journal such as *Reviews in American History*, the essay should be similar in spirit and tone of analysis. You may presume the reader’s familiarity with the substance of the works under discussion. Focus on how each of the works speaks to your chosen theme; contrast/compare sources and methods; discuss effectiveness of argument; assess contribution to the literature. **This essay should be emailed to me by 5PM on Friday, March 18.** Extensions or incompletes are strongly discouraged.

Assignments are weighed as follows: participation/readings 50%; historiographic presentation and bibliography 15%; syllabus and narrative 15%; final essay 20%.

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*Students with disabilities should (1) register with the Disabilities Resource Center [563 Salvatierra Walk, Stanford, CA 94305; TEL: 723-1066 (voice), 723-1067 (TTY)]; (2) inform me during the first week of the existence of the disability (discretion assured).*

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**COURSE SCHEDULE**

**I. URBAN SPACE AND URBAN CAPITAL**

**Th February 10**

Blackmar, *Manhattan for Rent*


[http://www.luc.edu/depts/history/gilfoyle/WHITECIT.HTM](http://www.luc.edu/depts/history/gilfoyle/WHITECIT.HTM)

**Historiography:** Urban History and Theory (the presentation will be given by instructor; students will sign up today for further presentations)

**M February 14**

Beckert, *The Monied Metropolis*

**Historiography:** Industrialism, Labor, and Class

**Journals:** *Reviews in American History; Journal of Urban History; Urban History; Journal of Economic History*
II. POLITICS AND RIGHTS

Th February 17
McGerr, *The Decline of Popular Politics*
http://www.pup.princeton.edu/chapters/s7644.pdf

Historiography: Politics and Parties

M February 21 President’s Day – No Class

Th February 24
Hahn, *A Nation Under Our Feet*

Historiography: Reconstruction and Jim Crow

Journals: *Journal of the Gilded Age and Progressive Era; Journal of Southern History; Journal of Negro History*

III. PROGRESSIVE REFORM

M February 28
Wiebe, *The Search for Order*
http://www.historycooperative.org/journals/jga/1.1/johnston.html

Historiography: Progressivism(s)

Th March 3
Daniel Rodgers, *Atlantic Crossings*

Historiography: European Urbanization and Social Reform

Journals: *Journal of Policy History; International Labor and Working Class History; Labor History*

IV. STATE-BUILDING AND SOCIAL POLICY

M March 7
Skocpol, *Protecting Soldiers and Mothers*

Historiography: Welfare States

Th March 10
Syllabus and narrative emailed to instructor by 11AM.
Zelizer, *Pricing the Priceless Child*

Historiography: The Family and Society

Journals: *Social Science History; Journal of Historical Sociology; Studies in American Political Development; Journal of Interdisciplinary History.*

Fr March 18
Final essays emailed to instructor by 5PM.