

San Francisco State University: Spring 2007
History 426: History of the United States, 1877-1916
Mondays: 7 pm to 9.45 pm

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Course Description

This course will explore the transition of the United States from a nation that was largely agricultural, rural, and relatively ethnically homogenous to one that was industrial, urban, and ethnically diverse. The first part of the course (weeks 1 to 7) will examine the various forces of change (industrialization, urbanization, and immigration) and at the ways that people responded including analysis by class, ethnicity (including race), and gender. The second part of the course (weeks 9-13) will examine the impact of social and economic change on the political system. The last part of the class (weeks 14 and 15) will examine the cultural dimensions of the United States during this period, especially the tensions evident within American nationalism.

Class Schedule

Classes will be in lecture format (see lecture titles for each class meeting below) but there is always room for discussion in the class based on the assigned readings. Students are responsible for all class sessions, films, and announcements. Regular attendance is essential and there is an attendance requirement that students need to meet. Students also must complete all course requirements and pass the final examination to receive a passing grade for the course.

Required Books

The following titles are available for purchase at the SFSU Bookstore:

- Beisner, Robert. *From the Old Diplomacy to the New, 1865-1900*. Second Edition. Arlington Heights: Harlan Davidson, 1986.
- Calhoun, Charles W, ed. *The Gilded Age: Essays on the Origins of Modern America*. Wilmington: Scholarly Resources, 1996.
- Chambers, John W. *The Tyranny of Change: America in the Progressive Era, 1890-1920*. Second Edition. New York: St. Martin's Press, 1992.
- Cherny, Robert W. *American Politics in the Gilded Age*. Wheeling: Harlan Davidson, 1997.
- Fink, Leon, ed. *Major Problems in the Gilded Age and Progressive Era*. Lexington: D.C. Heath, 1993.

Copies of these texts will be made available in the reserve reading room of the library. Please see the lecture schedule in this syllabus for details concerning weekly reading requirements and also note that additional readings have been assigned for each week.

Class Goals

This class is an upper-level course in American history and does assume some prior knowledge of this period. It is a class that students may take at different stages in their degree program however, so please note the different assessment criteria for undergraduate and graduate students. History graduate students have additional weekly readings and a more substantial term paper. With the consent of the instructor, advanced undergraduate history majors who have completed History 300 and other graduate students may choose to complete this longer paper.

Grading Breakdown:

Two book reviews (10% each) and primary source essay (15%)	35%
OR 15-page term paper	
Mid-term examination	25%
Final examination	30%
Class participation	10%
Total	100%

Student Requirements

1. Attendance Policy

Students are responsible for all regularly scheduled classroom assignments, lectures, and discussion. Attendance is essential for a satisfactory grade as exam material is based predominantly on lecture material. Each student has two grace absences for which there will be no penalty. Important: Additional absences will lower your grade by one level. If you have 3 absences, I will lower your final grade one level (B to B-); if you miss 4 classes, I will lower your grade by two levels (B to C+) and so on. I will accept written proof for legitimate reasons and if you have special circumstances, please meet with me to discuss them.

In addition to being a factor in your grade, please note that attendance in class is more than merely occupying a seat. It also means that students adhere to the policy that classrooms are environments of civility, understanding, and mutual respect. To that end, please ensure that you 1) are punctual 2) do not complete work for other classes during lectures and discussion periods 3) have completed the assigned readings 4) are prepared to participate with the discussion and 5) have turned off phones and pagers before class commences.

2. Papers

Students are required to submit either three short papers or one longer paper. The first option is for undergraduates, the second for graduate students. Advanced undergraduate history majors may elect to complete one longer paper but you have to gain my approval first.

Undergraduate Assessment: Two Book Reviews and One Primary Source Essay

Book Reviews. First review due, March 5, in class (10%). Second review due, April 2, in class (10%).

Select your books from the book review list accessible through the Blackboard site for this class. This list is divided into two sections—the first is the booklist from which you will select your first book review and the second list provides titles for the second book review. If you find a book not on the list that you wish to review, bring it to me and let me look it over. I must approve any book not on the list. I do not expect you to buy the book that you review. Some of these books on the lists are likely to be out of print and therefore unavailable in bookstores, but all should be available in our library or other libraries. On the Blackboard site, you will also find a document outlining the specific information that you are required to cover in your review.

When submitted, these book reviews should be about 800-1000 words or 5 double-spaced pages with margins of one inch on all sides. For the book under reviews, page numbers that you reference can be placed in parentheses following the quotation. If you quote any other material, use the proper form for citing the work. This title—Kate Turabian, *A manual for writers of term papers, theses, and dissertations*—is the source to consult regarding the proper form for footnotes or citations. The Blackboard site also has more information concerning these issues.

Primary Source Essay, due May 7, in class (15%)

Explore an event covered by a primary source produced during the period 1877-1916 that relates to one of the major themes of this class. This essay should be 1,000-1,250 words in length, or 6 double-spaced pages with one-inch margins on all sides.

Possible Primary Sources:

- For historians, typical primary sources include diaries or memoirs written by people living at the time, letters to and from individuals living at that time, newspaper coverage of events of that time, government hearings conducted during that time, and books written at that time that were influential in the thinking of people living at that time.
- For a newspaper or popular magazine (e.g. *San Francisco Chronicle*, *New York Times*, *Harper's Weekly*) read about an event that occurred during the years 1877-1916 that was covered. How does the paper treat the event? How does this compare with the treatment in your assigned readings or in a book that you have reviewed? Does this source present any information on the way that people reacted to the event at that time? What additional information did you gain from exploring this source? What biases does the source express? Your paper should be based on a minimum of five newspaper accounts of the event in question. One interesting approach is to compare what different newspapers had to say about the same event, especially a political event; if you do this, be certain to find both Republican and Democratic newspapers. (In San Francisco in the 1880s and 1890s, for example, the *Examiner* was Democratic in its politics and the *Chronicle* was Republican. In the early 20th century, the *Chronicle* spoke for the conservative wing of the Republican party and the *Bulletin* for the progressive wing.)

- For an autobiography, this will be the diary or memoirs of one of the prominent figures of the period, 1877-1916. This can be a way to link a topic from your book review to an original source. If you read a book on the Progressive Era for the second book review, then Jane Addams' *Twenty Years at Hull House* could be a good option. The autobiographies that you find may seem top-heavy with white-male politicians but there were also a number of published diaries or reminiscences of less prominent people. Whomever you choose consider these questions: What opportunity did this person have to observe the events described? How is this person's understanding of the era different from our own? How does the person reveal the limits of his or her perspective on events? How does this autobiography illustrate or contradict the generalizations about the time period that you have encountered in the assigned readings or class lectures? Is the author trying to persuade you to accept a particular point of view about events? If so, what? You should not assume that an autobiography presents an accurate view of the past.
- For books written during the period 1877-1916, think about the following questions: Why was the book written? What is the author's intention—is he/she trying to persuade you to think differently about something? How does this book contribute to our understanding of the time period? If the book presents an analysis (rather than a work of fiction), to what extent do historians today accept or contradict this author's analysis?
- Some other primary sources can include published letters, governmental reports or political party platforms. They could also stretch to original photographs, early motion pictures, cartoons, or works of art but please consult me closely if you wish to take any of these approaches.
- A number of these primary sources are available on the internet—especially newspapers and magazines, which often come with search capacities—and a number will be accessible in library collections—both at SFSU and at other institutions. Consider your primary source as early as you can in the semester and, if you are having trouble finding something, please let me know as soon as you can. In any case, all students are required to notify me, in writing, by April 16, of the primary source that you have chosen and the topic of your paper.

Possible Topics:

- The assigned readings, recommended readings, and your own interests can guide you in the selection of a topic for this paper.
- Examples of events treated in class or in the assigned readings that would be likely to have extended treatment in the press: an election or some dramatic part of an election (the controversy over Hancock's wife's religion in 1880, Bryan's Cross of Gold speech in 1896, the woman suffrage campaign in some state, the formation of the Progressive party in 1912); consideration of an important bill in Congress (the Chinese Exclusion Act, the McKinley tariff, the Sherman Antitrust Act, the Lodge Force Bill, the Federal Reserve Act or another progressive era measure); a major strike (the 1877 railroad strike, Homestead, Pullman, the anthracite coal strike of 1902); a dramatic event (the assassination of Garfield or McKinley, the Triangle Shirtwaist fire, the Battle of the Little Big Horn); a spectacular technological accomplishment (opening of the Brooklyn Bridge).

- For books written during the period: Louis Brandeis, *Other People's Money* (1914, economic concentration); James Bryce, *The American Commonwealth* (1888, 2 volumes., classic account of American politics); Andrew Carnegie, *Triumphant Democracy* (1886, paean to American institutions); Herbert Croly, *The Promise of American Life* (1909, progressivism); Thomas Dixon, *The Clansman* (1905, novel about Reconstruction that made the KKK the heroes); W.E.B. Du Bois, *Souls of Black Folk* (1902, race relations); Henry George, *Progress and Poverty* (1879, recent economic changes); Charlotte Perkins Gilman, *Woman and Economics* (1898, early feminist analysis); Jack London, *The Iron Hand* (1907, novel about a working class uprising); Frank Norris, *The Octopus* (1901, novel about the Southern Pacific Railroad); Jacob Riis, *How the Other Half Lives* (1890, life in NYC slums); Upton Sinclair, *The Jungle* (1906, novel about the meat-packing industry); Lincoln Steffens, *The Shame of the Cities* (1904, urban corruption); David A. Wells, *Recent Economic Changes* (1889, emergence of big business); Frances Willard, *Women and Temperance* (1888).

Graduate Assessment: Term Paper, due May 14, in class (35%)

The term paper is required of classified graduate students in history and is optional for undergraduate history majors who have completed History 300. If you are not a graduate student and wish to do the term paper, you must inform me via email no later than February 12, state when you took History 300 and what grade you received in it. The term paper should be about 3,500-4,000 words in length, or about 15 full pages (double-spaced, one-inch margins), exclusive of notes and bibliography. This essay will replace the book reviews and primary source essay and counts for the same proportion of the course grade as those assignments combined. It should include *footnotes* (not endnotes) and a bibliography. Speak to me early if these requirements pose a problem for you.

The topic of the paper must be agreed upon between the student and the instructor. Two types are possible: a historiographical essay or an original research paper. More details are to be found on the Blackboard site.

In developing your term paper, follow this timetable:

- Feb 26: submit a short (one page or less) definition of your topic
- March 12: 1st progress report—submit a list of secondary works and, if appropriate, likely primary sources
- April 16: 2nd progress report—submit a one-page outline of the paper
- May 14: submit completed paper

You will be graded only on the final paper. The point of the progress reports is for me to provide you with specific feed-back on and suggestions for your paper. Since the first three papers will not be graded, there will be no penalty if you do not submit them on time or if you do not submit them at all. However, I shall not accept your final paper unless you tell me (in writing) your topic and major sources at least four weeks before the paper is due (i.e., April 23). The grade will be based on my evaluation of the quality of your research, analysis, and writing.

3. Exams: Midterm, March 19 (25%) and Final exam, to be finalized, (30%)

For both the Mid-term and Final exam, a comprehensive review sheet will be provided to all students outlining the structure of the examination and advising as to content. In addition, class time will be set aside in the week prior to the exams for student questions and for clarification of key terms. For both exams, please bring one or more blue books and write your exam using ink (not pencil). The exams will be divided into sections concerning short identifications and essays. More details concerning the exams can be found at the Blackboard site. Please note that the final exam is a cumulative exam. Additionally, make up exams are given for emergencies only. In these situations, you must contact me the day of the exam.

4. Academic Honesty

Students' work must be their own, based on the course assignments. At all costs, plagiarism must be avoided. What is plagiarism? **Plagiarism is academic dishonesty.** Plagiarism is turning in someone else's work as your own. When you write your papers, please remember to:

- o Always put material you copy from your source in quotation marks if you use it word for word as you find it in the source.
- o Always tell readers when you summarize or paraphrase a source.
- o Always give credit for the ideas you get from someone else, even if you express those ideas in your own words.

A plagiarized paper will earn you a grade of 0 for the assignment and a report from me to the dean's office.

5. Late papers, course requirements, and other concerns

There are set deadlines for all papers and papers that are submitted late will be marked down one grade (A to A-, B+ to B etc...) for every day that they are late. They will also be returned without notes or comments. Please note the following information concerning your grade: Students must complete all course requirements and pass the final examination to receive a passing grade for the course. With that in mind, do not hesitate to contact me if any personal or academic problem is affecting your study. Rescheduling and adjusting due dates and penalties can be arranged with prior knowledge on my part. I hold regular office hours on Monday evenings, and I am happy to schedule an appointment for different times. I invite all students to drop by to get acquainted at any time during the quarter.

6. Students with disability

If you need disability-related accommodations in this class, or if you have emergency medical information, or if you need special arrangements in case the building must be evacuated, please see me as soon as possible.

If you are confused about anything in the course, please do not hesitate to ask about it!

Class Schedule and Readings

This schedule is approximate. Some topics may take more time than indicated, others may take less. Please keep up with the reading; if you get behind, you may find it difficult to catch up. The Blackboard site will have a brief outline for each topic; these are intended only as a guide to the organization of the lecture and not as a substitute for attending class. Please check in with the outlines though, as some of the reading below may be augmented with additional material from time to time. I will advise similarly in class concerning any changes to the reading schedules. With respect to the list of readings below, everyone should do the required reading; graduate students should do the recommended reading too. Undergraduates, of course, are welcome to do the recommended reading. The recommended readings include primary sources, classic works that shaped historians' thinking about the topic, historiographical essays, recent research, and readings that expand upon what is in the required readings.

January 29—Introductory meeting

Required reading: Fink, chapter 1

Recommended reading: R. W. Cherny, *A Righteous Cause: The Life of William Jennings Bryan*, chapter 1.

February 5—Industrialization

Required reading: Chambers, chapters 1 and 3, Calhoun, chapters 1 and 2; Fink, documents 1-4 in chapter 2.

Recommended viewing: *The Richest Man in America* (documentary on Andrew Carnegie).

Recommended reading: Alfred Chandler, "The Beginnings of Big Business in American Industry," *Business History Review*, 33 (1959).

February 12—The American Working Class

Required reading: Chambers, chapter 4; Calhoun, chapter 3; Fink, documents 5 and 6, essay by Fink in chapter 2 and documents 4, essay by Ayers in chapter 4 and documents 1 and 2 in chapter 7.

Recommended reading: David Montgomery, "Labor in the Industrial Era," and Phillip Taft, "Workers of a New Century," in R.B. Morris, ed., *A History of the American Worker* (1976, 1983).

February 19—Gender

Required reading: Calhoun, chapter 6; Fink, essay by Griswold in chapter 3, and documents 4, 5, essay by Ellen Dubois, in chapter 6, and document 5, essay by Muncey in chapter 8, and documents 1 and 2 in chapter 11 and document 5 in chapter 14.

Recommended reading: Kathryn Kish Sklar, "Hull House in the 1890s: A Community of Women Reformers," *Signs* 10 (1985).

George Chauncey, "The Forging of Queer Identities and the Emergence of Heterosexuality in Middle-Class Culture," chapter 4 of *Gay New York* (1994).

February 26—Immigration, Ethnicity, and Nativism

Required reading: Calhoun, chapter 4; Fink, documents 2 and 8, in chapter 5.

Recommended reading: John Higham, *Strangers in the Land: Patterns of American Nativism* (especially chapters 1-7)

Claudia Roth Pierpont, “The Measure of America,” *The New Yorker* (March 8, 2004), 48-63.

March 5—Race Relations

Required reading: Calhoun, chapters 7 and 8; Fink, documents 2, 4, and 5 in chapter 3 and documents 1, 5, 6 and essay by Jones in chapter 4, and documents 6, 7, essay by Sanchez in chapter 5, and document 3 in chapter 6, and all of chapter 10.

Sucheng Chan, chapter 3 of *Asian Californians* (1991).

Recommended reading:

T. Roosevelt, “Expansion and Peace,” *Independent* 51 (1899): 3401-5.

David F. Godshalk, “William J. Northen’s Public and Personal Struggles Against Lynching,” in *Jumpin’ Jim Crow: Southern Politics from Civil War to Civil Rights*, ed. Jane Dailey, Glenda Elizabeth Gilmore, and Bryant Simon (Princeton: Princeton University Press, 2000), 140-161.

March 12—Urbanization

Required reading: Calhoun, chapter 5; Fink, all of chapter 5, document 3 in chapter 12; review Chambers, chapter 4.

Recommended reading: Terrence McDonald, ed., Riordan, *Plunkitt of Tammany Hall* (including introduction).

March 19—MIDTERM EXAM

Please note that the midterm exam will constitute the first half of the class and in the second half (after a break) we will be viewing the film, “*Ploughing Up a Storm*,” which is about agrarian radicalism.

March 26—The Politics of Stalemate, 1877-1890

Required reading: Cherny, chapters 1 and 2; Calhoun, chapters 9, 10, 13, and 14; Fink, documents 1 and 2, essay by Calhoun in chapter 6.

Recommended reading: James Bryce, *The American Commonwealth* (various editions), especially Part III, The Party System, and chapters on Party Organizations, Elections and Their Machinery, and Nominating Conventions.

Richard Ostreicher, “Urban Working-Class Political Behavior and Theories of American Electoral Politics,” *Journal of American History* 74 (1988): 1257-128.

Samuel P. Hays, “Political Parties and the Community-Society Continuum,” in *The American Party Systems: Stages of Political Development*, ed. by W. N. Chambers and W. D. Burnham, 2nd edition (1975).

April 2—Political Upheaval, 1890-1900

Required reading: Cherny, chapter 3, Epilogue; Calhoun, chapter 11; Fink, documents 3-7, and essays by Painter and Kazin in chapter 7.

Recommended reading: Selections from W.J. Bryan’s speech opposing repeal of the Sherman Silver Purchase Act, 1893 {on-line search}

Martin Ridge, “Populism Redux: John D. Hicks and The Populist Revolt,” *Reviews in American History*, 13 (1985): 143-154.

April 9-13: SPRING BREAK—NO CLASSES

April 16—Transformations of American Politics I: An Imperial Foreign Policy

Required reading: Calhoun, chapter 12; Chambers, pp. 44-49 and chapter 7; Fink, chapter 9; Beisner, *From the Old Diplomacy to the New* (complete).

Recommended reading: T. Roosevelt, "Expansion and Peace," *Independent* 51 (1899): 3401-5.

J. M. Cooper, Jr., "Progressivism and American Foreign Policy: A Reconsideration," *Mid-America*, 51 (1969).

William Appleman Williams, "The Imperialism of Idealism," in *The Tragedy of American Diplomacy* (New York: W. W. Norton and Company, 1988), 58-89.

April 23—Transformations of American Politics II: Progressivism—part one

Required reading: Chambers, pp. 25-38, 49-53, and chapter 5 and 6; Fink, chapters 12 and 14.

Recommended reading: Daniel T. Rodgers, "In Search of Progressivism," *Reviews in American History*, 10 (1982): 113-132.

Suzanne Lebsack, "Women and American Politics, 1880-1920," in *Women, Politics, and Change*, ed. by Tilly and Gurin (New York, 1990), pp. 35-62.

April 30—Transformations of American Politics II: Progressivism—part two

Required reading: to be advised

Recommended reading: to be advised

May 7—Art and Culture in Progressive, Imperial America

Required reading: Chamber, chapter 9

Recommended reading: to be advised

May 14—American Nationalism, 1877-1916

Required reading: to be advised

Recommended reading: to be advised

May 21-25: FINALS WEEK. DATE AND TIME TO BE ANNOUNCED