

Term Information

Effective Term Spring 2014
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Addition of Social Diversity GE requirement.

What is the rationale for the proposed change(s)?

Please see attached syllabus.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic changes.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3014
Course Title	Gilded Age to Progressive Era, 1877-1920
Transcript Abbreviation	Gild-Prg 1877-1920
Course Description	Advanced study of U.S. social, political, cultural, foreign policy history from 1877-1920: Industrialization; immigration; urbanization; populism; Spanish-American War; progressivism; WWI.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110.xx and any History 2000-level course, or permission of instructor.

Previous Value

Prereq or concur: Any 2000-level History course, and English 1110.xx; or permission of instructor.

Exclusions

Not open to students with credit for 564.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0102

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters

Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)

List the number and title of current course being converted

History 564: Gilded Age to Progressive Era, 1877-1920.

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- Industrialization
- Immigration
- Urbanization
- Populism
- Spanish-American War
- Progressivism
- WWI
- League of Nations
- Free silver
- Robber barons

Attachments

- History 3014 Emergence of Modern American Paula Baker with rationale.doc
(Syllabus. Owner: Roth,Randolph Anthony)
- History Assessment plan.doc
(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth,Randolph Anthony	02/28/2013 11:13 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	02/28/2013 11:14 PM	Unit Approval
Approved	Heysel,Garett Robert	03/24/2013 07:35 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	03/24/2013 07:35 PM	ASCCAO Approval

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History 3014

Emergence of Modern America, 1877-1917

This course examines American politics and society from the later years of Reconstruction until the U.S. entry in World War I. The trauma of the Civil War and the difficulties of Reconstruction continued to shape American politics and social life, especially in the South but also in the North. From one angle, the nation after the war might have appeared to be as unstable as any "banana republic": one President assassinated, the next impeached, the next the victorious general, another assassination, and then another in 1901; vicious political violence in the South; and control by tightly-organized political machines in the North and economic interests in the West. From a different angle, the nation was stability itself. The two major political parties that came out of the 1850s continued to structure politics and the nation's constitutional foundation of government remained. Overall, confidence about progress – economic, political, cultural, and moral – suffused thinking in the period far more than anxiety or dread. For good reason: new inventions, economic expansion, and population growth made life easier for many Americans and put the United States among the world's economic leaders. Important things seemed up for grabs, within the power of Americans to manage: how industry would be controlled, the character of race relations, the role of government in shaping society, public morals, and the economy, and America's place in the world, among others.

We will track the sense of stability and instability and cover many of the important movements, trends, and ideas during this period of substantial change. We will focus on public life – on politics, political movements, economic change, and habits of thought that shaped how Americans responded to change. We will begin with some framework ideas (evolution, efficiency, race, and progress) and assumptions (science and Christianity). We will deal with the aftermath of Reconstruction in the South. Reconstruction did not suddenly end in 1877, if what we mean is the conflict over the future of African-Americans. The continuing relevance of Reconstruction issues also turns up in the stalemate that characterized late-nineteenth-century-politics. That stalemate, in turn, conditioned the ability of government to respond to the expansion of industry. The nation's growing wealth and economy also provides the context for understanding the movement of people to and around the United States. We will examine solutions that various groups of Americans offered to what they saw as the problems of the day, problems that went to the nation's values as well as its economic and social conditions. How those solutions differed from those offered during the progressive

era will concern us in the last third of the course, along with how progressivism and World War I challenged the assumptions of the nineteenth century and the forces of political stability.

Required reading (available locally):

Charles Calhoun, [The Gilded Age: Perspectives on the Origins of Modern America](#)

William Riordan, [Plunkitt of Tammany Hall](#)

Eric Rauchway, [Murdering McKinley: The Making of Theodore Roosevelt's America](#)

Brett Flehinger, [The 1912 Election and the Power of Progressivism: A Brief History with Documents](#)

Robert Ziegler, [America's Great War](#)

Various documents are available through web links or posted on Carmen

We will read a mix of primary and secondary sources. Your job will be to interpret the sources and fit them into a wider picture of the period.

Historical Study

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study: History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
Students will assess changing interpretations of such subjects as reform, immigration, and imperialism.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past

Students will assess, for example, the impact of industrialization in various regions of the United States and the differences and similarities in racial ideologies in the North and South. Students will also encounter comparative and transnational perspectives on immigration and economic development.

3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context

For example, students will discuss competing ideas about rights in the late 19th and early 20th centuries and how they played out in movements to extend and to deny the right to vote.

4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects
Students will choose among paper topics that include a comparative examination of efforts to restrict Chinese immigration and environmental movements in the early 20th century, for example.

Diversity

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

Social Diversity in the United States

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Rationale for fulfilling the GE Learning Outcomes for Social Diversity in the United States:

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by:

1. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race,

gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere

Students will examine the construction of the categories of race, gender, religion, and ethnicity in the late 19th and early 20th century through, for example, discussions of immigration, immigration restriction, and Americanization and the varied impulses animating reform.

2. Describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

Students will assess for example, labor and reform movements and the impact of new ideas of nation on diverse Americans.

3. Critically examine theories of race, gender, class, ethnicity, religion, and nation
The late 19th and early 20th century saw the creation of elaborate theories of race, which this course assesses in conjunction with gender, politics, class, and what counted as reform.

4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation

Students will assess for example debates about respectability and difference in connection with policies concerning race, gender, immigration, and labor.

5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context

Students will examine, for example, how reform movements advanced, often implicitly, ideas about gender, race, class, ethnicity, and religion, and how, in turn other groups both accommodated to and resisted those ideas.

6. Carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects

Paper topics include, for example, debates about disability policy in the early 20th century, ideas about nation as seen through debates about environmental protection and within the environmental movement, and movements for and against extending the franchise and enforcing voting rights.

Assignments:

Class participation: 5%

Midterm Exam: 25%

Final Exam: 25%

Paper: 25%

Two Quizzes: 10% each

Grading midterm and final exams:

"C" essays will include: an introductory paragraph that contains your thesis; a body of several paragraphs in which you offer evidence from the readings, lectures, and presentations to support your thesis; and a conclusion that reiterates your basic argument.

"B" essays will include: all of the above requirements for a "C" essay plus more relevant data and analyses than is found in an average essay.

"A" essays will include: all of the above requirements for a "B" essay plus more data and some indication of independent or extended thought.

"D" and "E" essays: usually, these essays do not include a viable thesis and/or they do not include very much information from the course.

The exams combine essays and short answers. The papers will follow the grading guidelines above. They will be 5-7 pages, and will require you to use primary sources to answer questions. You can choose to do a paper in the first half of the course or in the second. Paper questions can be found on Carmen. The quizzes are multiple choice and short answer.

Attendance and participation: We will cover material in class that won't be in the reading. Class attendance and careful note-taking are important to doing well in the course. It's a fairly large class, but I will be asking questions and inviting participation. I will take attendance and note participation.

Grading Scale:

All grades throughout the course will be given initially in numerical form. At the end of the course, these will be converted to letter grades according to the following official OSU Standard Scale. Notice that this Scale does not allow grades to be rounded off; rather, Carmen will convert the numerical grades according to the following scale. Again, please notice this grading scale, which could be different from those used in other classes (either with me or with other teachers); this means, for example, that if you get a grade of 89.99 you will get a grade of B+.

A: 93-100; A-: 90-92.99; B+: 87-89.99; B: 83-86.99; B-: 80-82.99; C+: 77-79.99; C: 73-76.99; C-: 70-72.99; D+: 67-69.99; D: 60-66.99; E: 0-59.99

A = superior

B = very good

C = average

D = average with a few significant misunderstandings

E = poor (or failure to focus on assignment)

My policy is to give a 0 (not an E which is equivalent to 59%) for missed discussions and all work which is not turned in. Therefore, it is necessary to turn in all papers and take all the exams in order to pass this course.

Expectations for Attendance and Exams: Illness is usually the only acceptable excuse for absence in class. Other absences must be explained to the satisfaction of the professor, who will decide whether omitted work may be made up. **If there will be a**

problem with the exam dates, you must let me know NOW during the first week of class. Unexcused absences will be penalized against the final grade. A student wishing to discuss an absence as excused must do so in person during office hours, not over email or in class.

Acceptance of Late Papers: Written work is to be submitted on time, that is, handed to the instructor in class the day it is due. An essay assignment submitted after the end of class is late (by one day). Late papers will result in the loss of a letter grade for every day late (e.g., a paper with the grade of B will become C if one day late, D if two days late, and so forth). All essays must be submitted before the date of the final examination.

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

Other Conduct

We will start on time and end on time. Cell phones will be turned off, unless you have an emergency you need to track, in which case vibrate (and leaving the room to pick up the call) is appropriate. Texting isn't loud, but it's still rude. If you know that you have to leave class early, let me know and sit near a door so as not to disturb others.

Schedule:

August 23: Introduction

August 28: Habits of Mind

Reading: Calhoun, Chapter 10 (especially on intellectuals)

September 26: 1877

Much about the late-nineteenth century looks enough like our own time to lend a sense of misleading familiarity. We'll highlight some of the ideas discussed on Monday and link forward to some events we'll develop later by examining the election of 1876, the Philadelphia Centennial fair, the death of Crazy Horse, and the Great Upheaval, the national railroad strikes of 1877. The events point to the diversity of the country: a continued civil war – or perhaps more accurately, a soon to be abandoned war on terror in the South; ongoing war with Indians in the West; a disputed election that rested on charges of corruption in a few southern states; labor strife that followed the rails nationwide; and an exhibition that celebrated American progress, material, moral, and scientific. We will work through [election results](#), with particular attention to the dilemma of the Republican party. Could the party build its presence in the South and win the big states in the North? What options were available to combat Southern terrorism?

Reading: [Who Stole the Election?](#)

Calhoun, Chapter 8

August 30: Industrial Expansion

While still lagging behind Great Britain, the world's economic leader, the United States joined the small club of the world's industrial powers in the late nineteenth century. Americans were at once proud, scared, and delighted. Most of the attention was on the expansion of big business. How and why did industries like steel and oil grow? Were there good economic reasons for consolidation? Were the tools of consolidation – pools, trusts, and mergers – the expression of efficiency or corruption or neither or both? How did national markets for goods develop?

Reading: Calhoun, Chapters 2 and 3

September 4: Making Sense of Industrial Expansion

Here we will examine aspects of the contemporary debate about big business. Why did big business seem dangerous? Why might big business – and the fortunes that went along with it – seem beneficial? (Andrew Carnegie thought so.) Was government the problem or the solution – or both? Why, according to Lloyd, did monopolies form? What were the affects? What might be a solution? Did Congress echo Lloyd's critique? Would William Graham Sumner, a Yale sociology professor and son of working-class parents, think that regulation was an answer? Did he think the current arrangements were benefitted the "forgotten man?" We will also sample advertising for new nationally branded products that were an aspect of big business that would have been familiar to many Americans in the period. What was the message? What do we learn about American culture?

[Carnegie, Gospel of Wealth](#)

[Henry Demarest Lloyd, The Story of a Great Monopoly](#)

[1887 House Debate on Industrial Regulation](#)

William Graham Sumner, ["The Forgotten Man"](#)

September 6: The Promise and Peril of the City

With industrial expansion came the rapid growth of cities – both the older port cities along the coast and major rivers and newer ones linked largely by rail. Here, too, there was pride and fear and excitement—pride in the fine new structures, public and private, civil and religious, that remain landmarks today, fear of the urban newcomers, an exciting sense of possibility for those newcomers from rural areas of the U.S. and from abroad, even if they were often crowded together in appalling squalor, and both fear and excitement in the new urban commercial culture. What problems arose with rapid urban growth, and how well did city governments respond? How did the efforts of women reformers address urban problems? How was race connected to leisure? How were urban pastimes linked to the commercial economy?

Reading: Calhoun, Chapters 5, 6, and 9

September 11: The Peril and a Solution?

What did Josiah Strong (his book, Our Country, from which this chapter was taken, was a best seller) see as the problems of cities? What was Strong's understanding

of evolution? We'll also examine one "solution" to the "Perils" – child saving – through a film we'll watch in class. What explained this impulse? Would Strong have approved? On balance, what's your assessment of child saving?

Reading: Josiah Strong, "Perils – the City" (on Carmen)

September 13: Labor Unrest and Organization

If industrial giants sought to mitigate the problem of "ruinous competition," so did industrial workers. What was Terrance Powderly's diagnosis of labor's problems and what was his solution? How did his approach differ from that Samuel Gompers?

Reading: Calhoun, Chapter 3

Terrance Powderly, "[The Army of the Discontented](#)"

September 18: Farmers, the Market, and Politics

Some farmers, especially those who grew staple crops like wheat, cotton, and corn, also tried to limit the impact of the market on their business. What did the Populists share with organized labor? Where did they differ?

Reading: Calhoun, Chapter 13

[Populist Platform, 1892](#)

September 20: Expansion, Agriculture, and the West

The West provides perhaps the most enduring images of late nineteenth century America. That is in part because of Eastern writers and adventurers such as Theodore Roosevelt. What was his conception of the West – its virtues, perhaps in contrast to the East? Expansion and adventure, however, came at the expense of Indians whose land was the target. How does the fate of Indians fit with the concepts that have been our focus?

Reading: Calhoun, Chapter 8

Theodore Roosevelt, "Ranch Life in the Far West," on Carmen

First Quiz

September 25: Immigrant Experiences

Although immigration to the U.S. over the last 20 years or so has numerical outpaced turn-of-the-twentieth century immigration, the percentage of the population born outside of the U.S. was a good deal higher in the late-nineteenth and early-twentieth centuries.

Reading: Calhoun, Chapter 4

September 27: Immigration and Race

While the South had a labor surplus – especially a large African-American workforce employed inefficiently in sharecropper agriculture, much of urban North and West encountered a labor shortage. The regional imbalance did not right

itself. Instead, immigrants, first largely from northern Europe, but increasingly from southern and eastern Europe and Russia, filled the gap. There were persistent calls to limit immigration – you can see hints of that in Strong. They also came from organized labor, at least when it came to the Chinese. What made the Chinese different, according to Powderly? Francis Walker, a pioneering economist, Union Army veteran, and director of the census, makes a case for restriction. In what part was it connected with labor and in what part was his case based on an understanding of the various “races”?

Reading: Calhoun, Chapters 5 and 7

[Chinese Exclusion Act](#)

Terrance Powderly, "[A Menacing Irruption](#)"

Francis A. Walker, “The Restriction of Immigration” (on Carmen)

Bishop Charles B. Galloway, “[The South](#) and the Negro; an address delivered at the seventh annual Conference for education in the South, Birmingham, Ala., April 26th, 1904”

Ida B. Wells, “Lynch Law in All its Phases,” on Carmen

October 2: The Politics of Stalemate

In an older interpretation, late-nineteenth-century politics appeared as a swamp of corruption finally drained by progressive reform. That won't do. A few facts structured late-nineteenth-century politics: a close division between the parties in national elections and in the federal government, regional strongholds that each of the major parties held, with only a handful of competitive states actually in play, and strong party loyalty among voters. Much flowed from these facts: the candidates who ran for office, the kinds of policies the parties championed, the appeals that the parties made in campaigns, and more. Was government, state or federal, able to accomplish much? Why or why not?

Reading: Calhoun, Chapters 11 and 12

October 4: Election Days in the 1880s

We will discuss the process of elections in the 1880s – organization, constituencies, parties, and rules.

Reading: Begin [Plunkett of Tammany Hall](#)

October 9: Machine Politics

Political machines persisted well into the twentieth century, but the late-nineteenth and early-twentieth century was its heyday. How does Plunkitt explain the need for a high level of organization? What good does it provide to the community? Why is the machine – and partisanship – patriotic? Contrast his view of the citizenry, reformers, and of government with that of Jane Addams.

Reading: Riordan, [Plunkitt of Tammany Hall](#)

First Paper Option Due

October 11: 1896 and the Breakdown of Stalemate

There were signs that the fairly stable political patterns were getting unstuck as early as 1888; by 1892 the cracks were wider. We will cover the background, candidates, and issues of the 1896 campaign.

Reading: [Parties, candidates and issues](#) (focus on party platforms)

October 16: 1896 and the Plessey decision

Another event of that year was the Supreme Court's decision in Plessey v. Ferguson. Everyone knows the takeaway phrase: "separate but equal." But we'll dig deeper. On what legal basis did Justice Brown base his opinion? What was the basis of Justin Harlan's famous dissent (Harlan himself was from Kentucky)? Did he have much in the way legal precedent or constitutional law to ground his claims about civil rights? Consider, too, his references to the Chinese.

Reading: [Plessey](#) (focus on the majority opinion and Harlan's dissent)

October 18: Murdering McKinley

Which we will use to pull together much of what we've covered. Focus here especially on Czolgoz's background (and how it links to the history of immigration and labor), and the Reconstruction settlement (here focus on the fair itself, race relations, and political patterns.)

Reading, Rauchway, [Murdering McKinley](#), chapters 1-5

October 23: Towards TR's America

Reading: Rauchway, [Murdering McKinley](#), chapters 6-7

We will continue to sum up, with discussions as well of science and progressivism.

October 25: **Midterm**

October 30: Empire?

With a victory in the "splendid little war" against Spain in Cuba, the political career of Theodore Roosevelt was boosted and the United States acquired an empire. It may not have been to the extent of the British, French, or even Belgian or German holdings, but the United States now controlled territories outside its borders never intended to become states. What was the debate, pro and con? Both the debate and the war in the Philippines (neither splendid nor little) were infused with arguments about the meaning of America, race, and religion. We will pick through these themes, and discuss the war itself.

Reading: Calhoun, Chapter 14

William McKinley, [Benevolent](#) Assimilation

William Graham Sumner, [The Conquest of the United](#)

[States by Spain](#)

[Senator Proctor of Vermont on Cuba](#)

Carl Schurz, "National Honor," [Harper's](#) (on Carmen)

November 1: Progressivism: Business and Politics

Progressivism is a tangled topic in American history. Everyone agrees it's important – it's the turn toward modern American liberalism, if nothing else. The problem is that there's not much agreement on what progressivism was. This is the first of a series of classes that pick through different aspects of progressivism. Richard L. McCormick describes some of the debate, focuses on middle-class outrage at what they now understand to be systematic corruption, and uses this outrage to explain both the targets of reform and the relatively meager results. My essay traces white women's activism in American politics. Focus especially on ideas about citizenship and the interplay between women's reform efforts and changing ideas about politics and citizenship.

Reading: Richard L. McCormick, "The Discovery That Business Corrupts Politics: A Reappraisal of the Origins of Progressivism" *The American Historical Review*, Vol. 86, No. 2. (Apr., 1981), on Carmen

Paula Baker, "The Domestication of Politics: Women and American Political Society, 1780-1920," *American Historical Review*, 1984, on Carmen

November 6: Progressivism: Woman Suffrage and Disfranchisement

On one side, woman suffrage, achieved first in states and then nationally by a constitutional amendment in 1920, vastly opened up the political system by doubling the electorate. Yet, in the early-twentieth century ongoing efforts to disfranchise African Americans achieved their purpose, as new southern state constitutions codified disfranchisement schemes and a new round of violence enforced white rule. Read the below with this question in mind: Were women's suffrage and African American disfranchisement connected?

Reading:

Carl Schurz, [Can the South Solve the Negro Problem?](#)

Dunbar Rowland, "[A Mississippi View of Race Relations in the South](#)

W.E.B. DuBois, "Woman Suffrage" on Carmen

Jane Addams, "Why Women Should Vote," at "[Why Women Should Vote](#)"

Ida B. Wells, "How Enfranchisement Stops Lynching," on Carmen

November 8: Progressivism: Social Control?

Reformers often spoke of efficiency, suggesting that the changes they favored would make society run better, and often of morality, suggesting that their ideas would make people better. Did the people who were the targets of reform agree? How should we interpret reformers' claims?

William Z. Ripley, "Races in the United States" on Carmen

Linda Gordon, "Single Mothers and Child Neglect" on Carmen

Second Quiz

November 13: Democrats, Progressivism, and Machine Politics

Urban politics – and with it, the Democratic party – was changing in the early-twentieth century. A new urban politics that was distinct from but allied with the older machines was coming of age, bringing with it demands on government to do more to meet working-class concerns. What was the content of Big Tim Sullivan’s approach to government? How did reformers and machine politicians work together? How did this differ from Plunkitt’s approach? We will also examine a tragedy – the Triangle Shirtwaist Fire – that brought together reformers and politicians.

Reading: Daniel Czitrom, “Underworlds and Underdogs: Big Tim Sullivan and Metropolitan Politics in New York, 1889-1913,” *Journal of American History*, 1991 (on Carmen)

Second Paper Option Due

November 15: The Election of 1912

Casting a ballot in the election of 1912 meant a vote for change, no matter which ballot a voter chose. If the incumbent, William Howard Taft, was a conservative, it was only by contrast and only because he was backed into that position. What were the differences among the four candidates? Take special note of their views on the Constitution and law, along with labor, big business, women’s rights, the nation and the meaning of “nationalism,” and race relations.

Reading: Brett Flehinger, [The 1912 Election and the Power of Progressivism: A Brief History with Documents](#)

November 20: Sexuality in the Progressive Era

During the early 20th century, there were indications that so-called “Victorian” sensibilities in social life – family, sexuality, and gender roles – were fraying, even as progressives in some ways sought to enforce moral codes. Divorce rates were up. Family size diminished further. We will consider two takes on sexuality in the early 20th century – Peiss on working class women and Chauncey on a gay subculture.

Reading: Kathy Peiss, *Charity Girls and City Pleasures*

George Chauncey, “Christian Brotherhood or Sexual Perversion” both available on Carmen

November 27: Wilson and War

No one in 1912 anticipated how the focus on domestic issues would change in a few short years. Ziegler provides an overview of American reactions to the European war, the gathering pressure to intervene, America’s experience in the war, and the domestic fallout. Why did the US enter the war? How did Wilson explain America’s aims? For many progressives, the war was an opportunity to advance reform.

Reading: Ziegler, Chapters 1-5

[Wilson, War Message](#)

November 29: War and Peace Movements

The U.S. involvement in the Great War split progressives, some of whom saw opportunities for reform on a grand scale and some of whom saw danger. What was the basis of Bourne’s skepticism about many progressive intellectuals’ expectations for the war? Why, for Addams, was pacifism patriotic? What was patriotism?

Reading: [Randolph Borne, War and the Intellectuals](#)

Jane Addams, "Patriotism and Pacifists in War Time," on Carmen

December 4: War and the Aftermath

The war experience for the United States was short but consequential. While Wilson failed to bring the United States into the League of Nations, transformations in governments and societies around the world shaped both U.S. foreign policy and domestic politics. Did the war end progressivism or extend it? How should we understand the explosion of conflict in 1919 and the reaction to it? Historian Fred Siegel assesses the long-term implications of the war on progressivism and liberalism.

Reading: Ziegler, Chapters 6-7

[W.E.B. DuBois on the Chicago riot](#)

Fred Siegal, "1919: Betrayal and the Birth of Modern Liberalism," on

Carmen

Walter Lippmann, "Assuming We Join," The New Republic (on Carmen)

Final: Wednesday, December 12, 8:00PM

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

What is plagiarism?

See http://cstw.osu.edu/writing_center/handouts/research_plagiarism.htm

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MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

FROM: Randolph Roth, Chair, Undergraduate Teaching Committee, Department of History

RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social Diversity in the U.S., and Diversity: International Issues

Assessment Goals and Objectives

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Goals of the courses that fulfill the GE Learning Outcomes:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the

relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.