

AMH 4220: The United States in the Progressive Era, 1890-1920
Spring 2009
TR 12:30-1:45
208 HCB

Instructor: Prof. Jennifer Koslow
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 (emails will be answered 9am-4pm Monday - Friday)
Class website: <http://campus.fsu.edu/>

Office: Bellamy 409
Phone: 644-4086
Office Hours: Tuesday & Thursday
 2:00-3:00pm and by appointment

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.

Please be aware that as an upper-division level history course, this class is reading and writing intensive.

While this course has no prerequisites, if you have not had a survey course of American History (especially 1877 to the present) then I strongly recommend you secure a textbook and read the few chapters on the Progressive Era.

COURSE OBJECTIVES:

At the end of this course

1. The student will be able to recount pivotal events from turn-of-the-twentieth century America
2. The student will be able to describe in detail how urbanization, industrialization, and immigration shaped American society
3. The student will be able to write an expository essay
4. The student will be able to analyze a primary source
5. The student will be able to generate an historical interpretation based on primary and secondary sources

REQUIRED READINGS:

- Eric Arnesen, Black Protest and the Great Migration (Bedford/St. Martin's, 2002)
- Maureen Flanagan, America Reformed: Progressives and Progressivisms, 1890s-1920s (Oxford University Press, 2006)
- Brett Flehinger, The 1912 Election and the Power of Progressivism (Bedford/St. Martin's, 2003)
- Theresa Serber Malkiel, The Diary of a Shirtwaist Striker (Cornell University Press, 1990)
- Terrence J. McDonald, Plunkitt of Tammany Hall (Bedford/St. Martin's, 1993)
- Hilda Satt Polacheck, I Came a Stranger: The Story of a Hull-House Girl (University of Illinois Press, 1991)
- Penelope Rosemont, The Story of Mary MacLane & Other Writings (Charles H. Kerr, 1997)
- Brook Thomas, Plessy v. Ferguson: A Brief History with Documents (Bedford/St. Martin's, 1996)
- Richard White and Patricia Nelson Limerick, The Frontier in American Culture (University of California Press, 1994)

These books are on reserve at Strozier Library.

REQUIRED ASSIGNMENTS:

ASIDE FROM THE EXAMS AND QUIZZES, THIS CLASS IS GOING PAPERLESS! THIS MEANS THAT YOU MUST SUBMIT YOUR MATERIALS ELECTRONICALLY USING OUR CLASS BLACKBOARD SITE. PLEASE SEE SPECIFIC INSTRUCTIONS FOR EACH ASSIGNMENT.

1) Exams:**Midterm (15%):** Essay format, bring blue book**Final (20%):** Essay format, bring blue book

The exams will be based on the readings and lecture. They will consist of questions (identifications, short answer, essays) that will ask you to make a historical argument. Your grade will be based on the quality of your argument, your use of specific examples as evidence to support your argument, your use of specific reference to the readings, and the coherence and completeness of your answer.

The university schedules final exams. Ours is slated for **Friday May 1st, 7:30-9:30 am**. If you cannot make this exam time, do not register for this class.

2) In-class Quizzes (25%): There will be 12 in-class quizzes, multiple-choice format, each quiz will consist of 5 questions each will worth .5. These questions will be based on the readings. Please see course schedule for dates. I will count the top 10 of the 12 quizzes for your quiz grade.

3) Attendance (10%) & Reading Journal (5%)

Class Philosophy: As a class, this should be a place where we can share ideas without fear of having our points summarily dismissed. Disagreement is different than personal attacks. In order to achieve this atmosphere, I expect everyone to treat each other with respect. Respect also means not engaging in any distracting behavior during class.

Calculation of Grade for Attendance:

We have a total of 29 classes (this does not count the midterm). For every class you attend, you will receive .4 of a point, up to 10. For attendance to count you must stay for the duration of the class unless there is some emergency that prevents you from attending the entire session (speak to me before class if this is the case). You will be marked late if you aren't in your seat, ready to have your name called at the beginning of class. Every 3 times you are late, you will lose an entire point.

Reading Journal:

- You will need to keep a reading journal (**these need to be typed, 12pt font, and double-spaced**)
- The journal should answer the following questions: 1) Is this a primary or secondary source? 2) If primary, what type, when was it created, who created it, why did they create it? 3) If secondary, when was it written, what types of sources did the author use (look at footnotes), what is the author's "so what," i.e. what is their historical argument about the issue/person/event they are writing about. Do they mention any other historians who they agree or disagree with?
- These should be as long as it takes you to answer these questions (you should think of these as working study guides for the exams)
- You will need to hand these in on **January 29; March 5; April 14.**
- **UPLOAD YOUR JOURNAL TO THE CLASS BLACKBOARD SITE USING THE DIGITAL DROPBOX, which can be accessed via the "course tools." YOU MUST NAME YOUR FILE BY YOUR LAST NAME (e.i. koslow.doc)**
- At each of these checks I will let you know whether what you are doing is Satisfactory or Unsatisfactory. Your final grade for this will not be calculated until the last journal entry is handed in on April 14.

4) Pivotal Moments in History (10%): Sometimes we read history, sometimes we write history, and sometimes we act it out. In groups of 4, students will develop a 5 to 10 minute skit of a pivotal historical moment using primary sources. By engaging in active history, students will bring this moment alive for their classmates, making it both a memorable class and underscoring why this event is historically significant. You will be assessed as a group on your ability to use the primary sources given to you to use for this task. You need to hand in one script for the entire group. It will need to have footnotes for the sources you use. Only sources listed on the syllabus are allowed unless otherwise authorized by the professor. **The script needs to be uploaded to the digital drop box and the file should be named "pivotal moment #__"**

5) Paper (15%):

Each student will write a 4 to 6 page paper based upon her/his pivotal moment in history. In it, you must answer why this event/person was significant for its time and how is understanding this event/person relevant for today. You must use formal academic structure (see class website for materials regarding structure, footnotes, editing). This paper must be turned in the Friday two weeks after your skit (for instance, if you did your skit January 27 your paper would be due February 12). **This paper must be turned in to Turnitin.**

Rules for Papers**1. Late Papers**

Papers must be submitted to turnitin on the day they are due by 5pm. Late papers will be marked down 1/3 of a letter grade each 24 hours they are late. I will not accept any papers after 5 business days from the day they are due.

2. Formatting: You must use the following 5 Paper Mechanics guidelines or experience a loss of 1/3 of a grade on the paper.

1. Use the *Chicago Manual of Style* as your guide for footnotes or endnotes. (You can choose which format you like but you must choose one or the other. Guidelines are available on the class website)
2. Papers need to be typed in 12pt font, preferably Times New Roman
3. Papers need to have 1 inch margins all around
4. Papers need to be paginated.
5. Papers need to be double-spaced

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>.)

Failure to adhere to the Honor Policy may result in an F for an assignment or for the entire class.

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/>

If you endure a hardship during the semester that prevents you from completing the required assignments of this class you need to contact the Dean of Students

deanofstudents@admin.fsu.edu

4th Floor of the University Center

Bldg A, Suite 4300

Mail Code: 2440

Ph.# (850) 644-2428
 FAX (850) 644-0687
 AIM: FSUDeanStudents (M-F, 8a-5p)

The University Counseling Center is also available to you at no charge and is confidential
 201 SLB
 Askew Student Life Building
 942 Learning Way
 Phone: (850) 644-2003
<http://counseling.fsu.edu/>

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.

CLASS SCHEDULE

Week 1: Introducing the Progressive Era, January 6 & 8

Week 2: Major Forces at Work, January 13 & 15

- Reading: Flanagan, preface, introduction, and chapter 1
- January 15 – Quiz 1

Week 3: Transforming the American West, January 20 & 22

- Reading: White and Limerick, The Frontier in American Culture
- January 22 – Quiz 2

Week 4: Creating and Contesting Jim Crow

- Reading: Thomas, Plessy v. Ferguson, introduction, documents: *Plessy v. Ferguson*; all of selected views on the “race question” at the time of *Plessy*, and choose at least one response to *Plessy* from each of the categories
- January 27 – Pivotal Moments in History #1: *Plessy v. Ferguson* (students should use Thomas)
- January 29 – Quiz 3
- January 29 – reading journal due

Week 5: The Social Settlement Movement

- Reading: Flanagan, chapter 2; Polacheck, I Came a Stranger
- February 3 – Pivotal Moments in History #2: *Hull House* (students should use Polacheck and other primary source documents of their choosing from <http://www.uic.edu/jaddams/hull/urbanexp/> and <http://ocp.hul.harvard.edu/ww/teachers/theme1.html>)
- February 5 – Quiz 4

Week 6: Worker’s Unite

- Reading: Flanagan, chapter 3; Malkiel, The Diary of a Shirtwaist Worker
- February 10 – Pivotal Moments in History #3: *The Uprising of 20,000* (students should use Malkiel and other primary source documents of their choosing from <http://www.ilr.cornell.edu/trianglefire/narrative1.html>) (students who are responsible for this pivotal moment have until March 3 to hand their papers in)
- February 12 – Quiz 5

Week 7: Boss Politics

- Reading: Flanagan, chapter 4 & 5; Riordan, Plunkitt of Tammany Hall, introduction and the document, Plunkitt of Tammany Hall
- February 17 – Pivotal Moments in History #4: *Plunkitt of Tammany Hall* (Students should use documents from required reading)
- February 19 – Quiz 6

Week 8: Votes for Women & Midterm

- February 24 – Pivotal Moments in History #5: *The 19th Amendment* (students should use primary source documents from <http://lcweb2.loc.gov/ammem/naw/nawshome.html>)
- February 26 - Midterm

Week 9: Political Movements; Socialism & Progressivism

- Reading: Flanagan, chapter 6 & 7; Flehinger, part one
- March 3 – Pivotal Moments in History #6: *The 1912 Election* (Students should use documents from required reading)
- March 5 – Quiz 7
- March 5 – reading journal due

Week 10: No Class; Spring Break (March 10 & 12)**Week 11: Thinking about the Environment**

- Reading: Flanagan, chapter 8
- March 17 - Pivotal Moments in History #7: *Dam Hetch Hetchy?* (students should use primary source documents from <http://memory.loc.gov/ammem/index.html> (search John Muir; search Hetch Hetchy))
- March 19 – Quiz 8

Week 12: Architecture & Leisure

- Reading: Flanagan, chapter 9; Rosemont, The Story of Mary MacLane
- March 24– Pivotal Moments in History #8: *The New Woman* (students should use MacLane and primary source documents from <http://ocp.hul.harvard.edu/ww/index.html> related to leisure and popular amusements)
- March 26 – Quiz 9

Week 13: America at War

- Reading: Flanagan, chapter 10
- March 31 – Pivotal Moments in History #9: *Imperialism or Anti-Imperialism?* (students should use documents from <http://www.loc.gov/rr/hispanic/1898/> and <http://www.antiimperialist.com/index.html>)
- April 2 – Quiz 10

Week 14: America at War

- Reading: Flanagan, chapter 11 & 12, Arnesen, introduction and at least two documents from each section
- April 7 – Pivotal Moments in History #10: *1919* (students should use documents from Arnesen)
- April 9 – Quiz 11

Week 15: Race & Ethnicity in the Progressive Era, April 14 & 16

- April 14: Reading Journal due

Week 16: April 21 & 23: Lasting Legacies

- Reading: Flanagan, chapter 13
- April 23: Quiz 12

Final Exam: May 1st, 7:30-9:30 am