



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from *Class Search/Course Catalog*.

Academic Unit	<u>Historical, Philosophical and Religious Studies</u>	Department	<u>History</u>
Subject	<u>HST</u>	Number	<u>409</u>
Title	<u>Emergence Modern U.S. 1877-1918</u>		Units: <u>3</u>
Is this a cross-listed course? If yes, please identify course(s)	<u>No</u>		
Is this a shared course? Course description:	<u>Yes</u>	If so, list all academic units offering this course	<u>SLS</u>

Requested designation: Historical Awareness-H

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents-from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name	<u>Cindy Baade</u>	Phone	<u>5-7183</u>
Mail code	<u>4302</u>	E-mail:	<u>cynthia.baade@asu.edu</u>

Department Chair/Director approval: (Required)

Chair/Director name (Typed):	<u>Matthew J. Garcia</u>	Date:	<u>2/2/15</u>
Chair/Director (Signature):			

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus, title pages, and table of contents from texts
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus, title pages, and table of contents from texts
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus, title pages, and table of contents from texts
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus, title pages, and table of contents from texts
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
HST	409	EMERGENCE OF MODERN AMERICA, 1870-1920	H, SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The focus and purpose of the course is to understand the multifaceted historical transformation of American Society from 1870 to 1920	As evident in the entire syllabus and all of the readings, this course is a broad-based analysis of the historical change in American society.
2	This course analyzes the sequence of changes in American life by starting with the impact of the "industrial revolution," and then showing that the multiple ramifications of this led to a major reconstruction of society.	As shown clearly in the syllabus, the course is structured to show how the economic revolution spread to business, workers, and agriculture (II); how it affected social life (III), and then produced political reactions -- to repeal, channel, or confirm these changes (IV, V). Coverage of the Progressive Era follows this same pattern (VI, VII, VIII), adding a foreign policy/global dimension (IX), and ending with an assessment of "modern" society (X).
3	There is a discipline, systematic examination of how institutions changed over time.	The course focuses on explaining the changes in basic institutions and structures. The development of corporations and industrial capitalism (II.B) prompts a shift to financial capitalism and oligopolies (VI.B.1). The initial system of labor-management relations (II.B) is changed by the emergence of national union federations and strikes (VI.B.2,3). New leisure institutions, facilities, and technologies are created and then surpassed (VII.C and Going Out). A new internal and external structure for American cities appears (VI.C and Gilded Age essay). The nature of American national, state, and local governments are dramatically changed in structure and powers (IV.B, VII.A, VIII.B, and Tyranny of Change, and A Godly Hero).

4	The course focuses on how events and ideas connected to broad economic, social, and political context	As shown in the structure of the syllabus, this course provides a broad, thematic approach to the history of american society during this half century. For exmapple, it frames the creation of the agricultural institution, the grange (II.D), during the 1870s, as part of the broad transformation of agricultre; religious beliefs are connected with politics (IV.C); and reform darwinism and the social gospel are part of the Progressive Mind which promotes progressive reform (VI.A). The text Going Out discusses the wide proliferation of technologies providing entertainment within the context of public amusement and civic sociability.
---	---	---

HST 409 **Emergence Modern U.S. 1877-1918**

3 SB & H

Triumph of modern political, social, and economic structures and values, 1877-1918; role of region, religion, race, and ethnicity.

Allow multiple enrollments: No

Primary course component: Lecture

Repeatable for credit: No

Grading method: Student Option

Offered by:

College of Letters and Sciences -- College of Letters and Sciences

Pre-requisite: ENG 102, 105 or 108 with C or better; Minimum 55 hours

College of Liberal Arts and Sciences -- Historical, Philosophical & Religious Studies, Sch

Pre-requisite: ENG 102, 105 or 108 with C or better; Minimum 55 hours

History EMERGENCE OF MODERN AMERICA, 1870-1920

409

Professor VanderMeer

[Home](#)

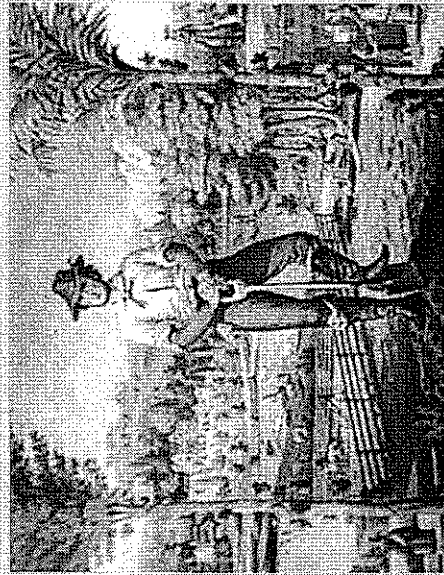
[Books](#)

[Course Requirements](#)

[Lectures and Reading](#)

[Web Sites](#)

[Document Assignments](#)



TuTh 12:15PM - 1:30PM

Room Lang & Lit 60

p.vander.meer@asu.edu

Professor VanderMeer

Office: COOR 4506

Hours: T 1:40-2:30, W 10:40-11:30 or by appointment

Many historians writing about these years (including the authors of two books assigned for this course) see it as including two separate periods -- the Gilded Age of the late 19th century and the Progressive Era of the early 20th. This division emphasizes important differences between these eras, typically seeing the latter period as a counterpoint to and "progress" from the economic, social, and political changes introduced during the earlier years. But despite the important distinctions between these eras, they share a greater similarity in responding to the tremendous power of the industrial revolution and all of its multiple effects. This half-century is best understood as an era in which the United States became "modern." It was the time in which enormous changes occurred in virtually all aspects of American life and society, and when economic, social, and political patterns altered from those harkening back to the nation's founding to an economy, social structure, political regime, life style, and values that are recognizably "modern."

In addition to developing a historical knowledge of this crucial period, students will engage in historical thinking by

H1-4

understanding a range of historical viewpoints, comparing competing historical narratives, and analyzing multiple causation. Finally, students will develop skills in critical thinking and reading by evaluating secondary material and through constructing papers dealing with primary sources.

Requirements and Grading

Midterm exam	30%	October 16
Final exam	30%	Dec 11 (Tuesday) 12:20-2:10 PM
<u>Document Assignment #1</u>	10%	October 9
<u>Document Assignment #2</u>	10%	November 19
<u>Book Review</u>	10%	November 8
Participation	10%	

Reading

Charles W. Calhoun, ed. *The Gilded Age. Essays on the Origins of Modern America*
David Nasaw. *Going Out: The Rise and Fall of Public Amusements*. Harvard.
John Whiteclay Chambers, II, *The Tyranny of Change. America in the Progressive Era, 1890-1920*.
Michael Kazin. *A Godly Hero: The Life of William Jennings Bryan*

The structure of this course is laid out (below) in the outline of lecture topics. The required reading assignments are included below the relevant topics, as well as suggested readings from a range of web sites. Students are expected to do the reading before the topic is introduced, since discussion will be a part of every class. The due dates for the reading will be clear from how we progress through this material as well as being announced periodically in class – and occasional through blackboard announcement.

The exams will be essay, covering lectures, readings, and discussions. The document assignments require reading and writing two 3-5 page evaluations and are described [on a separate web page] at the end of this syllabus. These assignments are intended to give students an understanding of how to work with the primary source materials that historians use. The book review [instructions at the end of this syllabus] will be a 3-5 page summary and assessment of David Nasaw, *Going Out*, due November 9. The participation grade will include class discussion as well as periodic, brief writing assignments in class.

Lecture Topics and Reading Assignments

I. The Gilded Age: People and Regions

HL-4

A. America in the 1870s: Traditional Values and Structures

B. The Mobile American People: Population Movement, Immigration, and Cities

READING: Calhoun, *Gilded Age*, chap. 4-5

WEB: Urban Structures: Maps of Chicago Buildings

Urban Poverty and Crisis

Midwestern Maps

Maps of the U.S. (states and counties) 1895

C. The South

READING: online: The South and Race

WEB: Southern Literature and Autobiographies

1. The End of Reconstruction

WEB: Military governments

2. Politics, Ideology, and Race

READING: Calhoun, *Gilded Age*, chap. 7

WEB: African Americans

3. The New South: Society and the Economy

D. The West: Colonial Frontiers

READING: Calhoun, *Gilded Age*, chap. 8

ONLINE READING: Western Frontiers

WEB: WestWeb: Western History Resource

The West in Maps

1. Mining, Cattle, and Farming Frontiers
2. Western Society and Cultures
3. Government, Statehood, and Western Politics

II. The Gilded Age Economy

H1-4

READING: Calhoun, *Gilded Age*, chap. 1-3

- A. The Revolution in Transportation and Communications
- B. Industrial Capitalism: Business and Economic Growth
WEB: George Westinghouse and His Companies
Andrew Carnegie
Pullman
- C. The Transformation of Labor
WEB: Coal Mining in the Gilded Age and Progressive Era
Labor Conflicts
Manufacturing: Working at Westinghouse
- D. Agriculture: Expansion and Crisis
WEB: The Grange: A Grange in Michigan

III. Victorian Culture

- A. Families and the Changing Roles for Women
READING: Calhoun, *Gilded Age*, chap. 6
WEB: Life Expectancy
- B. Middle-Class Culture and the Values of Leisure

READING: Calhoun, *Gilded Age*, chap. 9-10; Nasaw, *Going Out*, ch. 1-8

WEB: [Entertainment](#)

[Literature](#)

[Etiquette Manual \(1896\)](#)

C. Social Darwinism and the Role of Religion

READING: online

IV. *Gilded Age* Politics as Warfare **H (- 4**

READING: Calhoun, *Gilded Age*, chap. 11-12, 15-16; Kazin, *A Godly Hero*, *xiii -xxi*, 3-28

WEB: [Election Maps](#)

[The Presidents](#)

[Mugwumps and the Masses: Introduction](#)

A. The Political Armies Compete

B. National Issues and Institutions

WEB: [Prohibition and Liquor Control](#)

C. Local Trenches

1. The Religious, Ethnic, and Economic Bases of Party Loyalty

2. The Issues That Divided: Moral and Cultural Divisions

V. *The Crisis of the 1890s* **H (- 4**

READING: Calhoun, *Gilded Age*, chap. 13; Kazin, *A Godly Hero*, 3-79

WEB: [The 1890s](#)

[The Election of 1896](#)

A. Depression: Labor and the Economic Crisis

WEB: [Pullman](#)

B. Political Crisis: The Old System Shatters

C. Populism

D. William McKinley and the New Presidency: Pluralism and Foreign Policy
READING: Calhoun, *Gilded Age*, chap. 14; Kazin, *A Godly Hero*, 80-108.
WEB America's War and Empire

Review Sheet

Midterm Exam October 9

VI. The Progressive Era: Structures and People *41-4*

A. The Progressive Mind

B. Economic Growth and Conflict: Business, Labor and the Gospel of Efficiency
READING: Chambers, *Tyranny*, 54-79

1. Big Business and the Rise of Financial Capitalism

WEB Henry Ford
Henry Flagler

2. Work, Workers, and Unions

WEB: "The Principles of Scientific Management", by Frederick Winslow Taylor

Coal Mining in the Gilded Age and Progressive Era

Labor Conflict Changes

Savagery in the West

3. Labor-Management Relations

C. Structure, Growth, and Improvements in Urban America

WEB: America's Largest Cities

Urban Population

VII. Progressive Culture *H1-4*

READING: Chambers, *Tyranny*, 80-131; Nasaw, *Going Out*, ch. 9-17

A. The Progressive Family

B. Ethnicity and Race: The Creation and Strengths of Subculture

C. The Making of Middle Class Culture

WEB: Popular Literature and American Values

1. The New Middle Class

2. Americanization and Nationalism

WEB: Women and Social Reform

3. The Reform of Youth and Recreation

VIII. Progressive Politics *H1-4*

A. National Politics and the Modern Presidency

READING: Kazin, *A Godly Hero*, 104-214; Chambers, *Tyranny*, 172-200

WEB: The Presidents

Election Results (Maps & Tables: States)

The Conservation Movement

B. State and Local Politics

WEB: State and Local Politics

1. Laboratories, Democracy, and Economic Reform

WEB: Samuel "Golden Rule" Jones

2. Culture, Reform, and the Theme of Family

IX. Foreign Policy

H1-4

READING: Kazin, *A Godly Hero*, 215-61; Chambers, *Tyranny*, 201-73

A. The Emergence of American Power, 1899-1914

WEB: American Foreign Policy in the Progressive Era

B. World War I and the End of Progressivism

WEB: WWI Foreign and Military

The Home Front

1. Preparedness and Virtue

2. The War at Home and Abroad

X. Aftermath: A Modern Society

H1-4

READING: Kazin, *A Godly Hero*, 262-306

FINAL EXAM -- Review

Tuesday, Dec 11, 12:20-2:20

Primary Source Document Analysis - Gilded Age

Write a 3-5 page analysis of one of the following sets of documents.

- I. William T. Hornaday, The Extermination of the American Bison (1889)
- II. Coal Mining
- III. Victorian Etiquette
- IV. Lynching
- V. Life in NY Tenements

e.g. Document V.

I. *Jacob A. Riis, How the Other Half Lives: Studies Among the Tenements of New York (1890)* – a selection [text included]

This primary source focuses on living and working conditions of both adults and children and exposed the squalid conditions in which residents of the tenements lived in. Summarize the main points of this reading, and explain what it illuminates about the era. What does Riis focus on and how does his reporting explain how American in the Gilded Age reacted to these conditions? In doing your evaluation you may wish to consider the following questions:

- 1) What exactly were the tenements? How does Riis describe them?
- 2) Riis describes the children that live in these tenements -- why does he focus on them?
- 3) What kinds of people lived in these areas and what hardships did they face?

HOW THE OTHER HALF LIVES
STUDIES AMONG THE TENEMENTS OF NEW YORK

BY
JACOB A. RIIS

WITH ILLUSTRATIONS CHIEFLY FROM PHOTOGRAPHS TAKEN BY THE AUTHOR

Contents

NEW YORK

CHARLES SCRIBNER'S SONS

David Nasaw. *Going Out: The Rise and Fall of Public Amusements*

A book is by definition an author's perspective on a subject; it represents the author's idea of how the subject should be defined, what materials should be examined, and what the related subjects are. It represents an argument, an attempt to persuade with logic and evidence.

A book review is an appraisal of some work, attempting to clarify what the author was intending to do, what the author actually did, and what you think about that. In essence a review includes two parts: a summary of the book's contents (what the author did) and an evaluation (how that relates to the essential topic). The summary should indicate the theme of the book, the topics it covers and the author's perspective on those topics. Consider the balance of coverage (how much space is devoted to different topics), what questions the author asked, and the conclusions which the author drew. The history of a group should differ from a biography, and the study of a major event might — or might not — provide a detailed discussion of the causes and or consequences of some event.

In evaluating a book you need to consider the nature of the coverage and the presentation, or argument, which the author employs. Is it logical, consistent, and persuasive? What sort of evidence is presented?

This volume poses particular challenges in terms of reviewing, partly because it contains so much information and such a variety of topics. One central consideration for you is comparing Nasaw's coverage with the "objective" set of elements of "public amusements." Obviously, any summary must deal with definitions -- as must any evaluation. You must also explain and weigh his major explanation and thesis.

Requirements: 3-5 pages, typed, with 1 inch margins, 12 point font. If you quote from the book, indicate the source by page reference in parentheses after the quotation. You need not provide additional page references,

although if you are making a quite specific critique, you wish wish to indicate the page.

H1-4

The Gilded Age

ESSAYS ON THE ORIGINS
OF MODERN AMERICA

EDITED BY
Charles W. Calhoun



A Scholarly Resources Inc. Imprint
Wilmington, Delaware

Editor

ersity and
he did his
f history at
ere he has
Society for
ecipient of
ent for the
and diplo-
Age *Cato*:
Directory
ditor), and
ntly work-
nineteenth

Contents

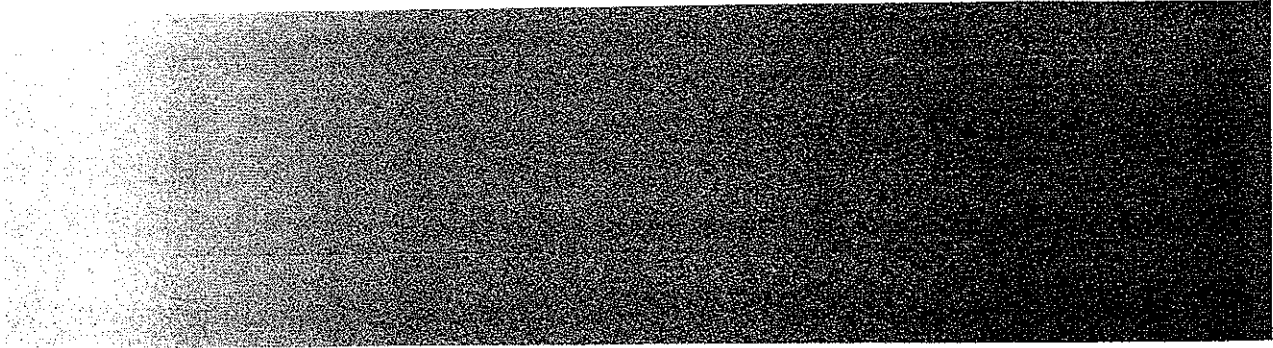
- Preface, ix
Introduction, *Charles W. Calhoun*, xi
- 1 Industrialization and the Rise of Big Business,
Glenn Porter, 1
 - 2 Science and Technology in the Second Half of the Nineteenth
Century, *James Rodger Fleming*, 19
 - 3 American Workers and the Labor Movement in the Late
Nineteenth Century, *Eric Arnesen*, 39
 - 4 The Immigrant Experience in the Gilded Age,
Roger Daniels, 63
 - 5 Urbanizing America, *Robert G. Barrows*, 91
 - 6 Women in Industrializing America, *Stacy A. Cordery*, 111
 - 7 The African-American Experience, *Leslie H. Fishel, Jr.*, 137
 - 8 Native American Resistance and Accommodation during the
Late Nineteenth Century, *Edmund J. Danziger, Jr.*, 163
 - 9 The Political Culture: Public Life and the Conduct of
Politics, *Charles W. Calhoun*, 185
 - 10 Party Conflict: Republicans versus Democrats, 1877-1901,
Lewis L. Gould, 215
 - 11 Farmers and Third-Party Politics, *Worth Robert Miller*, 235
 - 12 Phases of Empire: Late Nineteenth-Century U.S. Foreign
Relations, *Joseph A. Fry*, 261
 - 13 Law and the Constitution in the Gilded Age, *Michael Les
Benedict*, 289

14 Public Policy and State Government, *Ballard C. Campbell*, 309

Index, 331

About the Contributors, 345

The idea
the years
reconsider
Age. This
instructor
overview
pare this
from soli
history in
cuss the r
subjects :
own inter
mere dry
scholarsh
The hope
provocat
Need
this work
in resear
a collect
the time :
in submi
cepting e
cellent w
I thank t
schedule
ment. I :
tance in
word-pro
my wife,
when I t
"go over



H1-4

GOING OUT



*The Rise and Fall of
Public Amusements*

DAVID NASAW

Harvard University Press
Cambridge, Massachusetts
London, England

CONTENTS

<i>Acknowledgments</i>	vii
CHAPTER 1 Introduction	1
CHAPTER 2 Dollar Theaters, Concert Saloons, and Dime Museums	10
CHAPTER 3 "Something for Everybody" at the Vaudeville Theater	19
CHAPTER 4 "The Best Smelling Crowd in the World"	34
CHAPTER 5 The "Indecent" Others	47
CHAPTER 6 The City as Playground: The World's Fair Midways	62
CHAPTER 7 "The Summer Show"	80

CHAPTER 8 The National Game	96
CHAPTER 9 "Laughter and Liberty Galore": Early Twentieth-Century Dance Halls, Ballrooms, and Cabarets	104
CHAPTER 10 Talking and Singing Machines, Parlors, and Peep Shows	120
CHAPTER 11 "The Surest Immediate Money-Maker Ever Known"	135
CHAPTER 12 The First Picture Shows	154
CHAPTER 13 "The Pernicious 'Moving Picture' Abomination"	174
CHAPTER 14 Combination Shows, Stars, and Features	186
CHAPTER 15 Waving the Flag	205
CHAPTER 16 Palaces for the People	221
CHAPTER 17 Decline and Fall	241
<i>List of Abbreviations</i>	257
<i>Notes</i>	259
<i>Index</i>	303

ACK

WORKS OF collaborative e assistance, encourages individuals who read papers derived from it. An early presentatic was delivered at Hebrew Fulbright lecturer for instrumental in arranging supportive of the project comments of participants of the Smithsonian Institution American Civilization: ence on the Landscape can Historians, where my presentation.

I have gained a great Agnew, Robert Edelman and R. Jackson Wilson uments on the early Deutsch; John McTig provided invaluable re

H1-4

The Tyranny of Change

America in the Progressive Era
1890-1920

SECOND EDITION

John Whiteclay Chambers II

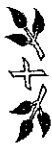


RUTGERS UNIVERSITY PRESS
New Brunswick, New Jersey, and London

Contents

Preface to the 2000 Edition	xi
Preface to the Second Edition	xix
CHAPTER 1	
Crises of the 1890s	1
A New Kind of Growth	6
The Age of Industrialism	19
CHAPTER 2	
Prelude to the Twentieth Century	25
New Jobs, New Roles	25
The Weakened Spring of Government	38
Politics in the Depression Decade	41
The Taste of Empire	44
The Challenge of Change	49
CHAPTER 3	
The Corporate Revolution	54
The Great Merger Movement	55
The Mass Production, Mass Consumption Society	61
Changes in Work and the Work Force	64
Productivity and Pain in Agriculture	75
The New Corporate Economy	78
CHAPTER 4	
A Changing Society and Culture	80
A Growing Nation	81
Class and Status in American Society	87
Women, the Family, and Sexuality	90
Modernism and Institutions: Schools, Hospitals, Places of Worship	102
The Challenge of the City	110

A GODLY HERO



THE LIFE OF
WILLIAM JENNINGS BRYAN

MICHAEL KAZIN

H1-4



ANCHOR BOOKS
A DIVISION OF RANDOM HOUSE, INC.
NEW YORK

CONTENTS

<i>Acknowledgments</i>	ix
INTRODUCTION: The Romance of Jefferson and Jesus	xiii
CHAPTER ONE: Education of a Hero, 1860-1890	3
CHAPTER TWO: Speaker in the House, 1891-1894	29
CHAPTER THREE: In the Armor of a Righteous Cause, 1895-1896	45
CHAPTER FOUR: A Republic, Not an Empire, 1897-1900	80
CHAPTER FIVE: I Have Kept the Faith, 1901-1904	109
CHAPTER SIX: Prophet on the Road	121
CHAPTER SEVEN: The Ordeal of Reform, 1906-1908	142
CHAPTER EIGHT: Conscience of the Party, 1909-1912	169
CHAPTER NINE: Bryan's People	193
CHAPTER TEN: Moralism at State, 1913-1915	215
CHAPTER ELEVEN: Moralism in Retreat, 1916-1919	243
CHAPTER TWELVE: Save the Children, 1920-1925	262
CHAPTER THIRTEEN: The Fate of a Christian Liberal	296
Notes	307
Index	367