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

Academic Unit: Historical, Philosophical and Religious Studies
Department: History

Subject: HST          Number: 409          Title: Emergence Modern U.S. 1877-1918          Units: 3

Is this a cross-listed course?
If yes, please identify course(s):
No

Is this a shared course?
Yes
If so, list all academic units offering this course:
SLS

Requested designation: Historical Awareness-II

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/SC)
- 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: Cindy Baade          Phone: 5-7183
Mail code: 4302
E-mail: cynthia.baade@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Matthew J. Garcia          Date: 2/2/15
Chair/Director (Signature): [Signature]

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11, 12/11, 7/12, 5/14
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
ASU--[H] CRITERIA

THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. History is a major focus of the course.</td>
</tr>
<tr>
<td>✔</td>
<td>□</td>
<td>2. The course examines and explains human development as a sequence of events influenced by a variety of factors.</td>
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<tr>
<td></td>
<td></td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
</tr>
<tr>
<td>✔</td>
<td>□</td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The focus and purpose of the course is to understand the multifaceted historical transformation of American Society from 1870 to 1920</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>This course analyzes the sequence of changes in American life by starting with the impact of the &quot;industrial revolution,&quot; and then showing that the multiple ramifications of this led to a major reconstruction of society.</td>
<td>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). Doverege of the Progressive Era follows this same pattern (VI, VII, VIII), adding a foreign policy/global dimension (IX), and ending with an assessment of &quot;modern&quot; society (X).</td>
</tr>
<tr>
<td>3</td>
<td>There is a discipline, systematic examination of how institutions changed over time.</td>
<td>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 (VII.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).</td>
</tr>
<tr>
<td>4</td>
<td>The course focuses on how events and ideas connected to broad economic, social, and political context</td>
<td>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 example, it frames the creation of the agricultural institution, the Grange (II.D), during the 1870s, as part of the broad transformation of agriculture; 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 amusement within the context of public amusement and civic sociability.</td>
</tr>
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HST 409  
**Emergence Modern U.S. 1877-1918**

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
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
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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Midterm exam</td>
<td>30%</td>
<td>October 16</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
<td>Dec 11 (Tuesday) 12:20-2:10 PM</td>
</tr>
<tr>
<td>Document Assignment #1</td>
<td>10%</td>
<td>October 9</td>
</tr>
<tr>
<td>Document Assignment #2</td>
<td>10%</td>
<td>November 19</td>
</tr>
<tr>
<td>Book Review</td>
<td>10%</td>
<td>November 8</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
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</tbody>
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**Reading**


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 websites. 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

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

   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

I. Mining, Cattle, and Farming Frontiers

II. Western Society and Cultures

III. Government, Statehood, and Western Politics

II. The Gilded Age Economy

   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

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

WEB: The 1890s
  The Election of 1896

A. Depression: Labor and the Economic Crisis
  WEB: Pullman
VI. The Progressive Era: Structures and People  

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
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
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


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


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 pages references,
The Gilded Age
ESSAYS ON THE ORIGINS OF MODERN AMERICA

EDITED BY
Charles W. Calhoun

SR BOOKS
A Scholarly Resources Inc. Imprint
Wilmington, Delaware
Editor

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GOING OUT

The Rise and Fall of Public Amusements

DAVID NASAW

Harvard University Press
Cambridge, Massachusetts
London, England
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WORKS OF collaborative assistance, encouraged individuals who read papers derived from it. An early presentation was delivered at Hebrew Fulbright lecturer for instrumental in array supportive of the projects comments of participants of the Smithsonian Institution American Civilization: Difference on the Landscape Historians, where my presentation.

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