

## HIST 344: Section 001

Fall Semester 2018

MWF 1-1:50pm

Classroom: 201 Houston Hall

**Dr. Erika K. Jackson**

Office: 221B Houston Hall

Office Hours: MTF 3-4pm; W 3-5pm

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## The Age of Industry in America, 1877-1930



### Course Description

Henry Ford, one of the greatest business pioneers of our time, once stated that in business, “coming together is a beginning; keeping together is progress; and working together is success.” This mantra lay at the heart of the age of industry in America – a time when a good idea and a steady plan could result in riches beyond one’s wildest imagination. The promise of industry brought our ancestors from faraway lands by the thousands and would forever shape capitalism, culture, politics, and society in both urban and rural places across the country. While the rise of industrial America created jobs by the millions, there were often dire consequences for such rapid growth, which Progressives would soon take to the task of trying to fix. This course will revisit the period that spanned the end of Reconstruction through the Jazz age looking at the significance of political, social, and cultural events either directly tied to or resulting from the rise of industry in America. We will explore a number of diverse themes and the contributions of unique individuals over the course of the semester, including gilded age “robber barons”, the “wild” west, Progressivism, child labor, the growth of modernity, the Great War, and flappers and the Lost Generation, to name a few.

### Student Learning Outcomes

HIST 344 is an upper-division history course intended to fulfill the requirements of the history major. HIST 344 will require extensive reading (40 pages per week on average) and writing.

The Student Learning Outcomes (SLOs) of the history major are:

- Formulate the relationships of cause and effect (specialized knowledge/applied learning);
- Assess the importance of historical context (specialized knowledge/applied learning);
- Critically analyze an argument based on secondary sources (intellectual skills/critical thinking);
- Critically analyze primary sources (intellectual skills /critical thinking);

- Formulate a clear and persuasive argument based on evidence (intellectual skills/communication fluency);
- Construct a clear thesis with strong topic sentences (intellectual skills/communication fluency).

Please be aware that students should expect to spend a minimum of two hours outside the classroom on reading, writing, and studying for every hour spent in the classroom. Therefore, for this course, which constitutes three contact hours a week, you should expect to spend no less than six hours a week outside the classroom in order to be fully successful in the course. For more details, consult me, the department office, or CMU's *Curriculum Policies and Procedures Manual*.

## Required Text and Materials

Argersinger, Jo Ann E., ed., *The Triangle Fire: A Brief History with Documents*, 2<sup>nd</sup> edition. Boston: Bedford/St. Martin's, 2016. ISBN-13: 978-1319048853

Bederman, Gail. *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917*. Chicago: The University of Chicago Press, 1995. ISBN-13: 978-0226041391

Fink, Leon, ed. *Major Problems in the Gilded Age and the Progressive Era*, 3<sup>rd</sup> edition. Stamford, CT: Cengage Learning, 2015. ISBN-13: 978-1285433424

Fitzgerald, F. Scott. *The Great Gatsby*. New York: Charles Scribner's Sons, 1925. ISBN-13: 9780684717609

## Course Requirements

Your grade for this course is based on the following assignments, weighted as shown:

Attendance and Participation: 20%

Reading Reflections: 30%

Primary Source Analysis and Presentation: 10%

Biographical History Project Prospectus: 10%

Biographical History Project – Rough Draft: 10%

Biographical History Project – Final Draft: 20%

**Grading Scale:** 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 59% and Below = F

### Attendance

Attendance is recorded before every class begins. To maximize your potential for success in this class, it is pertinent that you attend every class, however you are allowed *two* unexcused absences. After two unexcused absences, each subsequent absence will result in 5% deducted from your attendance grade. If you need to miss a class for a religious holiday, an illness, athletic event or other **documented** reasons, please provide appropriate documentation of your absence. It is your responsibility to make up any work you missed in a timely manner.

### Participation

Students are expected to be in the classroom on time and prepared to take notes on the lectures and discuss the assigned readings. Therefore, just showing up for class is not enough; you will be expected to make thoughtful comments on the readings and come prepared with any questions you have. You will also be expected to act respectfully in the classroom towards your peers as well as the professor. This includes, but is not limited to: staying on task and refraining from distracting behaviors such as texting, looking at Facebook; not taking

notes; or talking to your peers while the I am leading discussion or lecturing. I reserve the right as professor to administratively withdraw any student who prevents peer learning.

### **Reading Reflection**

Active reading is a vital skill that promotes success in any college course. In honing this skill, you will be asked to submit *three* written reflections that create significant connections between the lectures, context, and readings. Each reflection should be no more than **4 pages (1,000 words)** in length and answer a specific set of assigned questions specific to the course materials and class discussions. Please refer to the reflection topics and due dates below:

First Reflection (Weeks 1-4): Monday, September 17<sup>th</sup>

Second Reflection (Weeks 5-8): Monday, October 15<sup>th</sup>

Third Reflection (Weeks 9-12): Monday, November 12<sup>th</sup>

\*\*\* Extra Credit Option – You may elect to write a fourth reading reflection on the materials from weeks 13 and 15. The grade received on the fourth reflection will replace your lowest reading reflection grade (even a 0) and will be due Monday, December 3<sup>rd</sup>.

### **Primary Source Presentation**

In order to demonstrate your grasp of primary source analysis, you will be required to select a primary source from a list circulated during the first week of the semester. It would be wise to select a source written by the topic of your biographical project, which you could also make use of in your paper. On the day you present your primary source to the class, you will also submit a written analysis of your source that responds to the questions posed in the guide, “how to analyze a primary source,” located in the “important course materials” folder on D2L. Your presentation should connect the source to the context of the materials covered in lecture that week, should be no more than 10 minutes in length, and you should also provide a PowerPoint or other form of visual aid for the group. Further guidelines on the primary source presentation and a rubric will be distributed in class.

### **Biographical History Project**

In fulfilling the course objective, you will be required to write an **8-10 page (2,000-2,500 word)** research project. Your paper should be an original analysis of *at least five* primary and **two** secondary sources based around a specific theme or issue involving a biographical figure significant to the history of the 1870s-1920s. An effective project will create important connections between the person and their place within history, rather than writing a broad list of that person’s accomplishments. Please feel free to use any primary and secondary sources that appear in the syllabus.

#### ***Prospectus***

After you become more familiar with CMU’s library resources and historical research strategies, you will develop a focused research prospectus. While there is no page requirement for this assignment, a successful prospectus will include a research question and hypothesis (one paragraph that explains the significance of your project) and a 7-item annotated bibliography (**two** secondary and **five** primary sources). Building on previous exercises and models in our readings, you will annotate your bibliography by including a brief summary and evaluation of each source listed. Finally, your prospectus will conclude with an outline you will use to help organize your research and topical discussions within your written research project. The prospectus will be due on Friday, September 28<sup>th</sup>.

### ***Rough Draft***

The phrase “rough draft” is a misleading one – any draft of a written essay should be as polished as possible. An essential part of the writing process, however, is to respond to critique through revision of your work. In an effort to help you achieve the best possible outcome for your research project, you will submit a **5-7 page** draft of your project on Monday, November 26<sup>th</sup> as **both a hard copy and to D2L**. The final draft of your project will be due Wednesday, December 12<sup>th</sup> by 3pm to D2L.

**\*\*\* All written work should be submitted to a corresponding drop box on D2L unless otherwise noted.** I will not accept assignments as e-mail attachments unless previous arrangements have been made. No extensions or make-ups will be allowed unless you have a valid, documented reason and make advance arrangements (at least 48 hours) with the instructor. If there is a last-minute emergency, you must contact the instructor as soon as possible, and be prepared to produce documentation of your situation. For every day a class assignment is late, I will deduct **10%** from the assignment’s grade. After the fourth day, I will not accept late assignments. Please be sure to complete assignments on time.

## **Additional Information**

### **Class Communication**

As in any class, the best means of communication with the instructor outside of the classroom is through e-mail correspondence, however there is basic e-mail etiquette that I expect all my students to follow:

1. I *will not* discuss anything having to do with grades over e-mail – instead, please make an appointment to discuss any concerns in person.
2. Use professionalism and avoid passive aggressive language.
3. Lastly, if you send an e-mail, you can expect a response within 24-48 hours. Please use your coloradomesa.edu account for all correspondence; if not, Outlook may flag your e-mail as spam.

### **Academic Integrity**

As a student of Colorado Mesa University, you have accepted the responsibility to never intentionally represent the works of ideas of others as your own without proper acknowledgement. It is always better to err on the side of using too many citations than not enough. If I discover you have plagiarized or cheated on any portion of a paper, quiz, or exam, you will be presented with proof of the offense and will receive an F for the assignment. I also make use of Turnitin, which is embedded in D2L and runs an originality report for each assignment received in the drop box.

**\*\*\*** If you are caught plagiarizing or engaging in any type of academic dishonesty, a report of that behavior will be sent to the office of Academic Affairs and will be kept on file in that office.

### **Assessment**

Every course at CMU is assessed in order to measure student learning and gauge success. As a campus, we determine student learning outcomes at both the institutional and program level. Upon completion of a baccalaureate degree CMU students will be able to identify assumptions, evaluate hypotheses or alternative views, articulate implications, and formulate conclusions (Critical thinking). Upon completion of HIST 344, students should be able to construct a clear thesis with strong topic sentences

### **Tomlinson Library**

CMU’s professional reference librarians support students with their research (finding print and electronic resources, evaluating sources, and citing them). Chat support from librarians is available via the library homepage and/or you can email your questions to [libref@coloradomesa.edu](mailto:libref@coloradomesa.edu). The Reference Desk is on the first floor of Tomlinson Library. Reference Desk hours: Monday-Thursday 8am-9pm; Friday 8am-5pm; Saturday 10am-5pm; and Sunday 1pm-9pm. You can also reach a librarian by calling (970)248-1860.

### Accommodation for Students with Physical and Learning Disabilities

In coordination with Educational Access Services, reasonable accommodations will be provided for qualified students with disabilities. Students must register with the EAS office to receive assistance. Please meet with the instructor the first week of class for information and/or contact Dana VandeBurgt, the Coordinator of Educational Access Services, directly by phone at (970)248-1801, or in person in Houston Hall, Suite 108.

This syllabus is a contract between each student and the professor. By remaining registered in the course, students indicate an understanding and acceptance of the policies in this syllabus. As we move through the course, if you have any questions or concerns about the course requirements, the material or your own performance, please contact me right away. This has the added benefit of helping to make this course a meaningful educational experience for us all.

## Course Schedule and Assignments

For each listed class meeting, you will be expected to have completed the listed reading before that class. You are expected to come to class prepared to discuss the readings assigned for the day. Please note that I reserve the right to adjust the syllabus as needed throughout the semester. If an adjustment is made, students will be given advanced notice of the changes.

### Unit One - America's Gilded Age

#### Week One - An Introduction to the Age of Industry

- August 20<sup>th</sup> - First Day Introductions, Review of the Syllabus
- August 22<sup>nd</sup> - The Gilded Age and Progressive Era in American History  
**Read:** *Major Problems*, Ch. 1 essay, Rebecca Edwards, "The Thrust of Paleotechnology" (pp. 2-9)
- August 24<sup>th</sup> - Rebirth of a Nation  
**Read:** *Major Problems*, Ch. 1 essay, T.J. Jackson Lears, "Dreaming of Rebirth" (pp. 9-17)

#### Week Two - The Price of Progress: Capitalism and Its Discontents

- August 27<sup>th</sup> - Film: *American Experience - The Gilded Age*
- August 29<sup>th</sup> - Urban Industrial Growth in the U.S.  
**Read:** *Major Problems*, Ch. 2/ Docs. 1, 2, and 5 (pp. 19-24; 26-28)
- August 31<sup>st</sup> - **Read:** *Major Problems*, Ch. 2/ Docs. 3 and 6 (pp. 24-25; 28-30) and Ch. 2 essay, Michael Kazin, "The Dreams of the Left" (pp. 41-53)

#### Week Three - Civilizing the "Wild" West

- September 3<sup>rd</sup> - Westward Expansion  
**Read:** *Major Problems*, Ch. 3 essay, Richard White, "Betting the Ranch" (pp. 67-78) - split up primary sources instead of assigning this essay

(Week Three Continued)

- September 5<sup>th</sup> – The Socialization of the West  
**Read:** *Major Problems*, Ch. 3/Docs. 3-6 (pp. 57-63)
- September 7<sup>th</sup> – **Read:** *Major Problems*, Ch. 3/ Docs. 7-8 (pp. 63-67) and Dee Garceau-Hagen, “The Gendering of Ranch Work” (pp. 78-88)

**Week Four – Immigration and the Growing Urban Landscape**

- September 10<sup>th</sup> – The Transformation of Urban-Industrial Life  
**Read:** *Major Problems*, Ch. 5/Docs. 1 and 2 (pp. 133-137) and Andrew Urban, “Irish Domestic Servants, ‘Biddy’ and Rebellion in the American Home, 1850-1900,” *Gender and History*, v. 2, no. 2 (August 2009) – D2L
- September 12<sup>th</sup> – Meet at the Library for Research Instruction with Ali Gomez  
**Bring ideas for Biographical History Project**
- September 14<sup>th</sup> – In-class activity: A Case Study in Chinese Exclusion  
**Read:** *Major Problems* Ch. 5/Doc. 4 (pp. 138-39)

**Week Five – The 1890s: Economic Depression, Populism, and Labor Unrest**

- September 17<sup>th</sup> – **First Reading Reflection due to D2L by 1pm**  
The World of Work in Industrial America
- September 19<sup>th</sup> – Workers, Unions, and Management  
**Read:** *Major Problems*, Ch. 4/Docs. 3-6 (pp. 98-104)
- September 21<sup>st</sup> – The Rise of Populism during the 1890s  
**Read:** *Major Problems*, Ch. 7/Docs. 1-6 (pp. 211-22)

**Week Six – Highbrow and Lowbrow Culture**

- September 24<sup>th</sup> – The World’s Columbian Exposition  
**Read:** Bederman, *Manliness and Civilization*, pp. 31-41 and Shirley J. Burton, “The Criminally Obscene Women of Chicago” (D2L)
- September 26<sup>th</sup> – The Emergence of Popular Culture  
**Read:** Cindy Lobel, “The Empire of Gastronomy”: New York and the World, 1850-1890,” in *Urban Appetites: Food and Culture in Nineteenth Century New York* (D2L)
- September 28<sup>th</sup> – **Research Prospectus due to D2L by 1pm**  
Spiritualism, Tight Lacing, and other 19<sup>th</sup> c. Fads

## **Week Seven – Race, Racism, and “Science” – break into two weeks of materials: one on the nadir of race, the other on the South**

- October 1<sup>st</sup> – Jim Crow America  
**Read:** *Major Problems*, Ch. 8 essay, David Blight, “The Long Reach of the Lost Cause” (pp. 257-268)  
*Next week’s readings and discussion groups assigned in class*
- October 3<sup>rd</sup> – Scientific Racism and Race Activism  
**Read:** *Major Problems*, Ch. 8/Docs. 1-5 (pp. 241-253) and Ch. 10/Doc. 1 (pp. 312-13)
- October 5<sup>th</sup> – **Read:** Matthew Frye Jacobson, “Introduction: The Fabrication of Race,” in *Whiteness of a Different Color* (D2L)  
Begin discussion of *Manliness and Civilization*

## **Week Eight – Civilization, Empire, and the Crisis of Masculinity**

- October 8<sup>th</sup> – Discussion of Bederman, *Manliness and Civilization*
- October 10<sup>th</sup> – Discussion of *Manliness and Civilization*
- October 12<sup>th</sup> – NO CLASS – Happy Fall Break!

### *Unit Two – Progressivism, Modernity, and Change during the early 20<sup>th</sup> century*

## **Week Nine – The Roots of Progressivism and Child Welfare**

- October 15<sup>th</sup> – **Second Reading Reflection due to D2L by 1pm**  
Pragmatism: A Homegrown Philosophy
- October 17<sup>th</sup> – The Child in the City  
**Read:** *Major Problems*, Ch. 12/Doc. 2 (pp. 376-78)  
Selections from Jacob Riis, *How the Other Half Lives* (D2L)
- October 19<sup>th</sup> – **Read:** *Major Problems*, Ch. 12 essay, Vanessa May, “Middle-Class Reformers and the Unprotected Domestic Worker” (pp. 397-407)

## **Week Ten – Urban Blight and the Triangle Shirtwaist Tragedy**

- October 22<sup>nd</sup> – The Fire that Changed America  
**Read:** Argersinger, *The Triangle Fire*, pp. 1-33
- October 24<sup>th</sup> – Discussion of assigned primary sources
- October 26<sup>th</sup> – Discussion of assigned primary sources

## Week Eleven – The Progressive State

- October 29<sup>th</sup> – Film: Selection from *The Roosevelts: An Intimate History*
- October 31<sup>st</sup> – Progressive Measures  
**Read:** *Major Problems*, Ch. 13/Docs. 1-5 (pp. 409-17)
- November 2<sup>nd</sup> – Progressive Environmentalism  
**Read:** *Major Problems*, Ch. 14/Docs. 1-5 (pp. 438-51)

## Week Twelve – Consumer Culture and Commercialized Leisure

- November 5<sup>th</sup> – The Rise of a Consumer Culture  
**Read:** *Major Problems*, Ch. 11 essay, Kathy Peiss, “Beauty Culture and Women’s Commerce” (pp. 364-72)
- November 7<sup>th</sup> – Leisure in America  
**Read:** *Major Problems*, Ch. 11/Docs. 1-5 (pp. 344-54)
- November 9<sup>th</sup> – **Read:** *Major Problems*, Ch. 11 essay, George Chauncey, “The Bowery as Homosexual Haven” (pp. 354-64)

## Week Thirteen – America and the Great War

- November 12<sup>th</sup> – **Third Reading Response due to D2L by 1pm**  
From Neutrality to Involvement
- November 14<sup>th</sup> – World War I Propaganda  
**Read:** *Major Problems*, Ch. 15/Docs. 1-6 (pp. 479-93)
- November 16<sup>th</sup> – **Read:** *Major Problems*, Ch. 15 essay, Colin Fisher, “African Americans, Outdoor Recreation, and the 1919 Chicago Race Riot” (pp. 513-21)

## Week Fourteen (Nov. 19<sup>th</sup> – 23<sup>rd</sup>) – NO CLASS – Happy Thanksgiving!

## Week Fifteen – Flappers, Philosophers, and the Jazz Age

- November 26<sup>th</sup> – **Research Project Rough Draft due to D2L by 1pm**  
Film: *Colorado Experience - KKK*  
Begin reading Fitzgerald, *The Great Gatsby*
- November 28<sup>th</sup> – The Lost Generation  
**Read:** Fitzgerald, *The Great Gatsby* (to Chapter IV)
- November 30<sup>th</sup> – **Read:** Fitzgerald, *The Great Gatsby* (to Chapter VII)



## Week Sixteen - The Curtain Falls: America in the Great Depression

- December 3<sup>rd</sup> - **Fourth (Optional) Reading Reflection due to D2L drop box**  
The Great Crash  
**Read:** Finish Fitzgerald, *The Great Gatsby*
- December 5<sup>th</sup> - Devastation and Triumph during the Great Depression  
**Read:** Selection of Primary Source Documents (D2L)
- December 7<sup>th</sup> - **Read:** Lewis Erenberg, "Just One More Chance: The Fall of the Jazz Age and the Rise of Swing, 1929-1935," in *Swingin' the Dream: Big Band Jazz and the Rebirth of American Culture* (D2L)

**\*\*\* Biographical History Project Final Draft is due Wednesday, December 12<sup>th</sup> by 3pm to D2L \*\*\***