

READINGS

De Santis, Vincent The Shaping of Modern America. (3rd ed.)
Livesay, Harold Andrew Carnegie. (3rd ed.)
Chessman, G. Wallace Theodore Roosevelt.
Paterson, T & S. Rabe Imperial Surge.

Students will read an additional 275-300 page monograph approved by the instructor and write a book review on it. For details, see sections of this handout entitled Discussions and Book Review Instructions.

ASSIGNMENT SCHEDULE

Assignment

Orientation; Darwinism in American Society
Gilded Age Business and Labor (I)

Gilded Age Business and Labor (II) [Book Review Approval Day]
American Urbanization
American Immigration
Discussion - De Santis, Chs. 1-2,5-6; Livesay.

Exam 1

Gilded Age Politics

Unit 1 Book Reviews Due

Gilded Age Foreign Policy
The New Agriculture
Depression, Silver, & the McKinley Era (I)
Depression, Silver, & the McKinley Era (II)

Discussion - De Santis, Chs. 3-4,7; Paterson & Rabe.

Exam 2

ASSIGNMENT SCHEDULE (Continued)

Assignment

Roots of a National Progressive Movement

Unit 2 Book Reviews Due

Theodore Roosevelt & Republican Progressivism

The Taft Presidency

Woodrow Wilson & Democratic Progressivism

Foreign Affairs, 1901-1917

Discussion - De Santis, Chs. 8-13; Chessman.

Unit 3 Book Reviews Due

Makeup Examinations

Final Examination (9:20-11:00)

EXAMINATIONS

Written exams will consist of two full-period essay exams and a comprehensive final essay exam. Tyler students should use blue examination booklets, though students at off-campus sites should use individual sheets of paper with all information written within wide margins (top, bottom, left, and right) so that the exams can be faxed to the Tyler site. Please allow large margins on top and bottom so that all material can be read on the fax copies. Exams must be written in pen (preferably not in red ink).

DISCUSSIONS

Each student is expected to assume the role of discussion leader for one discussion class period. In order that the discussion leader be well informed on the assigned topic(s) relevant to his/her discussion, another 275-300 page book must be read and a book review written on a subject directly related to the material under discussion. The discussion leader is then expected to present thoughtful, open-ended discussion questions on material in the assigned readings for that day, and in lectures given since the last discussion. These questions will be presented orally in class in order to stimulate class discussion on the assigned topic(s).

BOOK REVIEW INSTRUCTIONS

Book Approval - On book review approval day, the student should submit appropriate titles for the instructor's approval.

Bibliographical Citation - The student should list the appropriate bibliographical information either on a separate title page or on the top of the first page of the review. For style and form,

BOOK REVIEW INSTRUCTIONS (Continued)

reference is made to Turabian, Kate L. A Manual for Writers (7th edition). Reviews should be attached either by a paper-clip or staple. Do not use separate covers or folders.

Body of the Review - The review should essentially be a critical analysis of the book, though a brief summary may be appropriate. The analysis should include a discussion of the book's:

- a) thesis;
- b) usefulness (for reference or as a class text); and
- c) audience (general reader, high school, upper-level under-graduate, graduate student, or historian).

A paragraph or two each should be devoted to the strengths and weaknesses of the book. Consider such questions as:

- a) the book's accuracy and readability;
- b) the primary and secondary sources used; and
- c) the appropriate use or lack of use of maps, charts, photographs, illustrations, footnotes or endnotes, an index and/or a bibliography.

The review should also include information about the author to ascertain the author's purpose in writing, biases, if any, and background and credentials. Also, compare your views with those of the scholars who have evaluated it in reviews typically written about one year after the first publication date in the leading historical journals. If after consultation with the professional librarians you are unable to locate a biographical sketch of the author and/or reviews of the book, please indicate so, in writing, within your review to avoid being penalized for not giving this information.

Rules of Writing - In writing your review, use the third person and, whenever possible, the past tense. Avoid incomplete sentences and contractions. Double-space your text and use your own words. It is never ethical to use the words of another writer and claim them as your own. On the rare occasions when you must quote from another source, make it clear that it is a quotation-- not your own words and cite the source in a footnote or endnote.

Due Dates - The review will be due the first class meeting following Exam 1 or Exam 2 if the content falls within either unit, or the last class meeting before the final exam if the review is on a book falling within the third unit of the course. One letter grade will be deducted for each calendar day that the review is late. On the due date, reviews from off-campus students will be faxed to the instructor.

GRADING

Exam 1 - 25%; Exam 2 - 25%; Final Exam - 25%; Discussion Grade - 25%. Make-up exams for

Exam 1 or Exam 2 will be given on at the date and time noted above. No make-ups will be given to those who miss both exams.

"I" Grades - No "I" grades will be given to students who miss the final exam without prior instructor approval due to an unavoidable conflict or prompt communication with the instructor immediately after an unavoidable absence from the exam.

Discussion Grade - The discussion grade consists of the grade a student achieves as a discussion leader and as a discussion participant in discussions led by others, averaged in with the grade achieved on the written book review.

STUDENT LEARNING OUTCOMES

By the end of this course students will be provided with the opportunity to know, comprehend, apply, analyze, synthesize, and evaluate the significant factual content of American history from 1877 to 1917 with special emphasis on the rise of industrial America, the pursuit of empire, the Progressive era, and foreign affairs on the eve of America's involvement in World War I.