

The Age of Industry and Reform, 1876-1920

HIST 3328, Fall 2011

Tuesday & Thursday, 11 am-12:20 pm, UH

Instructor: Dr. Sarah Rose

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Office Hours: Tuesdays, 2:30 pm-4:30 pm & Thursdays, 2:30 pm-3:30 pm

COURSE DESCRIPTION

Thanks in part to Mark Twain, "The Gilded Age" has long been denigrated as an age of excess. The Progressive Era, in contrast, has been celebrated as an era of enlightened social policy. But there was much more to the years between 1876 and 1920 than robber barons and moralistic reformers. Indeed, those decades established economic and social patterns that still resonate today. For many Americans, these decades were a time of optimism, of advances in science, economic opportunities, and social policy. Others found their citizenship rights limited or their fortunes crushed.

This course will be taught as a seminar-style class with limited lectures. Instead of my presenting a single historical narrative for you to memorize, we will evaluate competing historical interpretations and examine the primary sources used to create these narratives. Most of our time will be spent discussing the readings, films, or historical documents. Therefore, it is crucial that students do the readings in advance, take notes on them, and come to class prepared for discussion.

STUDENT LEARNING OUTCOMES

After successfully completing this course, students will be able to:

- 1) Identify the major events, figures, institutions, and chronology of U.S. history between 1876 and 1920.
- 2) Discuss whether the Gilded Age and Progressive Era are appropriate terms for the years between 1876 and 1920.
- 3) Evaluate competing historical interpretations of this period and identify how historians have come to their conclusions.
- 4) Create well-supported arguments about the nature of the 1876-1920 period using both primary and secondary sources.

REQUIRED TEXTS (available on 2-hour reserve at the Central Library)

Rebecca Argersinger, *The Triangle Fire: A Brief History with Documents* (Bedford/St. Martin's, 2009)
Thomas G. Andrews, *Killing for Coal: America's Deadliest Labor War* (Harvard University Press, 2008)

Eric Arnesen, *Black Protest and the Great Migration: A Brief History with Documents* (Bedford/St. Martin's, 2003)

Rebecca Edwards, *New Spirits: Americans in the "Gilded Age," 1865-1905, 2nd Edition* (Oxford University Press, 2010)

Leon Fink, *Major Problems in the History of the Gilded Age and Progressive Era: Documents and Essays, 2nd Edition* (Cengage, 2001)

BLACKBOARD READINGS

All other readings will be available on the class Blackboard site. You can access these materials by navigating to <http://elearn.uta.edu> and logging in with your UTA NetID and password. Select HIST 3328-001, then "Course Materials" from the left-hand menu, and finally "Readings" from the Course Materials page.

Please bring all readings under discussion to class.

COURSE REQUIREMENTS

Participation and attendance	20% (200 points)
Reading responses on class blog	2.5% each (250 points total)
Two short papers	15% each (300 points total)
Take-home final or research paper	25% (250 points)

Grading scale: A = 900-1000 points; B = 800-899 points; C = 700-799 points; D = 600-699 points; F = 599 points and below

I will post grades for reading responses, short papers, and the final on Blackboard, along with a midterm progress grade for participation.

Regular class attendance and participation (20%): As with any course, participation is crucial for success in this class. Good participation involves three inter-connected elements: preparation, attendance, and engaged participation.

Preparation: I expect you to prepare by critically reading the assigned materials *before class*. I strongly advise that you mark up the readings and/or take notes and bring these notes to class. *Please bring make sure to bring all readings under discussion to class.*

Attendance: You cannot participate unless you attend class and arrive on time. I understand that the unexpected can occur, and you are *allowed three unexcused absences* without affecting your grade. Regular tardiness or leaving early will also affect your grade. If you miss class for a legitimate reason (documented family emergency, illness, athletic team event, etc.), you must contact me in advance if at all possible. Each class, I will pass around a sign-in sheet. It is your responsibility to make sure that you sign in.

0-3 unexcused absences	A = maximum participation grade
4 unexcused absences	B = maximum participation grade
5 unexcused absences	C = maximum participation grade
6 unexcused absences	D = maximum participation grade
7+ unexcused absences	F = maximum participation grade

Engaged Participation: Good participation means contributing thoughtfully to discussions and in-class activities and demonstrating careful consideration of the readings. It also means asking good questions just as much as knowing how to answer a question. During discussions, please keep in mind that the goal is balanced participation. If you find yourself hogging the floor, please yield it; if you find yourself being a wallflower, please speak up. At the midpoint of the semester, I will give each student a written progress report on how I think she or he is doing and also post a tentative progress grade on Blackboard.

Reading responses (25%): *By 8 a.m. before every class*, you must make a 1-2 paragraph post on the class blog on Blackboard (<http://elearn.uta.edu>). Your post should respond to the question that I post; I will post ~1 week of questions in advance on the blog's "upcoming questions" page. Your response should directly engage with the readings (e.g., quotes or examples); please give a page number if you use a quote. I strongly encourage you to read each other's responses.

Starting on September 1, I will grade entries on thirteen days on an unannounced basis. I will drop the lowest three scores. You will have the opportunity to do a trial run on August 30; I will send comments on those entries but will not grade them. If you miss class for an excused absence, please try to post your reading response on time. If that is not possible, please contact me to make alternate arrangements. Each graded entry will be worth 25 points (or 2.5% of your total grade). No blog is required for the following days: September 20th and November 15th.

Two short papers (15% each): The first paper (~4 pages) is due September 20 at 11 am. No blog will be required that day. I will post this assignment on Blackboard by September 8. The second paper (~4 pages) will be due on November 15 by 11 am. I will post this assignment on Blackboard by November 3. Both papers should be turned in on Blackboard; you will upload them through the SafeAssign function.

Grades for written work will be based on both the content and the quality of writing. Your paper must be typed in a standard 12-point font (e.g., Times, not Courier). You must properly cite all quotes, paraphrases, and ideas. We will discuss proper citation format in class.

I will be happy to look at outlines and drafts if given advance notice (i.e., not the night before a paper is due). You may also wish to consult with the Writing Center (<http://www.uta.edu/owl/services.htm>). *Make sure to have someone else proofread your paper for you before you turn it in.*

Take-home final or research paper (25%): The essay questions for the take-home final will be posted on Blackboard before class by Thursday, December 1. The final (or research paper) is due Tuesday, December 13 at 1:30 pm and must be uploaded to Blackboard. The final will be comprehensive in nature but will focus on the second half of the class.

Alternatively, you may instead write a 7-8 page research paper on a topic of your choosing within the 1876-1920 period (approved by me). Please meet with me to discuss potential topics by October 4; I will also ask you to submit a short proposal (one page maximum) with a summary of your topic and bibliography listing your planned sources by October 25.

Etiquette

I strive to create a respectful, distraction-free learning environment. Please be respectful of the class and your fellow students. *You are expected to arrive on time and remain for the duration of the class.* Please inform me if you need to leave early. *Cell phones and pagers must be turned off during class.*

If you are regularly absent, routinely arrive late or leave the room during the middle of class, use your laptop for anything other than taking notes, read non-course materials during class, engage in chitchat during class, or otherwise neglect to participate, I will not give you the benefit of the doubt if your final grade is on the border between two grades.

Other notes on grading

- 1) I will grant extensions on the short papers in cases of legitimate need, but you must request an extension at least 24 hours before the paper is due (except in case of emergency). Late assignments will be penalized one grade per day. Make-up exams will only be offered with a documented, legitimate excuse (e.g., police report or doctor's note).
- 2) I will consider improvement in your work over the course of your semester when calculating your final grade.
- 3) You must complete all assignments to pass the course.

IMPORTANT POLICIES

This syllabus is subject to revision over the course of the semester. I will notify you about any changes in class and by e-mail.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

Reasonable accommodations for people with disabilities can be made by talking with the professor as early in the semester as possible. Solutions that benefit one student can end up helping the class as a whole, so please feel free to come forward with any questions or suggestions inside or outside of class. In order for me to make accommodations, you must document your disability through the Office for Students with Disabilities (University Hall Room 102; 817-272-3364). Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability.

Dishonesty Policy: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

My Plagiarism Policy: If you copy someone else's words or ideas—from the internet, books, other people's papers, encyclopedias, among other sources—without crediting them and using quotation marks for any direct quotes, you are committing plagiarism. If you change just a few words and do not credit the author, that is also plagiarism. If you have any questions about what constitutes plagiarism, please see me or consult Charles Lipson's *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*, 2nd edition (Chicago, 2008) in the library.

Penalties for plagiarism on the papers or exams will range from a zero on the assignment to an F in the class. I also will report you to the Office for Student Conduct, which might lead to suspension or expulsion.

Drop Policy: I am not allowed to drop you if you stop attending class. You will need to drop this course yourself. The final day to do so is November 4.

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, veterans' services, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 (<http://www.uta.edu/uac/maverickscholars/student-success-programs>) for more information and appropriate referrals.

E-Culture Policy: The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation are only sent to students through email. All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

SCHEDULE OF TOPICS AND READINGS

UNIT 1: INDUSTRIAL CAPITALISM: NEW SCALE, NEW DISCONTENTS

Thursday, August 25: Introductions

- Read the full syllabus and e-mail me with any questions (srose@uta.edu)

Tuesday, August 30: Setting the stage: 1876

- Fink, *Major Problems*, p. 1-7 (in ch. 1: introduction and essay by Cashman)
- Edwards, *New Spirits*, p. 1-19, 26-32 (Introduction, "The Wedge," & parts of ch. 1)
- "Katie Bighead (Cheyenne) remembers Custer and the Battle of Little Big Horn, 1876," from *Major Problems in American History*, Vol. 2, ed. Elizabeth Cobbs Hoffman and Jon Gjerde (Houghton Mifflin, 2007) **(Blackboard)**
- "Custer's Last Stand, *Helena Daily Herald* (July 4, 1876)," from Kevin J. Fernlund, *Documents to Accompany America's History*, 6th edition (Bedford/St. Martin's, 2008) **(Blackboard)**
- On the 1876 Centennial Exhibition Digital Collection (<http://libwww.library.phila.gov/CenCol/overview.htm>), read pages linked from "Exhibition Facts" (e.g., "Foreign Countries," but skip sub-pages on "Organization" page); also take one "Tour"

Thursday, September 1: The end of Reconstruction

- Edwards, *New Spirits*, p. 19-26, 32-37 (parts of ch. 1)
- Fink, *Major Problems*, p. 86-91, 93-97, 107-114 (in ch. 4: introduction, docs. 1, 2, 5, 6 and Jones essay)
- David W. Blight, "Ending the War: The Push for National Reconciliation," p. 25-32 in *Major Problems in American History*, v. 2, ed. Elizabeth Cobbs Hoffman and Jon Gjerde (Houghton Mifflin, 2007) **(Blackboard)**

Tuesday, September 6: Technology and the settlement of the West

- Edwards, *New Spirits*, p. 38-59 (all of ch. 2)
- William Cronon, *Nature's Metropolis: Chicago and the Great West* (Norton, 1991), p. 207-259 (ch. 5: "Annihilating Space: Meat") **(Blackboard)**

Thursday, September 8: Race in the West

- Edwards, *New Spirits*, p. 185-194 (part of ch. 9)
- Fink, *Major Problems*, p. 46-85 (in ch. 3: docs. 2-7 and essays from White, Griswold, & Lewis)
- "Wyoming Gunfight: Attack on Chinatown, 1885" from *Major Problems in American History*, v. 2, **(Blackboard)**

Tuesday, September 13: Reshaping work

- Edwards, *New Spirits*, p. 60-78 (all of ch. 3)
- Fink, *Major Problems*, p. 98-107 (in ch. 4: Ayers essay)
- Argersinger, *The Triangle Fire*, p. 4-11, 43-57 ("The Garment Industry and Its Workers" from the Introduction and docs. 2-5)
- Excerpts from *Major Problems in the History of American Workers: Documents and Essays*, ed. Eileen Boris and Nelson Lichtenstein (Houghton Mifflin, 2003), p. 99-103 and 165-169 (in ch. 4, docs. 6-8; in ch. 6, docs. 2-3) **(Blackboard)**

Thursday, September 15: A “Gilded Age”

- Edwards, *New Spirits*, p. 79-100 (ch. 4)
- Fink, *Major Problems*, p. 8-23, 27-34 (in ch. 1: essay by Cooper; in ch. 2: docs. 1-4 and Trachtenburg essay)

UNIT 2: NEW PLACES, NEW PEOPLES, & NEW IDEAS**Tuesday, September 20: The industrial city—FIRST PAPER DUE; NO BLOG ENTRY REQUIRED**

- Fink, *Major Problems*, p. 116-123, 131-141 (in ch. 5, introduction, docs. 1-4, and essay by Klein and Kantor)

Thursday, September 22: The immigrant experience; politics in 1870s and 1880s

- Edwards, *New Spirits*, p. 194-197 (part of ch. 9)
- Fink, *Major Problems*, p. 123-131, 141-163, 167-179 (in ch. 5, introduction, docs. 5-6, and essays by Bodnar and Sanchez; in ch. 6: docs. 1-2 and Calhoun essay)

Tuesday, September 27: Consumer culture and youth culture

- Edwards, *New Spirits*, p. 87-94, 101-122 (parts of ch. 4, “The Exchange,” and all of ch. 5)
- Fink, *Major Problems*, p. 325-354 (all of ch. 11)

Thursday, September 29: Debating gender roles

- Edwards, *New Spirits*, p. 123-141 (all of ch. 6)
- Fink, *Major Problems*, p. 163-167, 179-187 (in ch. 6, docs. 3-5 and DuBois essay)

Tuesday, October 4: The rise of professionals

- Edwards, *New Spirits*, p. 142-162, 166-175 (all of ch. 7 & parts of ch. 8)
- Fink, *Major Problems*, p. 225-235, 237-244, 253-262 (in ch. 8: docs. 1-4, 6 and essays by Bledstein and Caudill)

UNIT 3: POTENTIAL SOLUTIONS (continues on 10/27)**Thursday, October 6: The Knights of Labor & settlement houses**

- Edwards, *New Spirits*, p. 197-207, 210-215 (parts of ch. 9 and ch. 10)
- Fink, *Major Problems*, p. 24-26, 34-45, 235-236, 244-253 (in ch. 2: docs. 5-6 and Fink essay; in ch. 8: docs 5-6 and DuBois essay)

Tuesday, October 11: Cooperative dreams

- Edwards, *New Spirits*, p. 208-210, 215-234 (parts of ch. 10)
- Fink, *Major Problems*, p. 188-224 (in ch. 7: docs. 1-2 and Painter essay)

CASE STUDY: THE LUDLOW MASSACRE**Thursday, October 13: Historical memory and paleotechnology**

- Andrews, *Killing for Coal*, p. 1-49 (introduction and ch. 1)

Tuesday, October 18: Life in an age of coal

- Andrews, *Killing for Coal*, p. 50-121 (ch. 2-3)

Thursday, October 20: Managing risk—OPTIONAL RESEARCH PAPER PROPOSAL DUE

- Andrews, *Killing for Coal*, p. 122-196 (ch. 4-5)

Tuesday, October 25: Battling for survival

- Andrews, *Killing for Coal*, p. 197-292 (ch. 6-7 and epilogue)

UNIT 3: POTENTIAL SOLUTIONS (CONTINUED)**Thursday, October 27: Imperialism**

- Edwards, *New Spirits*, p. 160-165, 235-257 (part of ch. 8 and all of ch. 11)
- Fink, *Major Problems*, p. 263-294 (all of ch. 9)

Tuesday, November 1: Progressive visions

- Edwards, *New Spirits*, p. 258-264 (epilogue)
- Fink, *Major Problems*, p. 355-385 (all of ch. 12)

Thursday, November 3: Reshaping the American state

- Fink, *Major Problems*, p. 387-411 (all of ch. 13)
- Argersinger, *The Triangle Fire*, 1-4, 14-16, 58-71

Tuesday, November 8: Case study on the Triangle Fire

- Argersinger, *The Triangle Fire*, p. 16-33, 76-93, 101-107, 110-111, and 114-121 (part of introduction plus docs. 12-16, 19, 21, 23-25)

Thursday, November 10: Remaking the environment

- Edwards, *New Spirits*, p. 175-181 (final section of ch. 8)
- Fink, *Major Problems*, p. 412-445 (all of ch. 13)

Tuesday, November 15: PAPER #2 DUE; NO BLOG ENTRY REQUIRED

- We will watch a film in class

Thursday, November 17: Segregation

- Fink, *Major Problems*, p. 295-323 (all of ch. 10)
- John Higham, "The Evolution of Thought on Race and the Development of Scientific Racism," p. 291-299, in Jon Gjerde, *Major Problems in American Immigration and Ethnic History: Documents and Essays* (Houghton Mifflin, 1998) (**Blackboard**)

Tuesday, November 22: NO CLASS; BLOG ENTRY REQUIRED

- Read through at least two virtual exhibits from the <http://www.eugenicsarchive.org/eugenics/> and select 1-2 documents to discuss in your reading response

Thursday, November 24: THANKSGIVING, NO CLASS**Tuesday, November 29: Eugenics and immigration restriction**

- Douglas C. Baynton, "'The Undesirability of Admitting Deaf Mutes': American Immigration Policy and Deaf Immigrants, 1882-1924," *Sign Language Studies* (2006): p. 391-415 (**Blackboard**)
- Excerpts from ch. 10 of *Major Problems in American Immigration and Ethnic History: Documents and Essays*, ed. Jon Gjerde, (Houghton Mifflin, 1998) (**Blackboard**)

UNIT 4: CONFLICT AT HOME AND ABROAD**Thursday, December 1: The Great War at home and abroad**

- Fink, *Major Problems*, p. 445-484 (all of ch. 15)

Tuesday, December 6: The Great Migration: TAKE-HOME FINAL DISTRIBUTED

- Arnesen, *Black Protest and the Great Migration*, p. 1-18, 46-60, 64-85, 128-130, 140-144

Thursday, December 8: Black protest in the postwar years

- Arnesen, *Black Protest and the Great Migration*, p. 18-37, 87-92, 96-113, 123-127, 151-154, 166-169, 172-188

Tuesday, December 13: UPLOAD FINAL EXAM/RESEARCH PAPER TO BLACKBOARD BY 1:30 PM