

## Term Information

Effective Term Autumn 2022  
*Previous Value* Autumn 2017

## Course Change Information

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

Adding Citizenship for a Just and Diverse World new GE

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

The period this course covers was at its center about defining and redefining citizenship, "Americanism," and the place this new economic power would occupy in world politics. We focus on debates about these subjects (who has the right to vote and why; immigration and moves toward the restriction of immigration, first with the Chinese and then later more broadly; whether the new fabulously wealthy exercised outsized power and how to limit that power; and whether the US should take its place among the imperial powers, and then how to exercise power in Cuba, the Philippines, and elsewhere.

### 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)?

n/a

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, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
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, Wooster  
**Previous Value** *Columbus, Lima, Mansfield, Marion, Newark*

## Prerequisites and Exclusions

**Prerequisites/Corequisites** Prereq: English 1110.xx, or permission of instructor.  
**Exclusions**  
**Previous Value** Not open to students with credit for 564.  
**Electronically Enforced** No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code** 54.0102  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors  
General Education course:  
Historical Study; Social Diversity in the United States; Citizenship for a Diverse and Just World  
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; Social Diversity in the United States*  
*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**

- Students recognize how past events are studied and how they influence today's society and the human condition.
- Students construct an integrated perspective on history and the factors that shape human activity.
- Students describe and analyze the origins and nature of contemporary issues.
- Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

**COURSE CHANGE REQUEST**  
3014 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/27/2022

**Content Topic List**

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

**Sought Concurrence**

No

**Attachments**

- History 3014 syllabus newGE.doc: Syllabus  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*
- History 3014 Citizenship theme form.pdf: New GE rationale  
*(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)*
- REVISED History 3014 syllabus newGE.doc: REVISED Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*

**Comments**

- Uploaded a revised syllabus to address requested revisions. *(by Getson, Jennifer L. on 02/24/2022 04:11 PM)*
- Please see Panel feedback email sent 02/21/2022. *(by Hilty, Michael on 02/21/2022 11:01 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	11/29/2021 04:08 PM	Submitted for Approval
Approved	Soland, Birgitte	11/29/2021 09:57 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/01/2022 01:24 PM	College Approval
Revision Requested	Hilty, Michael	02/21/2022 11:01 AM	ASCCAO Approval
Submitted	Getson, Jennifer L.	02/24/2022 04:11 PM	Submitted for Approval
Approved	Soland, Birgitte	02/24/2022 09:44 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/27/2022 04:42 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/27/2022 04:42 PM	ASCCAO Approval

Instructor: Paula Baker  
Office: 5  
Office Hours:  
Contact:

## **History 3014**

### **The Gilded Age and Progressive Era**

This course examines American politics and society from the later years of Reconstruction until the U.S. entry in World War I. From one angle, the nation after the Civil War might have appeared to be as unstable as any modern post-revolutionary nation: one president assassinated, the next impeached, the next the victorious general, another assassination, and then another in 1901; vicious racial violence in the South and labor violence in the North; and political 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. And confidence about progress – economic, political, cultural, and moral – characterized 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.

We will examine this blend 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, social and political movements, economic change, and habits of thought that shaped how Americans responded to change. We will explore two big themes: the working out of the Reconstruction of the South and the varied effects of rapid industrial development. 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. It carried through in arguments about citizenship, what it meant to be an American, and the right to vote. The continuing relevance of Reconstruction issues turned 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. Industrialization 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.

## ***Objectives:***

This course fulfills the general requirements and expected learning outcomes for GE themes:

**GOAL 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

**ELO 1.1:** Engage in critical and logical thinking about the topic or idea of the theme.

Students will examine the trajectory and fallout of the large trends of the period – rapid industrialization and the economic inequality it created; the collapse of Reconstruction and the rise of Jim Crow in the South and segregation in the North; and rapid urbanization and substantial immigration and a series of social, political, and public health problems that attracted reformers. Students will connect these major trends to specific cases in depth in papers, discussions, and writing assignments.

**1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

In this course students will explore in detail in papers and exams core ideas of citizenship – membership in the polity, ideas concerning individual rights versus the prevailing notions of the common good, and economic and racial justice, for example.

**GOAL 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

**ELO 2.1:** Identify, describe, and synthesize approaches or experiences as they apply to the theme.

This course necessarily develops interdisciplinary connections – economics, law, political science, and literature – and invites students to bring those connections to discussion and written work.

**ELO 2.2:** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Students are invited to exercise their creativity in the paper assignment. Some of the topics listed came from previous students. And you are welcome to build your project in a non-traditional format – just talk to me first.

**This course fulfills the specific requirements for the Citizenship for a Just and Diverse World theme:**

**GOAL 1:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**ELO 1.1** Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

During the period this course covers, questions of citizenship – legal, social, and cultural – were in flux and at the center of debate. Through discussions of immigration (and its restriction), the right to vote, economic inequality and labor strife, imperialism, and political reform, we will examine those debates from multiple points of view.

**ELO 1.2** Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Because the US became a world economic power and edged toward becoming an imperial power as well during the period this course covers, we will explore in discussion, reading, and assignments varied understandings of America and Americanism. These issues are present throughout the course, but most pointedly, for example, in the stances of Black Americans on the racialized war in the Philippines and the soaring rhetoric surrounding the US entry into World War I.

**GOAL 2:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

**ELO 2.1** Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

In the course reading, discussions, and written work, students will encounter and critique structures, such as legal racial segregation and immigration restriction, which took shape during this period. We will also examine the views of the critics of these structures, and examine some of the ironies of reform.

**ELO 2.2** Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

We will examine such cultural traditions as Victorianism and examine how they reinforced inequalities (class, race, gender) and created the space to challenge those inequalities on a limited basis. Most of all, we will trace ideas about rights, as the story of making and remaking those ideas is central to this period.

Otherwise:

- ▶ to understand the major movements, trends, and conditions in the United States during the late-nineteenth and early-twentieth centuries and to see how they fit together in building modern America
- ▶ to sharpen your writing and analytical skills
- ▶ to enhance your skills in weighing varying interpretations of historical events
- ▶ to hone your skills in interpreting secondary and primary sources

**Required reading** (available at Barnes and Noble):

Charles Calhoun, ed., The Gilded Age: Perspectives on the Origins of Modern America  
Eric Rauchway, Murdering McKinley: The Making of Theodore Roosevelt's America  
John Milton Cooper, Pivotal Decades: The United States, 1900-1920

Documents are posted and linked on Carmen

**Assignments:**

Class participation: bonus up to ½ grade

Midterm Essay: 20 points

Final Essay: 20 points

Paper: 20 points

Two Quizzes: 5 points each

Four Projects: 5 points each

Discussion Posts: 1 point each (10 total)

**Grading midterm and final essays:**

Essay Grades:

Grade Range	A Range	B Range	C Range	D Range
Thesis/Argument	Thesis is clear and the paper as a whole follows through on the argument. Takes account of contrary evidence.	Thesis is clear, but the paper could have dealt more effectively with contrary evidence and/or the link between evidence and argument.	Thesis may be clear, but the paper's evidence is not always connected to the argument. The argument is weak at points.	Thesis is poorly stated and the argument is weak in dealing with the existing scholarship and/or the evidence. Argument is not sustained throughout the paper and has clear weaknesses.
Evaluation of Historical Arguments	Excellent grasp of the strengths and weaknesses of authors'	Good grasp of the strengths and weaknesses of the authors'	General understanding of the authors' points and evidence, but	Does not demonstrate a good grasp of the authors' arguments

	arguments; marshals those arguments and evidence in creating an original point.	points, but misses opportunities to use those arguments and evidence effectively.	misses key points and/or does not use them effectively.	and/or information, misses key points.
Coverage	Locates relevant documents (document papers) and places them in context effectively. Class essays demonstrate command of the material.	Documents are solid but the context might be more effectively connected. Class essays might be missing points of analysis or information.	Documents are relevant but context is missing or superficial. Class essays are missing key information and/or points of analysis.	Documents may be not directly relevant and context is missing or mistaken. Class essays show only a weak grasp of the material.

The papers will follow the grading guidelines above. They will be 7-9 pages, and will require you to use primary sources to answer questions. Paper questions and further guidance can be found on Carmen. You can instead design your own project following your own interests – some of the topics listed came out of students’ projects. Talk to me about your ideas.

The quizzes are multiple choice draw on the reading. Consider the introductory paragraph for each week on Carmen to be your study guide.

The projects are 2-3 page essays that will draw on the reading and discussion covered in that week. They are sprinkled through the semester – there are more than 4 of these so you have choices. The topics involve historical problems that don’t have easy answers. I’ll be looking for your interpretations.

The Carmen discussion posts (indicated on Carmen and in the syllabus) are due by two days after the question is posted.

**Grading Scale:**

We’ll use the OSU scheme:

- 93-100: A
- 90-92.9: A-
- 87-89.9: B+
- 83-86.9: B

77-79.9: C+  
73-76.9: C  
70-72.9: C-  
67-69.9: D+  
60-66.9: D  
Below 60: E

**Attendance and participation:** Class periods combine lecture and discussion. I will be asking questions and inviting participation. Active participation in discussion – both in-person and online -- earns the full bonus.

**Organization:** I will post the in-class PowerPoint to Carmen. I will get grades back to you at least a week later – but probably sooner.

**Late Work:** All students are responsible for knowing and adhering to the deadlines for course assignments. Late work will be penalized five points per day. The only exception to this will be when you have explicit, advanced permission. If you anticipate a problem in completing or submitting your work on time, contact me in a timely manner.

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 Policies**

This syllabus is subject to revision as the semester proceeds. **Announcements will be made in class or via OSU email accounts and on Carmen announcements. Students are responsible for being aware of any changes. I know it's old fashioned, but check your osu email!**

If you have any questions about the content or conduct of the course, please do not hesitate to contact me.

When we meet in person turn off mobile devices unless you have an emergency you need to track. Texting and surfing is distracting to you, to me, and to those sitting near you. If you know that you have to leave class early, let me know and sit near a door so as not to disturb others.

### ***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/csc/>

What is plagiarism?

See [http://cstw.osu.edu/writing\\_center/handouts/research\\_plagiarism.htm](http://cstw.osu.edu/writing_center/handouts/research_plagiarism.htm)

### *Disability Services*

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.**

Self-advocacy is a critical life skill and it is important that you reach out to SLDS and me to ensure your own success.

### *Mental Health Statement*

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline at 614-221-5445 / 1-800-273-8255; or text 4hope to 741741, or visit [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### *Sexual Misconduct/relationship Violence:*

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 (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

### ***Diversity:***

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### ***Schedule:***

#### **Week 1: Introduction and Reconstruction**

Reading:

[Who Stole the Election?](#)

Nicolas Barreyre , “The Politics of Economic Crises: The Panic of 1873, the End of Reconstruction, and the Realignment of American Politics,” The Journal of the Gilded Age and Progressive Era (Oct. 2011), on Carmen.

**Discussion**

#### **Week 2: Industrial Expansion, Takeoff – and Unease**

Reading:

Background: Calhoun, Chapters 1 and 2

Debate: Lloyd, The Story of a Great Monopoly, on Carmen

Henry George, The Central Truth, from [Progress and Poverty](#)

Greg Ip, “The Antitrust Case against Facebook, Google, and Amazon,”

Wall Street Journal, January 18, 2018, on Carmen

Phil Gramm and Jerry Ellig, ““Big Bad Trusts’ are a Progressive Myth,”

Wall Street Journal, Oct. 2, 2019, on Carmen.

**Discussion**

### **Week 3: Cultural Authority**

Reading:

Daniel Walker Howe, "American Victorianism as a Culture," pp. 521-532, on Carmen

Calhoun, Chapter 6

Film: Orphan Trains: <https://proxy.lib.ohio-state.edu/login?URL=https://fod.infobase.com/PortalPlaylists.aspx?wID=97401&xtid=44104>

#### **Project**

### **Week 4: Immigration, Race, and Americanism**

Reading: Calhoun, Chapters 4, 7 and 8

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

#### **Project**

### **Week 5: Labor Unrest and Critiques of Industrial Capital      First Quiz**

Reading: Calhoun, Chapters 3 and 13

Terrance Powderly, "The Organization of Labor" North American Review (1882 ) on Carmen

[1892 Populist platform](#)

#### **Discussion**

### **Week 6: Politics Stuck and Unstuck**

Reading: Calhoun, Chapters 11 and 12

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

#### **Discussion**

### **Week 7: 1896 and the Plessy Decision**

Reading: [Plessy](#)

#### **Project**

### **Week 8: Empire**

Reading:

Calhoun, Chapter 14

Platform of the Anti-Imperialist League on Carmen

Hon. Benjamin R. Tillman, "Address to the U.S. Senate," February 7, 1899, on Carmen

Hon. Redfield Proctor, [Speech, March 17, 1898](#)

**Begin Murdering McKinley**

### **Week 9: Recap and Midterm**

Reading: Rauchway, Murdering McKinley

### **Week 10: Progressive Reform: Roosevelt and Alternatives**

Reading: Background: Cooper, pp. 31-109

Martin Vilas, [Water and power for San Francisco from Hetch-Hetchy Valley in Yosemite national park](#)

John Muir, [Let everyone help to save the famous Hetch-Hetchy Valley and stop the commercial destruction which threatens our national parks](#) pp. 1-14

#### **Project**

### **Week 11: Strands of Progressivism Second Quiz**

Reading:

Cooper, pp. 109-132, 145-157.

Margaret Sanger, [Morality of Birth Control](#)

Charles Davenport, [Heredity in Relation to Eugenics](#),

Chapter 1 (on Carmen)

Jane Addams, [Democracy and Social Ethics](#), excerpts, Chapter

VII, on Carmen

Walter Rauschenbusch, excerpt from [Christianity and the Social](#)

[Crisis](#), on Carmen

John Dewey, excerpt from [The School and Society](#), on Carmen

#### **Discussion**

### **Week 12 Culture and Markets**

Reading:

Donna R. Gabaccia, Chapter 4, "Crossing the Boundaries of Taste, from [We Are What We Eat: Ethnic Food and the Making of America](#) (Harvard U Press, 1998), on Carmen

### **Week 13: 1912 and Wilson**

Reading:

Cooper, Chapter 6 and Chapter 7, pp. 262-278.

Resources: [http://www.lo](http://www.loc.gov/rr/program/bib/elections/election1912.html)

[c.gov/rr/program/bib/elections/election1912.html](http://www.loc.gov/rr/program/bib/elections/election1912.html)

#### **Project**

### **Week 14: Progressivism Going to War Paper Due**

Reading:

Cooper, Chapters 8-10  
John Dewey, “The Social Possibilities of War,” on Carmen

### **Week 15: Aftermaths**

Reading:

Cooper, Chapters 11-12

Helen Zoe Velt, Chapter 7 from Modern Food, Moral Food: Self-Control, Science, and the Rise of Modern American Eating in the Early 20<sup>th</sup> Century (University of North Carolina Press, 2013)

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

### **Final Exam**

Paper Topics: History 3014

You have a number of choices for the ONE paper you will write for this class. This is a 7-9 page paper, double spaced. You’ll find further guidance at the end of this document.

1. Media narratives can be stubborn things once they take hold. The idea that Charles Guiteau was a “disappointed office seeker” driven to kill President Garfield by the spoils system has remained conventional wisdom, repeated in textbooks and most discussions of civil service reform. Guiteau himself disagreed. How did he describe his motive? How and when did the connection between the gunman and reform appear? Why? This paper requires using historical newspapers available on the library website and searching on, for example, “Guiteau” and “spoils.” Newspapers: <https://library.ohio-state.edu/record=b7708823> or <https://chroniclingamerica.loc.gov/>
2. The Woman’s Christian Temperance Union was the single largest women’s organization of the 19<sup>th</sup> century. Under the leadership of Frances Willard and her “Do-Everything” policy, local chapters grew and took on projects that sometimes had only faint ties to the demon rum. Two issues the WCTU encountered were racial segregation and the lynching of African Americans. Why did African-American women, especially in the South, join the WCTU? Were they welcomed? What were the views of Willard, the daughter of abolitionists, on segregation? On lynching? To write this paper, you’ll need to go to the Women and Social Movements, available through research databases on the OSU library main page. ([link](#)) Go to projects tab and find “Why Did African American Women Join the Woman’s Christian Temperance Union.” Focus on the lynching controversy section, documents 25-38, and documents 9 and 12.
3. The African American vote in the deep South began to drop as white Democratic Redeemer governments took control. In South Carolina, for example, the Republican vote (an imperfect stand-in for the black vote in that state) went from 76% in 1872 to maybe 50% in 1876 (the election dispute makes any count suspect) to 34% in 1880. Northerners relied on newspapers to learn about the fate of the party and African

American's right to vote. Put yourself in the shoes of a northern Republican in 1880 who was following the election. Follow newspaper coverage of the 1880 election (August through November), using the New York Times and/or the Chicago Tribune. Were southern frauds highlighted? Or was it time to move on to other issues? Were the North and South reunited? <https://library.ohio-state.edu/record=b7708823> (Or for a variation on the theme, take a look at the Atlanta Journal Constitution)

4. Grand balls were a staple of upper class social life in the late 19<sup>th</sup> century. They illustrated the pecking order in high society, making it clear who belonged and who was banished, no matter the wealth. They also received substantial press coverage, as reporters described the costumes, the turnout, and the menus. One such event went down in infamy. Cornelia Bradley-Martin staged a ball in the winter of 1897, as the nation was just emerging from a deep economic depression. Search the press coverage of the time. How extensive was the coverage? Making sure to have at least 9 distinct stories, analyze the coverage. Why was this ball controversial? What does it tell us about a shift in thinking about the relations between classes? Go here: <https://library.ohio-state.edu/record=b7708823> or <https://chroniclingamerica.loc.gov/>

5. Science and ideas about race and heredity produced a new concern about child welfare in the Progressive era. Here the states took the lead in refashioning child welfare policies. Examine the documents covering 1912-1918 for Vermont found at <http://www.uvm.edu/~eugenics/vtsurvey.html> What were the reformers' concerns and proposed solutions? How did they connect poverty and the impact of the "feeble minded" and the "defective" on society? Did the children have rights? (Consider the sterilization bill and the veto and discussion, and on poverty, the Sprague, Flint, Van Patten, and Gifford, Russell, and Sears and Russell documents.)

For poverty: <http://www.uvm.edu/%7Eeugenics/rootsf.html>

For legislation: <http://www.uvm.edu/%7Eeugenics/sterilizationf.html>

6. In *Lochner v. New York*, the majority decided that New York's law limiting the hours of bakery workers violated workers' freedom of contract. Yet, reformers persisted in working with legislatures to pass new laws regulating the workplace. One case, concerning women workers, that passed Constitutional muster, was *Muller v. Oregon* (1908). What was Louis Brandeis' (and Josephine Goldmark's) argument? (<http://louisville.edu/law/library/special-collections/the-louis-d.-brandeis-collection/the-brandeis-brief-in-its-entirety> ) Focus on 1-10, 18-27, 57-64, and 104-113 in the pdf version.. Why, for the Court, was this case different from *Lochner*? (<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=208&invol=412>) and/or Paul Kens, *Lochner v. New York: Economic Regulation on Trial*. Was *Muller* a victory for women workers?

7. 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 Black men 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? Was there a Progressive argument for women's suffrage? For Black disfranchisement?

Carl Schurz, Can the South Solve the Negro Problem?

<https://tile.loc.gov/storage-services/service/rbc/rbaapc/25600/25600.pdf>

Dunbar Rowland, "A Mississippi View of Race Relations in the South,"

<https://tile.loc.gov/storage-services/service/rbc/rbaapc/24900/24900.pdf>

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

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

<https://www.lib.uchicago.edu/ead/pdf/ibwells-0008-008-05.pdf>

8. Women gained the right to vote by an amendment to the Constitution in 1919. In the process of expanding the suffrage from the early 19<sup>th</sup> century forward (to male non-property owners and taxpayers, to African Americans, to 18-year olds), women stand out as the only group that organized AGAINST the extension of the franchise. Why?

Consider this collection from Massachusetts:

<http://www.gutenberg.org/files/35689/35689-h/35689-h.htm>

Why did they oppose the right to vote for themselves and for other women? Did opposition to women's suffrage mean opposition to reform? What did they see as the bad consequences of women having the right to vote?

9. The late 19<sup>th</sup> and early 20<sup>th</sup> century, the modern industrial, processed food industry took shape, made possible by rapid transportation and communication that eased national distribution and advertising for uniform, factory-produced items. Pick a company (Heinz, Quaker, Swift, Kellogg, Armour, Smuckers...) or a product (Hellman's mayo, Velveeta, cold cream, corn flakes or another cold cereal, Crisco...). Was the product new or something once made at home? What pitches promoted the product? How does the product or firm illustrate economic and social trends in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries? If you want to work on this topic, let me know: I'll point you toward sources.

10. The influenza pandemic of 1918-1919 killed more people (around the world) than the war itself. It also emerged at a point when progressives were flush with confidence about the ability of government and public health measures to solve problems. And it emerged as literacy was widespread and mass media was everywhere. Read background and the Nancy Tomes article. Then fill in the coverage provided by the [Columbus Dispatch](#). Is there evidence of panic? Or a public weary of restrictions? Does the newspaper seem to have a self-conscious role? (You can keep today's social media in the back of your mind or in the paper itself as a comparison.)

Background: <http://virus.stanford.edu/uda/>

Searchable Columbus Dispatch: <https://library-ohio-state-edu.proxy.lib.ohio-state.edu/search~S7?/tThe+Columbus+dispatch/tcolumbus+dispatch/1%2C8%2C31%2C/B/frameset&FF=tcolumbus+dispatch+columbus+ohio+online&1%2C1%2C>

Article: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2862334/>

A few notes on papers:

1. Use Carmen assignments to hand in your papers. I'll return them in hardcopy, because I read hardcopy more efficiently than I do electronic copies.
2. Excellent papers will make a clear argument. Think through the questions posed, and use your introduction – and your title – to announce your argument.
3. A clear argument isn't necessarily a simple one. History, like life, is full of complexities. If there is evidence that doesn't fit your argument, acknowledge it, and either fold it into your argument or simply note that there is evidence that doesn't fit.
4. Quote from sources, but also explicitly show how those quotes relate to your argument. That's what topic sentences do.
5. Cite – using Chicago or MLA – sources you quote and sources from which you drew ideas or information.
6. The questions point to material enough to write the papers. Please do use the books and other material we've used in class. You don't need to go outside of these sources. If you do, again, cite. I'd hate to have to go through COAM.
7. Proofread for grammar, typos, and wrong words. Don't pad. If you run under the page length, that's fine: better than a giant font or triple spacing or material that wanders in despite not being relevant.
8. Papers are due on the date the syllabus indicates. I'll dock late papers 5% per day unless you've made prior arrangements.

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

**GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.**

**ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.**

**ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)