The University of Texas at Austin
History Department

HIS 355F (82982)
The United States, 1877-1920
Summer 2018

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Office Hours: F 10-11am & by appointment
Class meetings: M-F 11:30am-1pm, GEA 114

Course Description:

Americans faced a new political, social, cultural, and economic landscape in 1877. The unrealized promises of the Civil War and Reconstruction left many questions unanswered and many processes half-finished, as the federal government chose to back off from the responsibilities it had assumed for protecting its most vulnerable citizens. The Gilded Age saw phenomenal economic growth, but caused incredible instability in most areas of American life. In response to the resulting crises, Americans from many walks of life—women, laborers, African Americans, farmers, immigrants, and many others—demanded greater protections from their government from the local level on up. To address some of these concerns, reformers determined that it was society’s responsibility to make life better: not only was progress possible, but inevitable through the application of new social scientific methods. Progressivism, however, had another side to it—and “progress” often occurred by exploiting and discriminating against less powerful members of society, especially in the south where Jim Crow laws systematically deprived black citizens of the rights guaranteed them by Reconstruction. At the same time, Americans debated the role of Protestant Christianity in their society with answers ranging from a total rejection of traditional beliefs to redoubling their commitment to certain “fundamental” teachings. By the end of World War I, Americans had remade their society with laws to protect consumers and laborers, to give women the right to vote, and to institute prohibition. The nation faced the 1920s with a new understanding of the relationship of citizens to their government, to each other, to their beliefs, and to the world.

This class will trace developments across four themes of American history between 1877-1920: race relations and civil rights; political reform and realignment; foreign affairs; and religious and cultural transformation. Students will engage in critical writing and reading of primary and secondary sources to gain an in depth understanding of an era essential to the development of the modern United States.

Core Curriculum Statement: This course may be used to fulfill three hours of the U.S. history component of the university core curriculum and addresses the following four core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical
thinking skills, personal responsibility, and social responsibility. It also carries a Cultural Diversity in the United States [CD] distribution flag. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

**Course Requirements:**
Students should plan to attend class every day. Most class sessions will consist of a combination of lecture and in-class discussion, except for Friday class meetings, which are set aside entirely for discussion of weekly reading assignments. I will do my best to post discussion questions for each reading before class to guide you, but discussion will not necessarily be limited to pre-circulated questions. Grades will be based on: class participation, primary source response papers, a book review, and in-class exams. [Details discussed below.] Students are responsible for lecture material along with information contained in required readings and for any changes to the syllabus, which are announced in class. Although there is some overlap between texts and lectures, lectures do not simply repeat material in the readings. I do not provide copies of lectures or PowerPoint slides, but will post lecture outlines to Canvas. A schedule of required readings and assignments is provided below.

Students will be evaluated largely on the basis of argumentative essays that they will write during the term. All assignments require this kind of argument-style writing. For each of these assignments, essays will be evaluated on the same criteria – clarity of the thesis, strength of the argumentation, effectiveness of the use of evidence, and quality of the prose. The goal is to help students hone skills that are useful not just to students but also to responsible citizens pursuing any number of career paths. Rubrics will be posted to Canvas that explain how points are assigned for each of the various writing assignments.

**Readings:**
All readings noted on the schedule below are required. Exam questions and short response papers will require you to read the books and primary sources listed below. Primary source documents are posted to the class Canvas page. Students may choose whether or not to print them.

The following books are available at the University Co-op, but you may also purchase them from a 3rd-party vendor, if that is more convenient.


Library Reserve Copies: Physical copies of the Blackmon and Painter books have been put on 24-hour reserve at the PCL. The Schmidt book is available digitally through the UT library at the
IMPORTANT: Summer courses move very quickly, so please plan to start your reading as soon as possible!

**Grading:**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation &amp; Attendance</td>
<td>100</td>
</tr>
<tr>
<td>Primary Source Responses</td>
<td>150</td>
</tr>
<tr>
<td>In-Class Exams</td>
<td>100</td>
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<tr>
<td>Book Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Only given on an as-needed basis; total points possible raised accordingly</td>
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Your final grade will be determined by taking your total points earned and then by dividing it by the total points possible [450 points]. Grades will be awarded on a plus/minus scale (e.g. 87-89 is a B+; 83-86 is a B; 80-82 is a B-). I will “round up” (e.g. 89.5-89.9 will become an A-).

**Participation & Attendance:**
This class will move quickly, and information covered in class will certainly be covered on in-class exams and should be used to supplement your writing assignments. Students may miss up to two class days with no questions asked. After that, absences can only be excused based on documented medical concerns or religious conflict. If you are sick, please inform me of your absence as soon as possible. **Regardless of your reason for missing class, it is up to you to get missed notes and discussion questions from a classmate. I will not hand out lecture notes, unless required by the SSD office.**

About the grade: Students who attend class and submit the daily “exit ticket”—a short writing assignment or quiz question—will receive a B- for their participation and attendance grade [80 points]. Exit Tickets were not given a grade, but used as a way to assess learning and to track attendance. To earn a higher B or an A, students are encouraged to ask questions, speak up during in-class discussion, and otherwise make their presence heard. Opportunities to participate in discussion will occur during regular class meetings, as well as on Fridays.

**Quizzes:**
While I have not planned to give any quizzes this summer, I reserve the right to implement reading quizzes if class discussion and participation need a little encouragement. If quizzes are implemented, they will consist of 10-15 multiple-choice questions, and questions may come from all reading assignments for the week—primary source documents and chapters assigned from any of the required books—and/or lecture material.

**Primary Source Response Papers:**
3 times during the semester, you are required to write a 2-page paper (300-500 words) about 3 of our assigned primary source documents. The goal of this paper is to help you practice argument style writing and source analysis—skills needed for in-class exams and for the book review. Be sure to state a clear thesis and to support your argument with specific evidence drawn from
readings and lectures. Also, be sure to use either footnotes or parenthetical notes to cite all information, argumentation, and quotations drawn from your sources. I will provide a more detailed explanation of assignment requirements on Canvas that includes a rubric that explains how your work will be evaluated.

There are 5 weeks in the semester, and you are required to submit a primary source analysis at the beginning of 3 of those weeks. You will write your analysis over a document assigned in the previous week. You choose the document. Everyone must write a primary source response paper for Monday, July 23. We will be having an in-class writing workshop about those papers that day. After the 23rd, you may choose the other 2 due dates for yourself: July 30, Aug. 6, Aug. 13, and Aug. 20. Papers should be submitted to Canvas before Monday’s class. You are welcome to submit response papers ahead of time, but you might not want to get too far ahead, as there will be material covered in assigned readings and lectures to support your analysis. Primary source papers submitted late will lose two points per day late, up to 5 days. They will not be accepted more than 5 days late.

In-Class Exams:
This class is divided into two units that cover, roughly, the Gilded Age (1877-1900) and the Progressive Era (1896-1920). We will have an in-class exam at the end of each unit. In-class exams will be essay only. I will give you a list of essay questions to study the week before the exam. On exam day, I will select one of the questions. Each essay is worth 50 points. A rubric detailing how points are assigned will be posted to Canvas. You will need to bring a clean, new bluebook to each exam. Exam 1 is scheduled for Friday, August 3. Exam 2 is scheduled for Monday, August 20. August 20 is the final exam day for the second summer session, but this Exam 2 will not be cumulative.

Book Review:
You will write a professional-style scholarly book review of either Blackmon’s *Slavery by Another Name* or Schmidt’s *Heaven’s Bride*. The review should be between 500 and 600 words in length (double-spaced, 12-point type). The due date for your essay depends on the book that you choose. Papers about *Slavery by Another Name* are due on Monday, Aug. 6. Papers about *Heaven’s Bride* are due on Friday, Aug. 17. I will provide a more detailed description of how to write a book review on Canvas and go over it in class.

No matter which book you review, be sure to state a clear thesis and to support your argument with specific evidence drawn from the book you’re reviewing. Also, be sure to use either footnotes or parenthetical notes to cite all information, argumentation, and quotations drawn from your book or other sources. Please provide a title, bibliography, and a word count.

Schedule of Lecture Topics and Readings:

UNIT ONE: THE GILDED AGE

July 16 Introduction
July 17  **Reconstruction Recap**  
*Required Reading:* Painter, Introduction and Chapter 1; Blackmon, Introduction and Chapter 1  
Short in-class workshop: how to read a historical monograph

July 18  **Movements, Migration, Immigration in the West**  
*Required Reading:* Painter, Chapter 2; Chief Joseph, “An Indian’s Perspective”

July 19  **Big Business in Smokestack America**  
*Required Reading:* Painter, Chapter 2; Andrew Carnegie, “Wealth”

July 20  **In-Class Discussion**  
Covers readings assigned July 17-19

July 23  **In-class Writing Workshop: Writing Response Papers**  
ASSIGNMENT for EVERYONE: Primary Source Response Papers for last week due on Canvas BEFORE class

July 24  **Politics in the Gilded Age**  
*Required Reading:* Blackmon, Chapters 4, 5; *Plunkitt of Tammany Hall*, Ch. 1, 4, 11

July 25  **The New South**  
*Required Reading:* Blackmon, Chapters 6, 7; Henry W. Grady, selections from “The New South”

July 26  **African Americans in the Gilded Age**  
*Required Reading:* Blackmon, Chapters 8, 9; no primary source today  
In-Class Video: “Into the Fire (1861 – 1896),” Episode 3 of the PBS series “The African Americans: Many Rivers to Cross”

July 27  **In-Class Discussion**  
Covers readings assigned July 23- July 26

July 30  **African Americans in the Gilded Age, Part II**  
*Required Reading:* Blackmon 10, 11, 12; Ida B. Wells, “The Lynch Law in America”  
ASSIGNMENT: Primary Source Response Papers for last week due on Canvas BEFORE class

July 31  **Workers in Industrial America**  
Aug. 1  **Populism**  
*Required Reading:* Painter, Chapter 4; William Jennings Bryan, “Cross of Gold”: http://historymatters.gmu.edu/d/5354/  

Aug. 2  **In-Class Discussion**  
Covers readings assigned July 30-Aug. 1  

Aug. 3  **In-class Exam #1** (Covers Unit One)  

UNIT TWO: THE PROGRESSIVE ERA  

Aug. 6  **American Imperialism**  
*Required Reading:* Painter, Chapter 5; Schmidt, Introduction, Chapter 1; Albert Beveridge, “The March of the Flag”; Anti-Imperialist Platform  
ASSIGNMENT: Primary Source Response Papers for last week due on Canvas BEFORE class  
ASSIGNMENT: Book Analysis about *Slavery by Another Name* due on Canvas today by 11:59pm  

Aug. 7  **Religious Currents of the Gilded Age**  
*Required Reading:* Schmidt, Chapter 3; Robert Ingersoll, “Why I am an Agnostic”  

Aug. 8  **Labor in the Progressive Era**  
*Required Reading:* Painter, Chapter 6; no primary source today  
In-Class Video: Triangle Shirtwaist Factory Fire  

Aug. 9  **Progressivism: Roots**  
*Required Reading:* Painter, Chapter 7; W.E.B DuBois, “Niagara Movement Speech”  

Aug. 10  **In-Class Discussion**  
Covers readings assigned Aug. 6-Aug.9  

Aug. 13  **Progressivism: At the National Level**  
*Required Reading:* Painter, Chapter 9; Theodore Roosevelt, selections from “Message to Congress” (1901)  
ASSIGNMENT: Primary Source Response Papers for last week due on Canvas BEFORE class  

Aug. 14  **The Woman Movement and the Emergence of Feminism**  
*Required Reading:* Painter, Chapter 8; Schmidt, Chapter 5; Carrie Chapman Catt, “Speech before Congress” (1917)
Aug. 15  
**Cultural and Religious Currents of the Progressive Era**  
*Required Reading:* Schmidt, Chapter 6; Selections from *The Fundamentals: A Testimony to the Truth* (1909)

Aug. 16  
**The United States in World War I**  
*Required Reading:* Painter, Chapters 10, 11; Music in World War I article from the Library of Congress: https://www.loc.gov/item/ihas.200197499; Song: “When the Lusitania went Down”: https://www.youtube.com/watch?v=2eRaYYZzmVw; Song: “Over There”: https://www.youtube.com/watch?v=yGsVguiM5ao

Aug. 17  
**In-Class Discussion**  
Covers readings assigned Aug. 13-Aug.16  
ASSIGNMENT: Book Analysis about *Heaven’s Bride* due on Canvas today by 11:59pm

Aug. 20  
**Final Exam Day: In-Class Exam #2 (Covers Unit 2 Only)**  
ASSIGNMENT: Primary Source Response Papers for last week due on Canvas BEFORE class

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**University Regulations & Other Matters**

*Student Conduct*  
Students who attend class are required to arrive on time, stay for the entire session, and obey basic rules of civility and decorum. Students may enter or leave in the middle of the class period only with permission of the instructor. Using cell phones, sending or receiving text messages, and using laptops for purposes unrelated to the course are strictly forbidden.

*Title IX*  
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources [here](http://catalog.utexas.edu/general-information/appendices/appendix-h/)

*Safety Issues*  
Please contact the Behavior Concerns Advice Line (BCAL) for any concerns about the behavior of a member of our campus community: 512-232-5050. You may also contact campus police or City of Austin police. If you have immediate safety concerns, dial 911.

*Students with Disabilities*  
The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Division of Diversity and Community Engagement [at](http://diversity.utexas.edu/disability/) http://diversity.utexas.edu/disability/  
If that office certifies your needs, I will work with you to make appropriate arrangements.
Notice about missed work due to religious holy days
Students who miss an examination, work assignment, or other project due to the observance of a religious holy day will be given an opportunity to complete the work missed within a reasonable time after the absence, provided that they have properly notified the instructor. It is the policy of the University of Texas at Austin that students must notify the instructor at least 14 days prior to the class scheduled on dates that they will be absent to observe a religious holy day. For religious holy days that fall within the first two weeks of the semester, the notice should be given on the first day of the semester. Students will not be penalized for these excused absences, but the instructor may appropriately respond if the student fails to complete satisfactorily the missed assignment or examination within a reasonable time after the excused absence.

Academic Integrity
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course, and/or dismissal from the University. Because such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services website: http://deanofstudents.utexas.edu/conduct/

Paid note-takers are strictly forbidden from attending this class.

Writing Center
I encourage you to use the Undergraduate Writing Center, PCL 2.330: http://www.uwc.utexas.edu/. The UWC offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. These services are not just for writing that has “problems.” Getting feedback from an informed audience is a normal part of a successful writing project. The UWC’s trained consultants work with students from every department on both academic and non-academic writing. Using methods that preserve the integrity of your work, they help you develop strategies to improve your writing and become a more independent writer. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you.

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