

**AMH 5229: Readings in Race and Ethnicity in Progressive Era America, 1890-1920**  
**Spring 2009**  
**TR 12:30-1:45**  
**Grad Hour: TBA**  
**208 HCB**

**Instructor:** Prof. Jennifer Koslow  
**Email:** jkoslow@fsu.edu  
 (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.

**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 describe changing attitudes towards race and ethnicity
4. The student will choose to develop their historiographical knowledge in preparation for oral and written comprehensive exams

**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)
- Kathie Friedman-Kasaba, Memories of Migration: Gender, Ethnicity, and Work in the Lives of Jewish and Italian Women in New York, 1870-1924 (State University of New York Press, 1996)
- Linda Gordon, The Great Arizona Orphan Abduction (Harvard University Press, 2001)
- Thomas A. Guglielmo, White on Arrival: Italians, Race, Color, and Power in Chicago, 1890-1945 (Oxford University Press, 2004)
- Erika Lee, At America's Gates: Chinese Immigration during the Exclusion Era, 1882-1943 (University of North Carolina Press, 2007)
- 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)

Books are on reserve at Strozier Library

**REQUIRED ASSIGNMENTS:**

**1. Final Exam: (25%):** Essay format, bring blue book

At the end of this course you will take a comprehensive exam of the course materials that will ask you to integrate the readings and lectures. I will give you a few questions to prepare from ahead of time.

## 2. Participation/Graduate Hour (15%)

Attending the lecture and the graduate hour is required. 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. Your participation grade will be based on whether your comments and questions foster discussion. Your participation grade will also be based on whether your questions and comments indicate that you've read the material, thought about it, and come to some conclusions.

## 3. Reaction Papers to Gordon, Friedman-Kasaba, Guglielmo, Lee (5% each; 20% total)

A reaction paper for Prof. Koslow means a 500-750 word typewritten response to the reading (single-spaced; 12 pt. font; 1 inch margins; left-justified). The point of this exercise is to help you crystallize your critique of the book. Your essay must make at least one decisive argument about the book. In completing this exercise, you might want to consider how you would answer the following questions (these will form the basis of our discussions): What historical question is the author addressing? What is the author's argument(s) about the historical question they are trying to answer? What types of sources did the author use to support her argument? Is his/her argument persuasive? Is the author entering into a historical debate with others and if so, who? Did the book change the way the history of this topic was written (look up book reviews using *American History and Life* to answer) What would you say are the strengths of the book? The weaknesses?

Papers are due at the start of each class for the reading assigned for that day. Students need to make two copies. One for yourself to refer to during discussion and one to hand-in.

5. Students will write a 15-20 page **historiography paper or research paper** on a topic of their choice, although it must relate in some way to the theme of race and ethnicity (30%)
6. **Presentation of research (10%).** Each student will make a 10-15 presentation of their research/historiographical findings to the class as a whole.

### 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](mailto: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

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

- Reading: White and Limerick, The Frontier in American Culture
- Graduate hour #1 – Gordon
- Meet with Prof. Koslow during office hours to discuss paper topic. Please bring list of secondary sources and potential primary source collections

**Week 4:** Creating and Contesting Jim Crow, January 27 & 29

- Reading: Thomas, Plessy v. Ferguson

**Week 5:** The Social Settlement Movement, February 3 & 5

- Reading: Flanagan, chapter 2; Polacheck, I Came a Stranger
- Graduate hour #2 – Friedman-Kasaba

**Week 6:** Worker's Unite, February 10 & 12

- Reading: Flanagan, chapter 3; Malkiel, The Diary of a Shirtwaist Worker

**Week 7:** Boss Politics, February 17 & 19

- Reading: Flanagan, chapter 4 & 5; Riordan, Plunkitt of Tammany Hall
- Graduate hour #3 - Guglielmo

**Week 8:** Votes for Women February 24 & Midterm for undergrads (February 26)

- Meet with Prof. Koslow during office hours to discuss status of research

**Week 9:** Political Movements; Socialism & Progressivism, March 3 & 5

- Reading: Flanagan, chapter 6 & 7; Flehinger, The 1912 Election
- Graduate hour # 4 - Lee

**Week 10:** No Class; Spring Break (March 10 &12)

**Week 11:** Thinking about the Environment, March 17 & 19

- Reading: Flanagan, chapter 8

**Week 12:** Architecture & Leisure, March 24 & 26

- Reading: Flanagan, chapter 9; Rosemont, The Story of Mary MacLane
- Meet with Prof. Koslow during office hours to discuss presentation of research

**Week 13:** America at War, March 31 & April 2

- Reading: Flanagan, chapter 10

**Week 14:** America at War, April 7 & 9

- Reading: Flanagan, chapter 11 &12, Arnesen

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

- Presentations

**Week 16:** Lasting Legacies, April 21 & 23

- Papers due in-class April 23

**Final Exam:** May 1<sup>st</sup>, 7:30-9:30 am