**The Age of Industry and Reform, 1876-1920**

**History 3328, Spring 2016**

**Tuesday & Thursday, 3:30-4:50 pm**

**University Hall 14**

**Instructor:** Dr. Sarah Rose

**E-mail:** srose@uta.edu

**Office:** UH 328

**Office Hours:** TBD

**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 Most of our time will be spent discussing the readings, films, or historical documents.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.

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

Thomas G. Andrews, *Killing for Coal: America’s Deadliest Labor War* (Harvard University Press, 2008)

Colin G. Calloway, *Our Hearts Fell to the Ground*: *Plains Indian Views of How the West Was Lost* (Bedford St. Martin’s, 1996)

James West Davidson, *‘They Say’: Ida B. Wells and the Reconstruction of Race* (Oxford University Press, 2001)

Leon Fink, *Major Problems in the History of the Gilded Age and Progressive Era: Documents and Essays, 3rd Edition* (Wadsworth, 2014)

Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917* (Hill & Wang, 2001)

Eric Rauchway, *Murdering McKinley: The Making of Theodore Roosevelt’s America* (Hill & Wang,

**Please bring all readings under discussion to class.**

**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 “Readings” from the left-hand menu.

**COURSE REQUIREMENTS**

Participation and attendance 25%

Response paragraphs 30%

Take-home midterm 15%

Take-home final or research paper 20%

**Grading scale:** A = 90-100%; B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F = 59.9% and below.  
I will take improvement into account when calculating your final grade.

I will post grades for the response paragraphs, midterm exam, and the final or research paper on Blackboard.

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend *at least* an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, conducting research.

***Regular class attendance and participation (25%):*** 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 and provide documentation. 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.

***Response Paragraphs (30%)*:** *By 12:30 p.m. on the day of each class*, unless otherwise noted, you must post an informal paragraph-length post on your journal in Blackboard. Students must complete twenty response paragraphs over the course of the semester (two-thirds of classes). If you do a few extra ones, I will drop your lowest grades. You will have the opportunity to do an ungraded, trial run on January 20.

This paragraph should discuss point(s) in the assigned readings that you found intriguing, surprising, confusing, striking, or with which you disagreed. These paragraphs should engage with major points in the assigned readings; stronger responses will incorporate multiple readings. Response paragraphs will be shared with the class; you should bring a copy to class with you. They are not required for January 18, January 20, and March 1.

**Strong (A)**

* Engages with central points from multiple readings
* Supports arguments with specific examples and/or quotes
* Indicates careful reading and consideration of all assigned readings

**Good (B)**

* Engages with some major points from majority of readings but may miss or misunderstand a few key points
* Provides some evidence to support arguments but could be more thorough

**Needs improvement (C-)**

* Minimal or no engagement with readings
* Does not offer examples/quotes to support “muddiest point(s)” or arguments
* Suggests only a passing glance at readings or the completion of only a small portion of the readings

**No credit**

* Not completed

***Take-home midterm (15%):*** The midterm essay questions will be posted on Blackboard on Tuesday, February 16. We will go over the questions in class that day. The midterm must be uploaded to Blackboard by Tuesday, March 1 at 3:30 pm. There will be no reading response that day; we will watch and discuss a film in class.

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.

***Take-home final or research paper (20%):*** The essay questions for the take-home final will be posted on Blackboard on Tuesday, April 28. The final exam or research paper is due Thursday, May 12 at 4:30 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 long research paper on a topic of your choosing within the 1876-1920 period (approved by me). Please meet with me by March 10 to discuss potential topics and plan to submit a 1-2 page proposal and bibliography by March 24.

I will be happy to look at outlines and drafts of papers 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 essay for you before you turn it in.*

**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 and must remain in your bag.*

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.

Unless you have a legitimate reason for having your phone out of your bag (e.g., family emergency) *and* you have asked permission from me, cell phones must remain on vibrate and in your bag for the duration of the class. Otherwise, I will count you as absent.

**Other notes on grading**

1. Extensions must be requested ahead of time and will only be granted in cases of emergency and with documentation. Late papers will be deducted one letter 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**

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** The final drop day is March 28. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364. 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.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**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, 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 assignments 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 expulsion if you have a record.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**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.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located in the center of UH on the side away from the main quadrangle. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**SCHEDULE OF TOPICS AND READINGS**

*The instructor in this course reserves the right to adjust the schedule in any way that serves the educational needs of the students enrolled. I will notify you about any changes in class and by e-mail.*

**UNIT 1: THE YEAR 1876**

**Week 1**

**Tuesday, January 19: Introductions**

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

**Thursday, January 21: Setting the stage: 1876**

* Fink, *Major Problems*, ch. 1: introduction and essays by Cashman & Cooper
* Rebecca Edwards, *New Spirits: Americans in the “Gilded Age”, 1865-1905,* introduction & “The Wedge” **(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)**
* Calloway, *Our Hearts Fell to the Ground*, pp. 133-149

**UNIT 2: A GILDED ECONOMY**

**Week 2**

**Tuesday, January 26: Transcontinental dreams**

* Livesay, *Andrew Carnegie*, ch. 1-3
* Calloway, *Our Hearts Fell to the Ground*, pp. 121-132
* Fink, *Major Problems*, ch. 3: doc. 1

**Thursday, January 28: The politics of business**

* Livesay, *Andrew Carnegie*, ch. 4-6
* Fink, *Major Problems*, ch. 6: docs. 1-2 and Calhoun essay

**Week 3**

**Tuesday, February 2: Recasting space**

* Livesay, *Andrew Carnegie*, ch. 7-9
* Fink, *Major Problems*, ch. 3: docs. 2 & 6
* Calloway, *Our Hearts Fell to the Ground*, pp. 150-181

**Thursday, February 4: A “Gilded Age”**

* Livesay, *Andrew Carnegie*, ch. 10-end
* Fink, *Major Problems*, ch. 2: docs. 1-4

**Week 4**

**Tuesday, February 9: Reshaping work**

* Fink, *Major Problems*, ch. 2: doc. 5 and Fink essay
* Excerpts from *Major Problems in the History of American Workers: Documents and Essays*, ed. Eileen Boris and Nelson Lichtenstein (Houghton Mifflin, 2003), ch. 6, docs. 1-3 **(Blackboard)**

**Thursday, February 11: Industrializing the West**

* Fink, *Major Problems*, ch. 3: doc. 7
* Calloway, *Our Hearts Fell to the Ground*, pp. 182-204

**UNIT 3: CONSTRUCTING THE “NEW SOUTH”**

**Week 5**

**Tuesday, February 16: The end of Reconstruction**

* Davidson, *‘They Say,’* pp. 1-75
* Fink, *Major Problems*, ch. 4: docs. 1 & 5

**Thursday, February 18: The “New South”**

* Davidson, *‘They Say,’* pp. 76-136
* Fink, *Major Problems*, ch. 4: docs. 2-4 & 6 and essays by Ayers & Jones

**Week 6**

**Tuesday, February 23: The rise of Jim Crow**

* Davidson, *‘They Say,’* pp. 137-203
* Fink, *Major Problems*, ch. 10: docs. 1-5 & essay by Gilmore

**UNIT 4: NEW PLACES, NEW PEOPLES**

**Week 6 (continued)**

**Thursday, February 25: The paleotechnic age**

* Andrews, *Killing for Coal*, pp. 20-86

**Week 7**

**Tuesday, March 1: *Banished***

* Midterm due at 12 pm on Blackboard; no response paragraph due today

**Thursday, March 3: Consumer cultures, debating gender**

* Fink, *Major Problems*, ch. 5: docs. 1-4 and essay by Klein & Kantor
* Fink, *Major Problems*, ch. 11, docs. 3-5 and essay by Erenberg
* Fink, *Major Problems*, ch. 6, docs. 3-5 and DuBois essay

**Week 8**

**Tuesday, March 8: Exporting America**

* Jacobson, *Barbarian Virtues*, pp. 1-58
* Fink, *Major Problems*, ch. 9: doc. 1

**Thursday, March 10: Experiences of migration**

* Jacobson, *Barbarian Virtues*, pp. 59-97
* Fink, *Major Problems*, ch. 5, docs. 5-6 & 8 and Bodnar essay

~~~**SPRING BREAK~~~**

**Week 9**

**Tuesday, March 22: The eugenics movement**

* Jacobson, *Barbarian Virtues*, pp. 100-172
* Fink, *Major Problems*, ch. 8, docs. 2-3

**Thursday, March 24: Restricting the huddled masses**

* Jacobson, *Barbarian Virtues*, pp. 173-219
* 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)**

**Week 10**

**Tuesday, March 29: The logic of imperialism**

* Fink, *Major Problems*, ch. 9: doc. 2 & essays by Kennedy & Perez
* Jacobson, *Barbarian Virtues*, pp. 221-265

**Thursday, March 31: Debating imperialism, murdering McKinley**

* Fink, *Major Problems*, ch. 9: docs. 3-5 & essay by Bederman
* Rauchway, *Murdering McKinley*, pp. ix-53

**UNIT 5: THE “PROGRESSIVE” ERA?**

**Week 11**

**Tuesday, April 5: Radical visions**

* Rauchway, *Murdering McKinley*, pp. 55-111

**Thursday, April 7: The professional perspective**

* Rauchway, *Murdering McKinley*, pp. 113-150
* Fink, *Major Problems*, ch. 8: docs. 5-6 and essays by Bledstein & Muncy

**Week 12**

**Tuesday, April 12: Rewriting the social compact: the 1890s**

* Rauchway, *Murdering McKinley*, pp. 151-182
* Fink, *Major Problems*, ch. 7: docs. 1-6 and Painter essay

**Thursday, April 14: Progressive visions**

* Fink, *Major Problems*, ch. 12: docs. 2-6 and McCormick essay
* Fink, *Major Problems*, ch. 13: doc. 1-2

**Week 13**

**Tuesday, April 19: Reshaping the American state**

* Rauchway, *Murdering McKinley*, pp. 182-213
* Fink, *Major Problems*, ch. 13: docs. 2-5 and essay by Dawley

**Thursday, April 21: Remaking the environment**

* Fink, *Major Problems*, ch. 14: docs. 1, 4-5 and essays by Nash & Melosi
* Andrews, *Killing for Coal*, pp. 1-19

**Week 14**

**Tuesday, April 26: Historical memory: roots of the coalfields war**

* Andrews, *Killing for Coal*, 122-179

**Thursday, April 28: Marching for power**

* Andrews, *Killing for Coal*, pp. 180-232

**Week 15**

**Tuesday, May 3: Battling for survival**

* Andrews, *Killing for Coal*, pp. 233-291
* Fink, *Major Problems*, ch. 15: docs. 1-2

**Thursday, May 5: The Great War at home and abroad**

* Fink, *Major Problems*, ch. 15: docs. 4-7 and essays by Karl, Kennedy, and Link

**Finals Week**

**Thursday, May 12**

* Final take-home or research paper due on Blackboard by 4:30 pm