

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@mailers.fsu.edu
(emails will be answered 9am-5pm Monday - Friday)
Class website: <http://campus.fsu.edu/>

Office: Bellamy 453
Phone: 644-4086
Office Hours: TW 2:00-3:00pm

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:

- Amy Fairchild, *Science at the Borders: Immigrant Medical Inspection and the Shaping of the Modern Industrial Labor Force*. (Baltimore: Johns Hopkins Press, 2003)
- Frank Tobias Higbie, *Indispensable Outcasts* (Urbana: University of Illinois Press, 2003)
- Robyn Muncy, *Creating a Female Dominion in American Reform, 1890-1935* (New York: Oxford University Press, 1994)
- Robert Wiebe, *The Search for Order, 1877-1920* (New York: Hill and Wang, 1966)

Articles: (the following will be divided up in class)

- James R. Barrett, "Americanization from the Bottom Up: Immigration and the Remaking of the Working Class in the United States, 1880-1930," *The Journal of American History* 79 (1992): 996-1020
- Maureen A. Flanagan, "The City Profitable, The City Livable: Environmental Policy, Gender, and Power in Chicago in the 1910s," *Journal of Urban History* 22 (1996): 163-190.
- Donna R. Gabaccia, "Is Everywhere Nowhere? Nomads, Nations, and the Immigrant Paradigm of United States History," *The Journal of American History* 86 (1999): 1115-1134.
- Robert D. Johnston, "Re-Democratizing the Progressive Era: The Politics of Progressive Era Political Historiography," *Journal of the Gilded Age and Progressive Era* 1(2002): 68-92.

- Martin Melosi, "Sanitary Services and Decision Making in Houston, 1876-1945," *Journal of Urban History* 20 (1994): 365-406
- Joanne Meyerowitz, "Women and Migration: Autonomous Female Migrants to Chicago, 1880-1930," *Journal of Urban History* 13 (1987): 147-168
- 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
- Alyssa Picard, "'To Popularize the Nude in Art:.' Constockery Reconsidered," *Journal of the Gilded Age and Progressive Era* 1 (2002): 195-224
- David Stradling, "Dirty Work and Clean Air: Locomotive Firemen, Environmental Activists, and Stories of Conflict," *Journal of Urban History* 28 (2001): 35-54

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:

- Maureen Flanagan, America Reformed: Progressives and Progressivisms, 1890s-1920s. Oxford University Press, 2006
- Upton Sinclair, The Jungle (Bedford Edition)

REQUIRED ASSIGNMENTS:

NO LATE PAPERS WILL BE ACCEPTED IN THIS CLASS

Grade Breakdown

Requirement	Points toward final grade
4 book reviews	15 points each – total 60
Project/Presentation	15
Bibliography	10
Participation	15
Total	100

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:

Date	Topic	Readings/Assignments
Week 1: What and When was the Progressive Era?		
Mon June 25	Introduction to the Course	<ul style="list-style-type: none"> Flanagan preface and chapter 1; Sinclair, Phelps introduction 1-39
Tue June 26	Industrialization & Standardization	
Wed June 27	Immigration	
Thur June 28	Urbanization	
Fri June 29	Discussion	
		Online Reading Quiz Primary Source Document #1
Week 2: Social Responses		
Mon July 2	The Settlement Movement	<ul style="list-style-type: none"> Flanagan, chapters 2-3; Sinclair chapters 1-6;
Tues July 3	Worker's Rights	
Wed July 4	<i>No Class: Independence Day</i>	
Thur July 5	Jim Crow	
Fri July 6	Discussion	
		Online Reading Quiz Primary Source Document #2
Week 3: Politics in the Progressive Era		
Mon July 9	Boss Politics	<ul style="list-style-type: none"> Flanagan, chapters 4-7; Sinclair chapters 7-15
Tues July 10	Socialism & Progressivism	
Wed July 11	Suffrage	
Thur July 12	Discussion & Review	
Fri July 13	Discussion	
		Online Reading Quiz Midterm
Week 4: Environmental Issues; Culture		
Mon July 16	Conserve or Preserve?	<ul style="list-style-type: none"> Flanagan, chapters 8-9; Sinclair chapters 16-21
Tues July 17	Sanitary Science	
Wed July 18	The City Beautiful Movement	
Thur July 19	Popular Amusements	
Fri July 20	Discussion	
		Online Reading Quiz Periodical Paper Due
Week 5: Culture cont'd; America and the World		
Mon July 23	Education	<ul style="list-style-type: none"> Flanagan, chapters 10-12; Sinclair chapters 22-26
Tues July 24	War of 1898	
Wed July 25	World War I	
Thur July 26	1919	
Fri July 27	Discussion	
		Online Reading Quiz Primary Source Document #3
Week 6: Legacies		
Mon July 30	Graduate Student Presentations	<ul style="list-style-type: none"> Flanagan, chapter 13; Sinclair complete
Tues July 31	Laws, Institutions, and Beliefs	
Wed Aug 1	Conclusions	
Thur Aug 2	Discussion & Review	
Fri Aug 3	Discussion	
		Cumulative Final Exam

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/~dof/honorpolicy.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.