

Term Information

Effective Term Summer 2023
Previous Value Autumn 2022

Course Change Information

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

DL Approval

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

We teach this course online regularly.

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? Yes
Is any section of the course offered 100% at a distance
Previous Value No
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

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Previous Value

Prereq: English 1110.xx, or permission of instructor.

Exclusions

Electronically Enforced

Yes

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

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.

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 DL Syllabus (Wood) (JLG 1.21.2023) V2.docx: Syllabus DL
(Syllabus. Owner: Getson, Jennifer L.)
- History 3014 P Syllabus (Baker).doc: Syllabus P
(Syllabus. Owner: Getson, Jennifer L.)
- HISTORY 3014 Cover sheet.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

- Uploaded DL Syllabus, P syllabus and cover sheet approved by ODE. The syllabus has included all the recommendations by ODE. *(by Getson, Jennifer L. on 01/31/2023 04:30 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	01/31/2023 04:30 PM	Submitted for Approval
Approved	Soland, Birgitte	01/31/2023 07:12 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/02/2023 05:01 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/02/2023 05:01 PM	ASCCAO Approval



SYLLABUS

HISTORY/3014

Gilded Age to the Progressive Era

Autumn 2022 (full term)

3 credit hours

Online, Asynchronous

COURSE OVERVIEW

Instructor

Instructor: Dr. Josh Wood

Email address: wood.763@osu.edu (preferred contact method)

Phone number:

Office hours: Friday 11:00 am -1:00 pm. Online (Link posted to Carmen)

Prerequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Course description

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.

General education goals and expected learning outcomes

This course fulfills the new GE Theme of **Citizenship for a Diverse and Just World** OR the legacy GE categories **Historical Studies** and **Diversity: Social Diversity in the United States**.

GE Theme: Citizenship for a Diverse and Just World

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.
3. 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.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.

- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. 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.

This course will fulfill the new GE Theme: Citizenship in the following ways:

This course requires students to encounter a variety of perspectives, from personal reflections of primary sources to scholarly research, as they investigate what it was like to live in the United State from 1877 to 1920. Students are tasked to creatively, but rigorously, demonstrate their knowledge of what citizenship entailed for this period of times. This includes, but is not limited to demonstrating knowledge of the ways in which race, religion, politics, gender, and class played key roles in determining the extent Americans were included in the body politic following Reconstruction through World War 1. Through academic research, group discussion, and individual reflection, students will develop answers to the question: What did it mean to be a citizen of the United States? They will think about the limits of citizenship and lengths to which people went to obtain citizenship rights. This course encourages students to reflect about course material in their daily lives to draw connections to their own lived experiences.

GE Foundations: Historical and Cultural Studies

Successful students will meet the goals for either Historical Studies or Cultural Studies course. Historical Studies goals and ELOs are listed below.

Historical Studies Goal:

Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Historical Studies Expected Learning Outcomes (ELOs):

Successful students are able to ...

1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.
4. Evaluate social and ethical implications in historical studies.

This course will fulfill the new GE category Foundations: HCS in the following ways:

This class encourages students to construct integrated perspectives on history by analyzing the origins of contemporary issues as they were encountered by Americans between 1877 and 1920. Students will write and speak critically about historical sources through their group discussions, the construction of a final group project, and the writing of an individual paper.

General Education (GE)

This course fulfills the Legacy GE category of **Diversity: Social Diversity in the United States**.

Legacy GE: Diversity: Social Diversity in the United States**Goal:**

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 (ELOs):

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.

This course will fulfill the Legacy GE: Diversity: Social Diversity in the United States in the following ways:

Over the course of the semester, students will encounter the pluralistic nature of institutions, society, and culture in the United States. As shown by the course outline below, each of these topics will be covered by lecture materials and assigned readings posted on Carmen. Students will use these resources as part of their group discussions, group project, and weekly quizzes.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. Weekly modules include recorded lectures, readings, and discussion posts.

Pace of online activities: This course is divided into **weekly modules** that are released every Monday morning at 8:00am Columbus time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

In a typical week, students should expect the following:

- * Students will watch the equivalent of in-class hours in lecture material (between 2.5 and 3 hours)
- * Students will complete assigned reading that will take between 2 and 3 hours to complete
- * Students will complete two quizzes to check for mastery of the course material for one covering Lecture Videos and the other covering assigned Reading. (1-1.5 hours)

- * Students will participate in group discussions over assigned materials (1-1.5 hours)
- * Students will contribute to the creation of a semester-long group project (1-1.5 hours)

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: AT LEAST ONCE PER WEEK**
As part of your participation, each week you can expect to post at least once as part of your discussion group and work towards your final group project.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

- Charles Calhoun, ed., *The Gilded Age: Perspectives on the Origins of Modern America*
- John Milton Cooper, *Pivotal Decades: The United States, 1900-1920*
- All other readings will be available on the Carmen page.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Lecture Quizzes	15
Reading Quizzes	15
Individual Paper	15
Group Project	15
Discussion Posts	15
Midterm Exam	10
Final Exam	15
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Module Lecture Video Quizzes

Description: For each module you will take quizzes to check your understanding of the content covered in the assigned lecture videos. The lecture quizzes will open Wednesday at 5 pm and close each Sunday at 11:59 pm. Students will have one attempt to complete each quiz once started and will be limited to 20 minutes for each quiz.

Academic integrity and collaboration: You may not collaborate or discuss quiz answers, but the quizzes are “open-book/open-note,” so feel free to refer to your notes, readings, and Zoom recordings to complete each quiz. All answers must be your own work.

Module Reading Quizzes

Description: For each module you will take quizzes to check your understanding of the content covered in the assigned reading material. Reading exams will open each Friday at 5 pm and close each Wednesday at 11:59 pm. Students will have one attempt to complete each quiz once started and will be limited to 20 minutes for each quiz.

Academic integrity and collaboration: You may not collaborate or discuss quiz answers, but the quizzes are “open-book/open-note,” so feel free to refer to your notes, readings, and Zoom recordings to complete each quiz. All answers must be your own work.

Individual Paper

Description: An important aspect of historical study is bringing a wide range of material together to make an argument. For this assignment you will write a 5-7 page paper over a topic you choose from the following list: The Rise of Business, Race and Sports in American Culture, Morality and Prohibition, Women in Politics, and the United States Goes to War.

All these topics have elements that speak to us as modern Americans. It's all about providing options and hopefully allowing you to find a topic that you will enjoy learning more about. It also requires you to look at the ways the three items work together to tell the history of our class's time period. You must analyze the three assigned works--not just retell their stories--to build a good paper.

If you are interested in:

Race and the role of sports, choose Topic #1. The book explores the ways in which American society analyzed Black bodies and culture when boxing was the undisputed king of sport. The documentary will provide more background information on the societal changes taking place at the time, while the podcast focuses on the 1921 Tulsa Race Massacre.

Technological innovation and the rise of business, choose Topic #2. The book is a wonderful exploration of the expansion of telephone networks in the United States and Canada. What would you do if your community was ignored by big telecom businesses and denying you access to cutting-edge technology? This book tells the story of midwestern towns who took matters into their own hands to provide what businesses wouldn't. The documentary focuses on one of the leading inventors of his time--Thomas Edison--and how he commercialized the search for innovation.

Censorship and the restriction of action, choose Topic #3. What is obscenity? Who gets to decide what speech is offensive or what another person should be allowed to drink? This book looks at Anthony's Comstock's attempts to ban pornographic and sexually suggestive materials. (Warning: this book contains nudity). The documentary and podcast both discuss Prohibition--where alcohol consumption was largely made illegal, and the social forces that sought to reform society through restrictive measures.

Women's rights and political power, choose Topic #4. This book narrates the remarkable story of the first person to picket the White House, the first to attempt a national political boycott, the first to burn the president in effigy, and the first to lead a successful campaign of nonviolence. The documentary provides wider commentary on the suffrage movement, and the podcast talks about the power of women to bring down a powerful politician. This podcast compares the movement against "The Colonel" with the #MeToo movement.

War and the transformation of America into a military power, choose Topic #5. Did you assume that the United States has always been a military power? Did you know that at the outbreak of WWI that countries like Serbia had more powerful armed forces? This book provides a comprehensive examination of America's internal political climate and its changing international role during the seminal period of 1914–1917. The documentary and podcast dive even deeper into the political and cultural struggles facing the United States before, during, and after World War I.

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the Chicago Manual of Style or MLA to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.

Discussion Posts

Description:

You will be divided up into discussion groups that correspond with your group project. Within this group, you will be assigned a discussion prompt that asks you to write a paragraph or two with citations from the PowerPoint lectures, readings, or other course materials, in which you respond to a question. After you have finished you will then respond in a couple sentences to **one** of your classmates' posts in order to earn full credit. Try to actually engage your classmates (respectfully please), rather than simply agreeing or disagreeing. These discussions will help streamline the process of drafting your final project, as well as take the place of in-class discussion.

Description Your written assignments, including discussion posts, should be your own original work. You may ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Group Project

The Group Project is your opportunity to flex your creative muscles and build a compelling artifact that utilizes strengths from each group member. Some of you may be strong writers, while others are creative designers, or maybe more technically minded. Use those strengths to build a page you are proud of and that excites you individually.

Your final project will be based on the weekly discussions you've had as a group to build a web page that teaches future users key lessons about the time period covered by our class. Working together, you will design the page in Adobe Express, and apply lessons you found most important for our time period. You will be asked to discuss culture, politics, society, technology, and any other points of interest in building this learning aide.

Academic integrity and collaboration: It is up to your group to decide how you want to organize and divide up your work together this semester, but make sure everyone is participating and the workload is fairly divided. If you run into any issues, let me know. Every member of your group that contributes work towards an assignment should make sure their name appears on the assignment submission, or they will not receive credit. All work must be the intellectual labor of your own group, and you must include page numbers and quotation marks for any exact wording from the reading used in your summary.

Midterm Exam

Description: The Midterm Exam is designed to test your understanding of the first half of our class together. Here you will see questions covering the lecture videos and assigned readings. The exam will be in a take-home essay format, and will be between 3-5 pages.

Academic integrity and collaboration: Your exam essays should be your own original work. The exams are open-book, open-note, so you are welcome to consult any course materials, but you are not permitted to discuss the exam with your classmates.. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted exam.

Final Exam

Description: The Final Exam is designed to test your understanding of the second half of our class together. Here you will see questions covering the lecture videos and assigned readings. The exam will be in a take-home essay format, and will be between 3-5 pages.

Academic integrity and collaboration: Your exam essays should be your own original work. The exams are open-book, open-note, so you are welcome to consult any course materials, but you are not permitted to discuss the exam with your classmates. The exams will be timed, so it is recommended to study and prepare your notes for the exam so you can complete the exam in time. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted exam.

Late assignments

Please refer to Carmen for due dates. Late assignments will be assessed a penalty of 10% per day until submission. Note: Quizzes remain open beyond their due dates for late submission. You do not need to ask for permission to submit an assignment late.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **48 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on 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 (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

Commitment to a diverse and inclusive learning environment

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.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

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 or calling [614-292-5766](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
 - Streaming audio and video
 - CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
 - Collaborative course tools
 - Adobe Express
1. For a helpful video tutorial on using Adobe Express (<https://ascode.osu.edu/resources/student-video-resource-tutorials>)

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates as well as additional reading and video content.

Week	Dates	Topics & Readings	Assignments, Deadlines (due by Sunday, 11:59pm)
1	Aug 23-28	Introduction Discussion Groups are Assigned	Discussion Post
2	Aug 29 – Sept 4	The Rise of Capital Calhoun, Chapter 1	Lecture Quiz Reading Quiz Discussion Post
3	Sept 6 - 11	Industrialization Calhoun, Chapter 5	Lecture Quiz Reading Quiz Discussion Post

Week	Dates	Topics & Readings	Assignments, Deadlines (due by Sunday, 11:59pm)
4	Sept 12 - 18	The Rise of Organized Labor Calhoun, Chapter 3	Lecture Quiz Reading Quiz Discussion Post
5	Sept 19-25	Fordism and the American Consumer Calhoun, Chapter 2	Lecture Quiz Reading Quiz Discussion Post
6	Sept 26-Oct 2	Politics and Reform Calhoun, Chapters 11-12 Cooper, Chapters 2-3	Lecture Quiz Reading Quiz Discussion Post
7	Oct 3-9 (Fall Break)	No new content this week. Use this time to do your midterm and then enjoy your fall break.	MIDTERM DUE
8	Oct 10-16	The West Calhoun, Chapter 8	Lecture Quiz Reading Quiz Discussion Post
9	Oct 17-23	American Empire Calhoun, Chapter 14 Cooper, Chapters 4-5	Lecture Quiz Reading Quiz Discussion Post
10	Oct 24-30	Immigration Calhoun, Chapter 4	Lecture Quiz Reading Quiz Discussion Post
11	Oct 31-Nov 6	African American Rights Calhoun, Chapters 7 & 9	Lecture Quiz Reading Quiz Individual Paper Due
12	Nov 7-13	The Western Hemisphere Cooper, Chapter 6	Lecture Quiz Reading Quiz Discussion Post
13	Nov 14-20	World War 1 Cooper, Chapters 8-10	Lecture Quiz Reading Quiz Discussion Post
14	Nov 14-20	End of An Era No readings this week	GROUP PROJECT DUE

Week	Dates	Topics & Readings	Assignments, Deadlines (due by Sunday, 11:59pm)
	Monday, December 12		FINAL EXAM DUE 11:59PM ON MONDAY, DECEMBER 12

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

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th 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 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.

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

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 20th 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 19th 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 19th 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 19th 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 19th and early 20th 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 19th and early 20th 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.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

I have completed and signed off on the preliminary distance learning review for the **History 3014 Gilded Age to the Progressive Era** proposal (see signed Cover Sheet attached). This syllabus includes all required syllabus elements and provides an overview of the course expectations.

I have a few *recommendations* that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

- The syllabus does not have the course prefix and name at the top. I think this was just an error.
- I recommend adding more information about the administration of the reading and lecture quizzes, especially since this is an asynchronous course. When will these quizzes open and close each week? Will there be a timer for the quizzes when students begin? Generally, the more consistent these are on a week-to-week basis, the more likely students will get into the rhythm. For example, something like this would be helpful:
Reading exams will open each Friday at 5 pm and close each Wednesday at 11:59 pm. The Lecture Exams will open Wednesday at 5 pm and close each Sunday at 11:59 pm. Students will have one attempt to complete each quiz once started and will be limited to 20 minutes for each quiz.
- The instructor delineated the estimated workload in the Cover Sheet. I recommend adding some of this to the “How This Online Course Works” section of the syllabus to provide students a better idea of the weekly rhythm of the course.
- I noticed the group project involves the use of Adobe Express. I wanted to point out that our instructional designers recently created a student tutorial video for this tool that can be included in the course, if this is helpful. You can view this and request an embed code to put in your Carmen course here: <https://ascode.osu.edu/resources/student-video-resource-tutorials>.
- I can see the value of requiring discussion posts for facilitating collaboration on the project, but the relative value of the discussion posts is ambiguous. I recommend disaggregating these 2 assignments or providing more details about the relationship between the discussion posts and the group project.
- Under the description of the group project is the line, “How you collaborate with your Group is an important part of your class participation grade.” However, there is no points allocated to participation in graded assignment chart. If you wish to include participation as a graded component, this should be listed explicitly and expectations full described in the syllabus.
- I am confused about the mid-term and final exam. The use of Turn-it-in suggests an essay response but this seems incompatible with a timed exam. One can have a set time between sending out instructions and due date, but I am not sure how an essay exam, in an asynchronous course, can be timed in the way something like a Carmen quiz can be. I recommend revising for clarity.