AMH 5229 United States Progressive Era Historiography
Summer Session C: June 25-Aug 3
Lecture: Monday – Friday: 12:30 to 1:45
Graduate Hour: Fridays, exact time and location TBA
Bellamy 0001

Instructor: Prof. Jen Koslow
Email: jkoslow@mailer.fsu.edu
(Emails will be answered 9am-5pm Monday - Friday)

Office: Bellamy 453
Phone: 644-4086

Office Hours: TW 2:00-3:00pm

Class website: http://campus.fsu.edu/

COURSE DESCRIPTION:
Can you have an industrial democracy? This question preoccupied Americans at the turn-of-the twentieth century. This course looks at the development of the United States as an urban, industrial, and multicultural society from 1890 to 1920. In addition, we will study the attempts of the United States to rise as a world power. This course devotes special attention to the nation’s effort to accommodate old values with new realities.

COURSE OBJECTIVES:
At the end of this course
1. The student will be able to identify the major themes and issues that have shaped Progressive Era historiography
2. The student will be able to recount pivotal events from turn-of-the twentieth century America
3. The student will be able to describe in detail how urbanization, industrialization, and immigration shaped American society
4. The student will choose to develop their historiographical knowledge in preparation for oral and written comprehensive exams

REQUIRED READINGS:
3 Rules Regarding the Required Readings:
1. Readings are to be completed before class.
2. Please bring your books to class.
3. In discussion, you should reference specific passages from the readings to indicate that you have thought about the material.

Books:

Articles: (the following will be divided up in class)
• Elisabeth Israels Perry, “Men are From the Gilded Age, Women are From the Progressive Era,” *Journal of the Gilded Age and Progressive Era* 1 (2002): 25-48

All books and articles will be on reserve at Strozier. JAH and JUH articles can also be accessed online through the library’s website.

AMH 4220 readings:

**REQUIRED ASSIGNMENTS:**

**NO LATE PAPERS WILL BE ACCEPTED IN THIS CLASS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points toward final grade</th>
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<tbody>
<tr>
<td>4 book reviews</td>
<td>15 points each – total 60</td>
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<tr>
<td>Project/Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Bibliography</td>
<td>10</td>
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<td>Participation</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**Grading Scale:** A=superior; A-=excellent/very good; B+=good; B=average/minimum; B-=below average; C+=serious deficiency; C=failing

Students are assessed for their clarity of expression both written and oral

**Book Reviews:**
Using reviews from the *Journal of American History* as a model, construct a book review for the four main books assigned for this course. I expect you to use no more than 500 words to summarize the contents of the book, articulate the author’s central argument, relate argument to sources used, and indicate what is significant about the work for contributing to our knowledge of the Progressive Era.

- These are due on the days on which the books are assigned.

**Postcards from Tallahassee’s Progressive Era**
Each student will create a picture postcard highlighting a remnant of Tallahassee’s Progressive Era history (school, library, business, organization, etc.) In addition to photographing your subject you will need to write a brief blurb between 50-80 words for the back of the postcard that indicates what is historically significant about your subject. We will discuss the details of production in our first graduate hour. Students will be required to present and their work to AMH 4220 on Monday July 30.

- The final product is due Friday August 3rd at 12:30pm.
Postcard possibilities (this list is not exhaustive and I am happy to entertain other candidates. See also http://www.flheritage.com/facts/reports/places/index.cfm?fuseaction=ListAreas&county=Leon):

- Bradley’s Country Store, 10655 Centerville Road, est. 1910
- Old Capitol, S. Monroe/Apalachee Parkway, remodeled 1902
- Tin Front Store, 214 S. Monroe St., built 1890
- Leon Bar, 200 S. Monroe Street, operated 1892-1904
- St. James C.M.E. Church, 104 N. Bronough, built 1899
- Langston’s Fish Market, 217 S. Adams Street, built 1890-95
- Park Street Parks: Cherokee Park; E. Peck Green Park; McCarty Park, Bloxham Park; Genevieve Randolph Park; est. 1890s
- Perkins House, 118 N. Gadsen Street, built 1903-04
- Munroe House, 133 N. Gadsden Street, built 1903-1904
- John G. Riley House, 419 E. Jefferson Street, built c. 1895
- Walker–Martin House, 413 E. Park Avenue, built c. 1896
- Lively House, 403 E. Park Avenue, built 1913
- Wood House, 311 E. Park Avenue, built 1904
- David S. Walker Library, 209 East Park Avenue, built 1903
- 117-119 East Park Avenue, built 1893
- Chesley House, 401 E. Virginia Street, built 1895
- Markham House, 317 N. Calhoun Street, built 1908
- Shine House, 318 N. Calhoun Street, built 1906
- Mizell-McMullen House, 525 N. Calhoun Street, built 1907
- Bradford-Wells House, 324 N. Calhoun Street, built 1900
- Cotton House, 406 N. Meridian Street, built 1904
- Murrow House, 500 Miccosukee Road, built 1912
- Bradfordville School, built c. 1880s-1890s
- Fort Braden School, est. 1902
- Old Lincoln High School, built 1905

**Bibliography**
Each student will develop a bibliography on a particular topic (for example, the history of social settlements, suffrage, boss politics, popular culture, etc.) that speaks to the historiography of a particular subject from the Progressive Era. The bibliography must list at least 15 secondary sources. These bibliographies will be judged for their ability to exercise “best” choices, in other words, do they tell the historiography’s history? What are the classics on the subject? Were there any particularly influential articles? What is the most current and influential work?

- Due Monday July 30 at 12:30pm

**Participation:**
Attending the graduate hour is required. Students are welcome and encouraged to attend lecture but they are not required. **However, if students choose not to attend lecture they must read Flanagan’s book in preparation for the graduate hour.** Students are expected to come to the graduate hour having read the assigned material and be prepared to discuss its contents and implications for contributing to our knowledge of the Progressive Era. Students must bring 2 questions in writing to the graduate hour for discussion (1 to hand in 1 to keep). These questions need to relate your assigned article reading to the common reading and should engender discussion. If you choose to independently read Flanagan’s book, then you must bring additional questions in writing that stems from this reading.

**Schedule of Graduate Hour Topics and Readings:**

**Week 1: The Postcard Project**

**Week 2: How Do Historians Periodize the Progressive Era?**
- Wiebe, Johnston, Perry, and Gabaccia

**Week 3: Gender and Social Reform**
- Muncy, Flanagan, and Picard

**Week 4: Approaching Politics & Labor**
- Higbie, Barrett, and Meyerowitz

**Week 5: Discussions of Public Health**
- Fairchild, Melosi, and Stradling

**Week 6: Presentations**
For your information this is the Schedule of Lectures and AMH 4220 Assignments:

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1: What and When was the Progressive Era?</strong></td>
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<tr>
<td>Mon June 25</td>
<td>Introduction to the Course</td>
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<tr>
<td>Tue June 26</td>
<td>Industrialization &amp; Standardization</td>
<td>• Flanagan preface and chapter 1;</td>
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<td>Wed June 27</td>
<td>Immigration</td>
<td>• Sinclair, Phelps introduction 1-39</td>
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<td>Thur June 28</td>
<td>Urbanization</td>
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<tr>
<td>Fri June 29</td>
<td>Discussion</td>
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<td><strong>Week 2: Social Responses</strong></td>
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<tr>
<td>Mon July 2</td>
<td>The Settlement Movement</td>
<td>• Flanagan, chapters 2-3;</td>
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<tr>
<td>Tues July 3</td>
<td>Worker’s Rights</td>
<td>• Sinclair chapters 1-6;</td>
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<tr>
<td>Wed July 4</td>
<td>No Class: Independence Day</td>
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<td>Thur July 5</td>
<td>Jim Crow</td>
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<td>Fri July 6</td>
<td>Discussion</td>
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<td><strong>Week 3: Politics in the Progressive Era</strong></td>
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<td>Mon July 9</td>
<td>Boss Politics</td>
<td>• Flanagan, chapters 4-7;</td>
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<td>Tues July 10</td>
<td>Socialism &amp; Progressivism</td>
<td>• Sinclair chapters 7-15</td>
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<td>Wed July 11</td>
<td>Suffrage</td>
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<td>Thur July 12</td>
<td>Discussion &amp; Review</td>
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<td>Fri July 13</td>
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<td><strong>Week 4: Environmental Issues; Culture</strong></td>
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<td>Mon July 16</td>
<td>Conserve or Preserve?</td>
<td>• Flanagan, chapters 8-9;</td>
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<td>Tues July 17</td>
<td>Sanitary Science</td>
<td>• Sinclair chapters 16-21</td>
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<td>Wed July 18</td>
<td>The City Beautiful Movement</td>
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<td>Thur July 19</td>
<td>Popular Amusements</td>
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<td>Fri July 20</td>
<td>Discussion</td>
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<td><strong>Week 5: Culture cont’d; America and the World</strong></td>
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<td>Mon July 23</td>
<td>Education</td>
<td>• Flanagan, chapters 10-12;</td>
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<td>Tues July 24</td>
<td>War of 1898</td>
<td>• Sinclair chapters 22-26</td>
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<td>Wed July 25</td>
<td>World War 1</td>
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<td>Thur July 26</td>
<td>1919</td>
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<td>Fri July 27</td>
<td>Discussion</td>
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<td><strong>Week 6: Legacies</strong></td>
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<tr>
<td>Mon July 30</td>
<td>Graduate Student Presentations</td>
<td>• Flanagan, chapter 13;</td>
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<td>Tues July 31</td>
<td>Laws, Institutions, and Beliefs</td>
<td>• Sinclair complete</td>
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<td>Wed Aug 1</td>
<td>Conclusions</td>
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<td>Thur Aug 2</td>
<td>Discussion &amp; Review</td>
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<td>Fri Aug 3</td>
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**MISCELLANEOUS:**

**Academic Honor Policy:**
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://www.fsu.edu/~do/phonorpolicy.htm.)

**Americans with Disabilities Act:**
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request.
For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center
97 Woodward Avenue, South
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.fsu.edu/~staffair/dean/StudentDisability/

**Religious Holidays:**
Each student shall, upon notifying his/her instructor, be excused from class to observe a religious holy day of his/her faith. The student will be held responsible for the material covered in his or her absence, and will be permitted a reasonable amount of time to make up the work missed.