In the years of the late 19th and early 20th centuries, Americans sorted out, through literature, artwork, in the streets and on the screen, what it was to be an American. They explored how that identity involved one’s race or ethnicity, politics and grievances. During this era Americans debated, sometimes violently, what obligations, if any, capital had to labor. They embraced the wonders and advancements of industrialization and “progress” and then, by the turn of the century, began a mourning of the losses that progress brought with it. It was the beginning of the modern era that defined the 20th century and beyond.

Reading:
Hard Times, Studs Terkel
Major Problems in the Gilded Age and Progressive Era
Readings denoted with a * are on electronic reserve on the library webpage

Week One:
January 12: Introduction
Reading:
Major Problems, Mark Twain Satirizes the Great American Myth, p23.
Major Problems, Andrew Carnegie Hails the Triumph of America, p 18
Major Problems, Henry George Dissects the Paradox of Capitalist Growth, p 20
Major Problems, New York City’s Boss Plunkitt Defends Honest Graft, p 360
* A New York Politician Justifies the Urban Political Machine

Week Two:
January 17: Overview and the “Gilded Age”
January 19: Reconstruction
Reading:
*African Americans Talk About their Personal Experiences of New Found Freedom
*The Fourteenth and Fifteenth Amendments Grant Citizenship...
Major Problems, Sharecroppers’ Contracts, p 87
Major Problems, Frederick Douglass Describes a Legacy of Racial Hatred, p 93
*Rosebloom and Pure White’ or So It Seemed” Mary Niall Mitchell

Week Three:
January 24: America and the Idea of Race
Reading:
*The Evolution of Thought on Race and the Development of Scientific Racism,” John Higham

January 26: Reunification and South Identity
*Elias Hill Recounts A Nightmare Visit...
*Confederate General Jubal Early Memorализes Lost Cause...
**“Ending the War: The Push for National Reconciliation,” David Blight

**Week Four:**
January 31: The Great West and Industrial America
Reading:
Major Problems, President Chester A. Arthur Aims to Turn Indians into U.S. Citizens, 49
Major Problems, A Buffalo Hunter Describes His Business, 47.
Major Problems, Congress Takes Aim at the Chinese Menace, 123
Major Problems, Huang Zunxian Expresses the Chinese Perspective in Poetry, 124
February 2: The Immigrants’ America
*Josiah Strong Considers the Perils of Immigration
Major Problems, John W. Holway, A Pinkerton Guard, Views the Battle of Homestead., p 189
Major Problems, Eugene Debs Denounces the Role of Corporations and the Courts in the Pullman Strike, p 193
*Immigrant Tomas O’Donnell Laments the Workers’ Plight
*A Slovenian Boy Remembers Tales of the Golden Country
*The Immigration Restriction League Outlines the “Immigration Problem”

FIRST MIDTERM DUE: Bring a HARD COPY to class to turn in

**Week Five:**
February 7: The Imagined West
Reading:
* “Evolution of a Cow-Puncher,” Owen Wister
* “The Events of the –th of July,” Frederic Remington
February 9: The West, Turner, and Buffalo Bill
Major Problems, Frederick Jackson Turner Praises the Frontier as the Source of American Democracy, 54
*The Turner Frontier Thesis

**Week Six:**
February 14: The Discontented
Reading:
Major Problems, Populist Principles: The Omaha Platform, p 194
Major Problems, The Republican Party Platform, p 197
Major Problems, “The Righteous Commonwealth and the Late 19th Century,” Michael Kazin, p 208
February 16: New Frontiers and Imperialism
Major Problems, Theodore Roosevelt Links war in the Phillippines to the Ideal of the Strenuous Life, p 265
Major Problems, William Jennings Bryan Opposes US Occupation of the Philippines, p
Week Seven:
February 21: “The Spanish American War”
Reading:
*“Editha” William Dean Howells
*Gendering Imperialism, Theodore Roosevelt’s Quest for Manhood

February 23: The Reformers

Week Eight:
February 28: The Progressives and their Legacies
Reading:
*Rewriting the Constitution: Amendments on Income Tax, Election of Senators,
*Prohibition and the Vote for Women
*Journalist Lincoln Steffens Exposes the Shame of Corruption

March 1: Jim Crow and Race in America
The U.S. Supreme Court Upholds Segregation, Major Problems, p 296
Congressman Frank Clark Praises Segregation, Major Problems, p 299
Booker T. Washington Advocates Self Help, Major Problems, p 301
“Whiteness and Manhood,” Glenda Elizabeth Gilmore, Major Problems, p 307

Week Nine:
March 6: “Birth of a Nation”
Reading:
* Melvyn Stokes on “Birth of a Nation”
March 8: “Birth of a Nation”
Reading:
* “Into the Light: the Whiteness of the South in Birth of a Nation” Richard Dyer

Week Ten:
Spring Break, March 12-16

Week Eleven:
March 20: Paper Consults
March 22: Paper Consults

Week Twelve:
March 27: The American Woman and the Fight for the Vote
Reading:
* Alva Belmont Urges Women Not to Vote
* Florence Kelley and Elsie Hill Debate Equal Rights for Women

SECOND MIDTERM DUE: Please bring a HARD COPY to class
March 29: NO CLASS

Week Thirteen:
April 3: World War I and Reactionism
   Reading:
   * Attorney General Palmer’s Case Against the Reds
   * The Governor of Iowa Proclaims English the State’s Official Language

April 5: The Rise of the Modern
   **"The Modern Temper," Lynn Dumenil
   * F. Scott Fitzgerald on the Jazz Age
   **"Puritanism as a Literary Force" H.L. Mencken

Week Fourteen:
April 10: Race, Restriction and Reds
   Reading:
   * The Evolution of Legal Constructions of Race and “Whiteness,” Ian F. Haney-Lopez
   **Major Problems, A Wobbly Testifies to Vigilante Attack, p 452
   **Major Problems, The US Government Punishes War Protesters: The Espionage Act

April 12: Jazz Age
   * Reverend Amzi Clarence Dixon Preaches on the Evils of Darwinism
   * Defense Attorney Clarence Darrow Interrogates Prosecutor William Jennings Bryan in the Monkey Trial
   * The Ku Klux Klan Defines Americanism

Week Fifteen:
April 17: The Depression Calamity
   Reading:
   **Hard Times, Studs Terkel, pp 22-28, 29-59, 60-81, 105-128

April 19: The 1930s America of Work
   **Hard Times, Studs Terkel pp 168-194, 213-234, 247-281,419-438

Week Sixteen:
April 24: “The 1930s”
April 26: American Characters

FINAL PAPER DUE
NOTE: The final paper must be turned in today, as a hard copy, by the end of class time to get credit. No exceptions.
Requirements:
I don’t officially take attendance but I do take note of who comes to class and that will be considered in the final grading. Five or more absences are cause to ask you to drop the class. Tardies count as disruptions. You are expected to complete all of your assignments on time, including the weekly readings, and be ready to discuss them after lecture.

A: Participation: (10 points for 10% of the final grade). Participation will be measured through 1) full attendance at lectures and 2) Quality and quantity of verbal participation in discussion of readings. Outstanding participation can compensate for lackluster exams and paper grades, so take advantage of it. Please be prepared to discuss the main argument in the readings and analyze it in historical context.

B: Quizzes or take home questions on the reading: (15% for 15% of the final grade). There will be unannounced quizzes on the reading throughout the semester and periodic take home questions. The scores will be averaged for a combined 15% of the final grade.

B: Two take home exams (25 points for 50% of the final grade). You will have two take home exams that will explore your understanding of the lecture material and readings.

C: Final paper (25 points for 25% of the final grade). Your final paper will be a biography of a real historical person, famous or un, during the period from 1867-1941. This person’s life must be placed in historical context, in other words: How did the context of the times they lived in helped to define this person? How did their era shape the course of their lives? Why did it? Take into account: race, gender, class, region. This paper should be enhanced by historical sources and the readings utilized throughout the semester. It should not be a “report” on a historical figure. You will be getting a final paper guide that will provide further detail on this assignment.

Other:
I do not accept late papers. Please bring a HARD COPY of your exam or paper to class on the date that it is due. If I do not receive it on or before that time, you will not get credit.

Please provide an alternative email to the MSU one you are assigned if you do not regularly check that email. Please check email at least once a week. You are responsible for all emails sent to the MSU address unless you provide an alternative.

If you miss class due to illness or other unavoidable circumstances, you can partially make up the absence with an additional assignment that I will provide you, but I can’t provide a private tutorial on the material missed; you will need to get notes and other information from your classmates. Missed assignments cannot be made up, they are due on the dates listed on the syllabus, or before.

Information regarding plagiarism will be provided with your final paper assignment, so please familiarize yourself with it as you will be held accountable for that criteria.