

## **HIST 4386 (60) – US IN THE GILDED AGE AND PROGRESSIVE ERA**

Fall 2018

Dr. Mary Linehan

Office Hours: I am not on campus this semester, but I am available by email or canvas message most days between 6am and 12pm. You should always get an answer the same day if you email during those hours. You should complain loudly if, for some reason, you do not get a reply in 24 hours. See below for more email info.

Email: [mlinehan@uttyler.edu](mailto:mlinehan@uttyler.edu)

### **1. History Has Taught Us**

*Short Version: Read the syllabus, read the comments on your quizzes, read the introductions to each module – the answers are often there.*

**In other words, everything posted in the modules, on the discussion board, or as comments on your essays is required reading.**

The number one problem we had with this class in the spring were people not reading the syllabus. If you don't understand something, ask. I love to answer your questions. But, if you don't read the syllabus, how can I help?

The number two problem was people not reading the comments, which will be returned with every essay you write. If you don't receive comments on your essay tell me right away. It is easy to push the wrong button and the comments are needed to do better next time. General comments for the class will posted to the DB after all essays for each chapter are graded.

The number three problem was not reading the introductions to the modules. I promise, the intros give A LOT of helpful information.

Finally, you are responsible for reading and understanding every DB post and every class email. I am a very hands-on professor and I will be communicating with you a lot. Read!!!!

### **2. Student Learning Outcomes**

- Students will describe the impact of industrialization, mechanized farming, immigration, and increasing cultural diversity on the American people in the late nineteenth-century.
- Students will describe the changing role of the US government in domestic and world affairs in the early-twentieth century.

- Students will explain the problems of unregulated economic growth and the associated issues of the unequal distribution of wealth.
- Students will analyze how movements for human rights, evangelical religion, and nativism transformed life in the US.

### **3. Required Texts**

- Leon Fink, ed., *Major Problems in the Gilded Age and Progressive Era*, 3<sup>rd</sup> edition

### **4. Grading Policies**

- Grades are based on a point system. There will be 14 weekly quizzes. You may only take 10 of them and you may not skip chapters 1, 2, and 8. Each quiz will be worth 50 points. Of the 500 points available, a student must earn 450 points for an A, 400 points for a B, 350 points for a C, and 300 points for a D. 329 or few points will earn an F.
- Aside from chapters 1, 2, and 8, you may “skip” any four quizzes you want. Use this power wisely. Many people immediately skip 3, 4, and 5. They never seem to catch up. You don’t need to notify me that you are skipping or say so on canvas. Just skip, but do so in your own best interests.
- Also, if you open a test but do not post an answer, you will receive a “0” and that will count as one of your ten grades
- At the other extreme are those who want to do all the essays, no matter how many times I tell them this really can’t change their grade. So, go ahead and do all 14. But, I will not count your four **highest** scores.
- **Do not trust canvas for your total grade.** It is an excellent system, but it has no way of accounting for the 4 “skips.” To figure out your total grade, add up all the points you have earned and any extra credit and compare it to the chart above.

### **5. Course Outline**

There will be a chapter quiz each Friday (except September 7<sup>th</sup>)– the questions are in the modules and the instructions are included in this syllabus -- and other assignments as noted.

- August 31: chapter 1, Introducing the Gilded Age and Progressive Era. CANNOT SKIP.
- September 7: In order to allow you to fully participate in the campus-wide career fair on September 6<sup>th</sup>, there will be no assignment due on the 7<sup>th</sup>.
- September 14: Chapter 2, The Price of Progress: Capitalism and Its Discontents. CANNOT SKIP.
  
- September 21: chapter 3, Domesticating the West.
- September 28: chapter 4, The World of Work in Industrial America.
- October 5: chapter 5, Urbanization, New Places, New Peoples
  
- October 12: chapter 6, Gilded Age Politics
- October 19: chapter 7, The Crises of the 1890s
- October 26: chapter 8, Jim Crow America, CANNOT SKIP
  
- November 2: chapter 9, Constructing Empire
- November 9: Chapter 10, Science in the Material, Social, and Spiritual Worlds
- November 16: chapter 11, Consumer Culture and Commercialized Leisure
  
- November 23: Thanksgiving Break
- November 30: chapter 12, Progressivism: Roots of the Reform Vision
- December 7: chapter 13, The Progressive State (this due date may be moved up. I am waiting to hear if assignments can be due on a UTT Study Day).
- December 14: chapter 14, Progressive Environmentalism

## **6. Make-Ups**

There are no make-ups of regularly scheduled quizzes. Use your 4 skips wisely.

## **7. Proofreading**

Proofread your work. Deductions will be made. But, if you find any mistakes in this syllabus, you will get some tasty extra credit points. Fair is fair.

## **8. Quiz Instructions**

The quizzes are essay and worth 50 points. The quizzes will be available on Fridays (except as noted) from 12:00 am to 11:59pm.

You will be given an essay question in the module. Use this question to frame your reading of the chapter.

- *You must prepare your essay in advance of opening the quiz.*
- *Answers should be the standard 5 paragraph format – intro, Argument A, Argument B, Argument C, conclusion -- and be based on specific historical evidence.*
- *That is, you want to include the specific names of people, laws, and events that back up your answer.*
- *You will also learn about social history and how to use that material as evidence.*
- *If you want an A or a B on your essay, answers will come from at least 4 sections of the chapter..*
- *Remember that all facts, statistics (including words like “many” or “some”), and direct and indirect quotes must contain citations..*
- *Put these after the relevant sentence and keep them simple. For example: “Many Republicans urged Teddy Roosevelt to run again.” (Dawley, 422)*
- *The specific examples and citations are the critical component of your grade. They are used to demonstrate you read the book and didn’t just copy some online summary.*
- *Each one of your examples should come with a brief definition that shows you know how it relates to the question being asked.*

**If you have not taken History for a while, writing methodology for History takes time to develop. That’s why the first two quizzes are required. Be patient with yourself, but be proactive: read the corrections, ask questions, send in rough drafts, read the introductions, and look at the model answers that will be posted after the test. I promise you, by the end of the semester, these will be easy and good.**

**One of the great things about this class is that half of you have taken me before. You can be a lot of help to the newcomers. But, note that these essays will be more nuanced than what you prepare for in-class exam. Instead of just listing facts, you need to argue a thesis. We will work through this on the first two quizzes.**

On the day of the quiz:

- You are to cut and paste the answer you have pre-written in the appropriate space.
- YOU WILL ONLY HAVE 7 MINUTES TO SO.
- If you open the quiz and do not submit an answer, you will receive a “0” and it will count as one of your ten grades.
- If you open a quiz and experience any kind of technical difficulty, you have **ten minutes** to email me the essay you prepared for that quiz.

Don't try to figure things out. Send the email within **ten minutes** or you are out of luck.

Each answer is worth fifty points. You will get your graded essay, with comments, back so you can incorporate the comments in the next week's answer. Now, would be a good time to mention that I have a chronic disability that does flare from time to time and knocks me out. If your essays are not graded within 24 hours of the due time for the next quiz, you will automatically get full credit for that essay. That is, if you don't get a quiz back by the following Thursday, you will get the full fifty points – if that is a quiz you took. If you opened the quiz, but did not post an answer, you do not receive the points. You still get a “0”.

I am happy (if they are received by 12pm the day before a test) to look at your answers and give you advice.

**All answers must be completely your own work and not be based on any outside source beyond the Fink book. If you are caught cheating on one of the quizzes, we will follow the HOP procedures and move for the harshest possible punishment up to and including failure of the class. Google my name and plagiarism, I'm pretty hard core about this.**

## 9. Communication

I am very good about checking emails and replying quickly. However, faculty are only allowed to contact you at your patriot email addresses, so please don't write from any other account. Also, there was a problem in the spring with student emails – from patriot accounts -- going to junk mail for no reason. If it has been more than 3 or 4 hours, send again.

If you send an email, and I hope you will send lots, please change the subject line to your name or something funny. It's a quirk of the system, but if you put the logical thing in the subject line “Hist 1302” or “chapter 16,” you get put in a giant thread with everyone else who used the same subject. It becomes very difficult to make sure everyone's question has been answered and you can get buried. Also, it seems to me, that it would be very easy to click the wrong button and send your confidential answer to the entire class!@!!!!!!

If you have a question about yourself or your grade, please don't hesitate to contact me through email. However, **if your question is about course material, please post it on canvas. This is the best thing you can do for the class as I guarantee you others have the same question.** So, if your question is about historical things (ie what was the Omaha Platform, was Jane Addams a Socialist, Did Spain surrender) or about class matters (When

is chapter 5 due) please post them on canvas so everyone can see the question and answer.

### **10. Discussion Board**

For us, the Discussion Board will have 3 uses.

First, if you have a question about course policies or History, I ask you to PLEASE post it on the DB. If you have a question, I guarantee that half the class has the same question, they are just too timid to ask. Since we are not in a face-to-face situation, the only way I know if there are questions is if someone is brave enough to ask. Please be that person!!!

Second, all of your essays will be returned with personal comments. But, as we move through the semester, there will be issues that apply to many or most class members. Each week on the DB, I will have a post called “grading chapter whatever.” These are notes that apply to all or most students. For the first several weeks, at least, I will also post a model essay – something written by a classmate that comes close to what we are striving for. If your essay is not chosen as the model essay, please don’t have a hissy. I am not looking for the best answer, only the first one that checks off most of the boxes. For some reason, this makes people tearful!!!

Third, we will often use the discussion feature on canvas, but this will not be graded. It’s just a chance to have some back and forth and get to know each other. It’s the way we make up for not having a face to face class. I often ask history adjacent questions and just see where we can go with it. For example, one that always gets a good response is “would you want to be Barron Trump?” The idea here is what would it be like to observe and take part in history from the vantage point of the president’s child? These questions are not intended to be political – it doesn’t matter if you voted for Trump, but would you want to be the twelve year old son of the president – and they always lead us down some interesting pathways. For example, in January 2017 everyone wanted to be Barron. By, September, only one person did. This is something to be very mindful of this semester. Current events can’t help but influence the way we perceive history. In January, the class was caught up in the hoopla of winning and all the patriotism and pageantry of the inauguration. By September, students came to see that presidenting involves a lot of criticism and it might not be fun to see your dad put through the wringer every day.

### **11. Politics**

Speaking of politics, this course touches, obviously, on issues and personalities upon which there is fiery political disagreement. We are not looking for, nor do we care to hear, the 106 reasons Clinton should have won or the 106 reasons why Trump is the logical choice. When we ask political questions, your take should be historical. There is a question coming up about the 1880s – would you be a Democrat or a Republican? That has nothing to do with what you are today. You will find that what each party stands for changes greatly over the course of the semester and even from town to town in the same time period. Your job is to think historically and make the best decision for the you of 1880 or 1890. **There should not be any current events in your graded essays – the DB is the place for that.** For example, as I write this Donald Trump is being criticized for the harshness of his treatment of refugee children. That can be discussed on the DB, but has no place in the essays you will write about immigration in the 1880s and 1910s. Our objective is to think historically.

## **12. Extra Credit**

Because of my illness, I will be teaching all of my classes online this semester. In 31 years of teaching, this is the first time I will not be in the classroom. I don't know how I feel about that.

To create a little bit of the shared community of the classroom setting, I am co-sponsoring 3 events with the Political Science and History Department.

You may earn up to 40 extra credit points by attending these forums which tie to our class material. You will receive 20 points for the first one you go to and 10 points for each additional forum. If you acquire all 40 points, that will PROBABLY raise your grade a full letter grade. See the grading scale for proof.

All these events are free and open to the public. You can bring your friends, family, anyone who matters to you. I look forward to meeting you and them!!!

1. Sunday, September 9<sup>th</sup>, 1-3, UC Auditorium. No football this Sunday. Professors Brent Beal (Management) and Alan Lizarraga (Biology) will talk about Economic Inequality in East Texas and how it damages communities, small businesses, and public resources. The point here is to relate/compare conditions today to those of the Gilded Age. Most of our course will be how the US recovered from the excesses of the Gilded Age. Was it worth it?
2. Saturday, October 6<sup>th</sup>, 1-3, UC Auditorium. Margaret Haule founder of Black Lives Matter –Austin, will speak about the modern civil rights movement. We engage in this course with the topic of Jim Crow. This

talk helps us to see how far we have come and what remains to be done to secure liberty and justice in the US.

3. Sunday, November 18<sup>th</sup>, 1-3, location TBA. Students from local colleges and high schools will talk about how and why they became politically active and how activists and campaigns can reach their generation. The election is November 6<sup>th</sup>. Even if 95% of 18-14 year olds vote, the parties will soon be asking “Where were the young people?” This event is to tell them. It is concurrent with our study of citizen activism in the Progressive Era. This is not a discussion of personalities and policies, but a focus group on how students are politicized. If you’d like to speak, please let me know!!!!

This is an online class. Some of you live a great distance from campus. Others of you may have inescapable commitments on the weekends. If you send me an email about this by midnight August 31<sup>st</sup>. We will find some other way for you to earn extra credit. If I don’t hear from you by the deadline, sorry, you are out of luck.