

U.S. Social History, 1865 to 1930

History 386 – Tuesdays, 4:00-6:45 Room: MH513

Professor: Shawn Schwaller

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Office Hours: W11:30-12:30 and TuTH11:30-1:00

Course Description:

It's no wonder that historians who have published books on the period in U.S. history between the 1860s and the 1920s have titled their texts with such names as "The Search for Order" and "Standing at Armageddon" because the U.S. witnessed extreme and radical changes during the Gilded Age (1865-1890) and the Progressive Era (1890s-1920s). The U.S. population more than doubled between 1865 and 1901 – from 36,000,000 to 78,000,000. Reconstruction rose and fell and the "New South" was birthed. The American West was finally "settled" and historian Frederick Jackson Turner announced it to be closed in 1893 at the Chicago World's Fair. Economic depressions and labor unrest threatened to throw the nation into chaos. American cities exploded in size and the skyscraper was born. The industrial revolution was in its golden age and men like John D. Rockefeller and Andrew Carnegie made millions from steel and oil. A boom in transportation and revolutions in communication transformed notions of time and space. African Americans struggled to make it in a post-bellum world of "black codes." Nativism swept the nation as Americans tried to deal with anxieties brought about by the presence of new immigrants from Europe and Asia. American mass culture and the modern consumer were born and sports like boxing, which had only been popular with the working classes, became popular among the middle and upper classes. The "New Woman" emerged to challenge the barriers set against women. The U.S. became what some historians refer to as a "new empire" and involvement in World War I shook the nation.

While paying specific attention to the culture, values, and the everyday life of "the people," as well as social mobility and migration, and urbanization and industrialization, this class focuses on the social history of the United States from 1865 to 1930. Social history became popular in the 1960s as the New Left took root in the scholarly halls of the United States. Social history merges the fields of urban and labor history, women's history, African American history, immigration studies, and working-class history. In addition to these topics, we will pay close attention to race and ethnic relations and systems of power in the United States between 1865 and 1930.

Learning Goals:

The CSUF Department of History outlines the learning objectives for this course category as follows:

- 1) Recognize the significance of *cultural, intellectual, ethical, economic, and political struggles* that have shaped American society over time.
- 2) Understand critically the *historical development of American institutions and values* and their impact on the individual and collective lives of Americans.

- 3) Recognize the significance of the *interaction of ethnic and other social groups* to the historical development of American society, institutions, and values within contexts of accommodation and resistance.
- 4) Critically situate changes in American society within the *context of global events*.
- 5) Analyze *textual and visual primary source materials*, engage in *critical and constructive discussions*, and *communicate effectively in writing*.

Reading Materials:

Books: The following books are required and are available at the *Little Professor Bookstore*: 725 North Placentia Avenue, Fullerton. Phone: (714) 996-3133

Leon Fink, *Major Problems in the Gilded Age and the Progressive Era* (2001)

Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917* (2000)

Robert Rydell and Rob Kroes, *Buffalo Bill and Bologna: The Americanization of the World, 1869-1922* (2005)

Blackboard: A few select readings will be available on blackboard in the section titled “assignments.” You may access blackboard through your student portal on the California State University, Fullerton website. In addition to reading them, always print out the readings and bring them to class.

Reading and Attendance Policies:

Reading: Although I will lecture on various topics, and we will also watch films, a good portion of this class will be devoted to discussions of assigned readings. Therefore, it is essential for you to complete the readings and bring the assigned readings to class. All assigned readings must be read by the day they are listed on the syllabus. While reading, take note of what you think are the major points expressed by the authors, aspects of the readings that stick out to you, and any questions you might have. I may, at times, also pass out reading questions and/or short lists of topics to help guide your reading.

Attendance: Attendance is mandatory. You will receive a 10 point bonus if you miss 1 or less days during the semester. You are allowed two absences. 3 or more absences will result in a loss of 5 points for each day missed. If you arrive to class after roll call, it is your responsibility to check to see if you were counted as being present. If you are excessively late, you may be counted absent. If you do miss class, it is your responsibility to get the notes from a neighbor or from me during my office hours.

Assignment and Grading Plan:

Midterm: 100 points

Final: 100 points

Essay: 100 points

Reading Quizzes: 100

Grading Scale

90%-100%: A- to A+

80%-89%: B- to B+

70%-79%: C- to C+

60%-69%: D- to D+

59% and Below: F

Midterm and Final: The midterm review is on September 28th and the Midterm will be held on October 5th. The midterm will consist of an essay and multiple choice questions. Please bring a blue book and a scantron form for the midterm.

Reading Quizzes: There will be 10 quizzes throughout the course of the semester. You may not use your notes for the quizzes. Each quiz consists of 5 questions and is worth 10 points (2 points for each question).

Essay: With the essay, you will be asked to select a topic covered during the course of the semester and write a historical synthesis on that topic. There will be an essay workshop early in the semester to help you get started with the essay. The essay is due on the last day of class. Please feel free to attend my office hours for additional help.

Academic Dishonesty:

Plagiarism is the copying of the words of others without a citation, the copying of the words of others at unreasonable length with citation, or the general copying of another person's writing structure (This includes the internet). Plagiarism will not be tolerated. When you copy the ideas of another author, you must cite your source. When you use the words of another author, you must use quotation marks as well as cite your source. The penalty for an act of "literary theft" will range from an F on the assignment in question to an F in the course. The University's policy on "Academic Dishonesty" can be found in the current CSUF Catalog and at the following link:

<http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf>.

Course Schedule:

August 24: Introduction

Read: Leon Fink, Chapter 1 – *Introducing the Gilded Age and Progressive Era*

August 31: Capitalism

Read: Leon Fink, Chapter 2 – *The Price of Progress: Capitalism and Its Discontents*

September 7: The West

Read: Leon Fink, Chapter 3 – *Behind the Bravura of the Wild West*

September 14: Reconstruction and the New South

Read: Leon Fink, Chapter 4 – *Trials of the New South*

September 21: The City

Read: Leon Fink, Chapter 5 – *Rise of the Industrial City: New Places, New Peoples* and Matthew Frye Jacobson, *Part II: Images*

September 28: Gender and Economic Depressions

Read: Leon Fink, Chapter 6 – *Politics in the Gilded Age: Mainstream and Periphery* and Chapter 7 – *The 1890s: Economic Depression and Political Crisis*

Midterm Review

October 5: Science and the Profession

Read: Leon Fink, Chapter 8 – *Professionalism and the Uses of Knowledge* and Matthew Frye Jacobson, *Part III: Politics*

Midterm

October 12: Empire

Read: Leon Fink, Chapter 9 – *The Language of Empire* and Matthew Frye Jacobson, *Part I: Markets*

October 19: Race

Read: Leon Fink, Chapter 10 – *Race and Power Under Jim Crow*

October 26: Race and Masculinity

Read: Gail Bederman, *Remaking Manhood Through Race and “Civilization”* and John Kasson, *The Manly Art of Escape: The Metamorphoses of Ehrich Weiss* (both on Blackboard)

November 2: Mass Culture and Consumerism

Read: Leon Fink, Chapter 11 – *Consumer Culture and Commercialized Leisure* and Rydell and Kroes, Introduction and Chapter 1

November 9: Mass Culture and Consumerism

Read: Rydell and Kroes, Chapters 2, 3, and 4

November 16: Progressivism and Reform

Read: Leon Fink, Chapter 12 – *Progressivism: Roots of the Reform Vision* and Chapter 13 – *Progressivism: Foundations for a New American State*

November 22-28: Fall Recess – No Class**November 30: The Environment and Conservation**

Read: Leon Fink, Chapter 14 – *Nature Without Nurture: Progressives Confront Environmental Destruction*

December 7: America and the Great War

Read: Leon Fink, *America and the Great War* and Rydell and Kroes, Chapter 6 and Conclusion

DUE: Essay

Handout Final – Final must be turned in by Wednesday December 15th at 5:00 in the Department of History (H815F)