HIST 5387-001
Reading Seminar

CORE READINGS

Porter, Glenn  The Rise of Big Business, 2nd ed.
Dubofsky, Melvyn  Industrialism and the American Worker, 2nd ed.
Kraut, Alan  The Huddled Masses, 2nd ed.

ASSIGNMENT SCHEDULE

Assignment
Orientation

CORE READINGS

Written book reviews on each of the core readings must be submitted to the instructor on the attached form. Please consult the Book Review Instructions section below.

Core Discussion/Reviews: Porter

Core Discussion/Reviews: Dubofsky

READING LISTS

A reading list of additional readings must be submitted to the instructor for approval from the attached reading list. List in order of preference at least 3 to 5 titles in each of the categories listed below.

Presentation of Reading Lists
Core Discussion/Reviews: Kraut

Core Discussion/Reviews: Link & McCormick

ADDITIONAL READINGS

Written reviews of SIX additional readings must be presented to the instructor from the attached reading lists. Copies of the reviews must also be made for the others in the class. See the Book Review Instructions below.

Book Reviews: Darwinism and the Age of Business

ASSIGNMENT SCHEDULE (Continued)

Assignment
Book Reviews: Labor and Immigration

Book Reviews: Urbanization and Agriculture

Book Reviews: Politics and Foreign Affairs

Book Reviews: The McKinley Era and the Origins of Progressivism

Book Reviews: TR, Taft, and the Pre-War Wilson

SUMMARY ESSAY

A summary essay must be submitted to the instructor which should contain:

a) comparisons and/or contrasts between the views expressed by the core authors with those of the authors of the additional readings;

b) a general critique of the course; and

c) a discussion of whether or not the course has in any way altered and/or reinforced your previous views of this era.

Final Class Discussion - Summary Essay Due

SUBMISSION OF WRITTEN ASSIGNMENTS

All written assignments should be typed and attached either by paper-clip or staple. Do not use separate covers or folders. One letter grade will be deducted for each calendar day that the review is late. For style and form, reference is made to Turabian, Kate L. A Manual for Writers (7th ed.)

BOOK REVIEW INSTRUCTIONS

Book reviews should emphasize the critical evaluation of the book rather than its factual content. Include the appropriate bibliographical information as indicated on the attached form.
BOOK REVIEW INSTRUCTIONS (Continued)

The critical evaluation should include the book's:

a) thesis;
b) relation to the core readings; and
c) content (only a brief overview).

The book's strengths and weaknesses should be included with consideration given to the book's:

a) usefulness (for reference or as a classroom text);
b) audience (general reader, high school, upper-level under-graduate, graduate student, or historian);
c) accuracy (as determined from sources used, footnotes or endnotes, index, and/or bibliography);
d) readability; and
e) appropriate use or lack of use of visual aids, such as, maps, charts, and/or photographs.

The review should include also the author's:

a) purpose in writing;
b) biases, if any; and
c) background and credentials which qualify, or fail to qualify him/her as an authority in the field.

Also, compare your views with those of the recognized scholars who have evaluated the book in reviews written approximately one year after the first publication date in the leading historical journals.

If necessary, consult the professional librarians to obtain assistance in gathering information on the author and/or reviews. If an exhaustive search for all or a portion of these materials should prove fruitless, please include a statement to that effect in the review so that you will not be penalized for the absence of this information.

If you cannot attend class on the date of your scheduled oral review, forward to the instructor sufficient copies of the written review for distribution to the class.

GRADING

Written assignments - 2/3 of final grade; Oral presentations/class discussion - 1/3 of final grade No "I" grades will be given to students who fail to complete the course requirements without prior instructor approval.
STUDENT LEARNING OUTCOMES

By the end of this course students will be provided with the opportunity to know, comprehend, apply, analyze, synthesize, and evaluate readings in American history from 1877 to 1917 with special emphasis on Darwinism and the age of business, Gilded Age labor and immigration, Gilded Age urbanization and agriculture, Gilded Age politics and foreign affairs, the McKinley Era and the origins of progressivism, and the presidencies of Theodore Roosevelt, William Howard Taft, and the pre-war Woodrow Wilson.