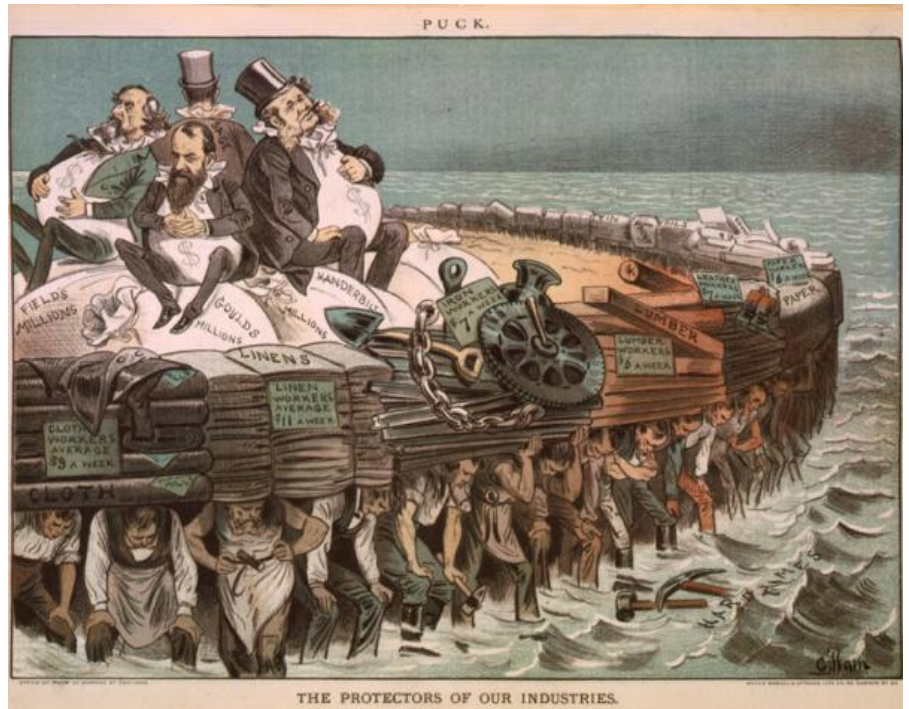




Sul Ross State University  
Spring 2023  
**THE GILDED AGE:  
US HISTORY 1877 TO 1920**  
Course Syllabus  
**HIST 5310-W02**  
**Web-Delivered Course**



*Credit: Library of Congress*

*In the late nineteenth century, the shocking inequalities between the huge fortunes of the nation's "captains of industry" and an ever-growing population of impoverished workers drove Americans to grapple with questions about the rights of workers and employers. This 1883 editorial cartoon mocked the claims that businessmen were the protectors of American industries by presenting Cyrus Field, Jay Gould, Cornelius Vanderbilt, and Russell Sage as bloated parasites sitting on bags of "millions" and resting on the backs industrial workers.*

**Instructor:** Kendra K. DeHart, Ph.D.

**Phone:** 432-837-8150

**Email:** [kendra.dehart@sulross.edu](mailto:kendra.dehart@sulross.edu)

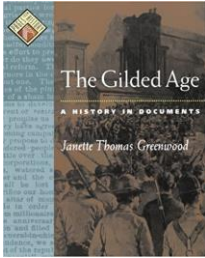
**Office:** LH 212

**Office Hours:** Monday 3:30 to 5 pm; or by appointment. *Note: I will be in my office unless I have required meetings or unforeseen emergencies. Scheduling office hours ahead of time is always encouraged. For online students, please email me, and we can schedule an appointment either through TEAMS or over the phone.*

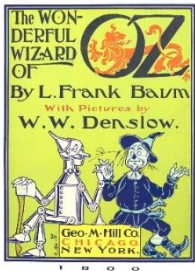
### **COURSE DESCRIPTION:**

This course is an independent study of the era known as the "Gilded Age" from 1877 to 1900. This era was a time of unparalleled economic expansion that profoundly altered political and social arrangements. We will investigate the major changes resulting from the transition from a predominantly rural agrarian society to a primarily urban industrial society, and the responses to such a dramatic shift from politicians, reformers, and social critics as they came to terms with a modern America shaped by corporate capitalism, urbanization, and patterns of migration. We will pay particular attention to these major themes: the centrality of scientific and technological innovation to a new industrial society; the critiques of the new political economy and corporate capitalism; an increasingly expansionist and interventionist American foreign policy; and the changing discourses and power relations pertaining to race, class, and gender.

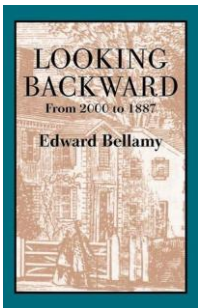
**REQUIRED TEXTS:**



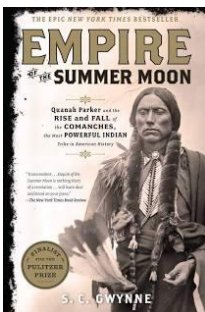
Greenwood, Janett Thomas. *The Gilded Age: A History in Documents*. New York: Oxford University Press, 2000. ISBN 9780195166385



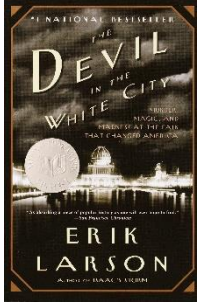
Baum, L. Frank. *The Wonderful Wizard of Oz*. New York: Geo M. Holl, Co, 1900. (First published in 1900, there are several editions of this book; find one that you like.)  
\*Note: The book is different from the movie!



Bellamy, Edward. *Looking Backward, 2000-1887*. Oxford: Oxford University Press, 2009. (First published in 1888, there are several editions of this book; find one that you like.)



Gwynne, S. C. *Empire of the Summer Moon: Quanah Parker and the Rise and Fall of the Comanches, the Most Powerful Indian Tribe in American History*. New York: Scribner, 2010. ISBN 1416591060



Larson, Erik. *The Devil in White City: Murder, Magic, and Madness at the Fair that Changed America*. New York: Random House, 2003. ISBN: 978-0375725609

### **COURSE OBJECTIVES:**

At the end of this course, the student should have a greater appreciation of the history of the United States. This course complies with the Texas Essential Knowledge and Skills (TEKS) requirements. Instruction in the Core Objectives (critical thinking, communication, teamwork, and social responsibility) will be given and reinforced throughout the semester.

In completing HIST 5310, the student should be able to:

1. Develop a grasp of the basic chronology of the United States history from 1877 to 1900 with a focus on major events and turning points.
2. Understand the development of the following aspects of American society from 1877 to 1900: the shift from rural agrarian society to an urban industrial society, changing patterns of migration and labor, the emergence of the United States as a global economic and military power, and the changing power relations pertaining to race, class, and gender.
3. Analyze a range of primary sources, including novels, speeches, essays, political cartoons, photographs, advertisements, and more.
4. Analyze and synthesize information and ideas from primary sources and secondary sources to generate new insights and to understand historiographical trends in the scholarship of the Gilded Age through written papers and online quizzes.
5. Understand how events in the past continue to influence contemporary issues in the present.

### **STUDENT LEARNING OUTCOMES:**

The graduating student in history will be able to:

1. The history student will demonstrate historical research skills in a logically-organized, written paper that is mechanically correct and supported by relevant documentation of historical content.
  - Marketable Skills:
    - Students will learn the importance of meeting deadlines in a successful manner.
    - Students can identify the differences between primary and secondary sources, a crucial step in developing critical thinking skills.
    - Students can learn to select and organize data in a relevant manner.
    - Students can hone their writing skills.
2. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.
  - Marketable Skills:
    - Students can learn how ideas and interpretations change over time.
    - Students can learn how to evaluate different interpretations and ideas.
    - Students can learn how to use evidence to persuade various audiences.

3. The history student will demonstrate knowledge of American History, World History, and Non-American History.
  - Marketable Skills:
    - Students can develop a better understanding of the development of various cultures, political and economic systems, gender and race relations, and environmental change.
    - Students can develop a multicultural perspective necessary for an increasing globalized world.
    - Students can learn how to manage and absorb various perspectives and information.

The Student Learning Outcomes will be measured by the administration of quizzes and written assignments.

### **COURSE POLICIES:**

1. **Attendance:** This is a web-delivered course designed to be an independent study. As such, we will not have virtual meetings unless individual students request them. You are responsible for keeping up with the assignments and syllabus. **Responsibilities for notifying faculty for arranging potential make-ups rest with the students.** If you miss an assignment, you must contact me directly via email with an explanation.
2. **Contacting the Instructor:** The **instructor's email** is the preferred method of contact. Students should use the phone number only for emergency situations.

All email messages to the instructor should **include your name, your class section number, and a simple message** stating the reason you are contacting the instructor. During the week, emails will normally be answered within twenty-four hours. Emails that arrive late Friday afternoon, Saturday, or Sunday most likely will not receive a reply until Monday, but you may send an email at any time.

3. **Make-Up Policy:** I will give make-up assignments only in extreme cases. Students who are unable to complete an assignment on the due date must notify the professor by email or phone within 48 hours. Students who do not give such notification and provide documentation will not be allowed to take to make-up the assignment.
4. **Late assignments:** Late assignments incur a 10-point penalty for every 24-hour period that passes from the due date and time until the instructor receives the assignment, unless other arrangements have been made.
5. **Academic Misconduct:** Any act that violates the academic integrity of the institution is considered academic misconduct. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline as outlined in the Student Handbook. Anyone caught engaging in academic misconduct in an exam or assignment will automatically receive an "F." Specific examples of academic misconduct include, but are not limited to:
  - a. **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from

another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.

- b. **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- c. **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

**Statement on Academic Honesty:** *“The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.”*

—Excerpt from the SRSU Student Handbook

In addition, please note that plagiarism detection software will be used in this class for written assignments.

### **ASSIGNMENTS:**

1. **Introductory Essay:** On the third day of class, post a brief introduction on Blackboard introducing yourself. Personalize your post. Perhaps discuss your favorite bands, preferred food, hobbies, family (including furry ones), etc. Make sure to also identify your favorite era of American history.
2. **Quizzes (7 Total):** Most of our readings will come from the textbook, *The Gilded Age: A History in Documents*, and you will be responsible for taking a Blackboard quiz. These quizzes will be open to you all week, but you must complete these quizzes by Sunday at midnight for the assigned week's readings.
3. **Critical Analysis Paper (4 Total):** Students will write four critical analysis papers on the books listed above. Prompts will be provided to you on Blackboard for each assigned book. Some of the books are novels, produced during the Gilded Age, and others are examples of historical fiction. What can these sources tell you about how individuals reacted to the vast transformations occurring in the Gilded Age? Students will be required to integrate both primary and secondary sources.
4. **Final Paper: “Two Decades, Two Reflections”** The final paper will be a personal reflection from you. As you will see, there are several political, cultural, economic, and social transformations that occurred in just two short decades. You will *pick just two* of the most important events or ideas you have discovered and write a 5-to-7-page reflection on what you have learned, integrating primary and secondary sources. You will need to summarize these two major issues of the Gilded Age. Do you think these issues have been resolved? Are they still

present in twenty-first-century America? What stands out to you and why? What might Americans today need to learn about the Gilded Age? In other words, what lessons does this history provide? A more detailed guideline will be provided to you.

**GRADES:**

Final grades will be determined as follows:

Introductory Post	10 pts.
Blackboard Quizzes (7 Total)	420 pts.
Critical Analysis Papers (4 Total)	420 pts.
<u>Final Paper</u>	<u>150 pts.</u>
Total Possible	1000 pts.

**Grade Breakdown:**

1,000 to 900 pts.	A
899 to 800 pts.	B
799 to 700 pts.	C
699 to 600 pts.	D
599 <	F

A Range = Outstanding. All assignments are turned in on time and reflect thoughtful and analytical thinking with a thorough understanding of historical events and trends.

B Range = All assignments are turned in on time and are above average but are not outstanding work. They demonstrate an understanding of historical events, but the analytical thinking is weaker than that for an “A.”

C Range = Average. Assignments indicate an average understanding of historical events. Work tends to be narrative rather than analytical. There is need for improvement.

D Range = Below average. Writing is mostly narrative. There is no analysis and narrowly answers the question assigned. Assignments are incomplete.

F Range = Fail. Assignments are not turned in or are late without the instructor’s approval. They are substantially below average and fail to answer the questions. Plagiarizing, of course, will result in disciplinary action.

**SRSU Disability Services:**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C, in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. Email: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

Adequate time must be allowed to arrange accommodations. Accommodations are not retroactive; therefore, students should contact Accessibility Services as soon as possible in the academic term for



which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports.

### **Classroom Climate of Respect**

This class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **Library Information**

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### **COPYRIGHT NOTICE:**

My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course website, I will ask for your written permission.

**\*\*NOTICE TO STUDENTS\*\***: At certain times this semester, we will be discussing historical events that may be disturbing to some students. If you suspect that specific material is likely to be emotionally challenging for you, I am happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with me individually afterwards, I welcome such discussions as an appropriate part of our classwork. Please remember I do not expect or require students to hold the same opinions as one another (or me) about controversial topics.

## **SEMESTER SCHEDULE**

*Note: This syllabus with its schedule is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning on the part of the students. Students will have prior notification of any necessary changes in the schedule.*

### Jan. 18 to Jan. 20

- Read Syllabus
- **DUE Friday, Jan. 20**
  - Introductory Post on Blackboard; Respond to at least two other postings from your colleagues.

### Jan. 23 to Jan. 27

#### *Introduction*

- Readings in *The Gilded Age: A History in Documents*: “What Is a Document?,” “How to Read a Document,” and “Introduction”
- **DUE: Sunday, Jan. 29**
  - Blackboard Quiz #1 over *The Gilded Age: A History in Documents* readings

### Jan 30 to Feb. 3

- Readings in *The Gilded Age: A History in Documents*: Chapter One & Chapter Two
- **DUE: Sunday, Feb. 5**
  - Blackboard Quiz #2 over *The Gilded Age: A History in Documents* readings

### Feb. 6 to Feb. 10

#### *Big Business, Industry, and Immigration to a “Promised Land”*

- Readings in *The Gilded Age: A History in Documents*: Chapter Three and Four
- **DUE Sunday, Feb. 12**
  - Blackboard Quiz #3 over *The Gilded Age: A History in Documents* readings

### Feb. 13 to Feb. 17

#### *The Sorrows of Labor and the Perils & Promise of Urban Life*

- **DUE Sunday, Feb. 19:**  
**Critical Analysis Paper #1: *Looking Backward* by Edward Bellamy**

### Feb. 20 to Feb. 24

#### *The United States Builds an Empire*

- Readings in *The Gilded Age: A History in Documents*: Chapter Seven and Chapter Nine
- **DUE Sunday, Feb. 26**
  - Blackboard Quiz #4 over *The Gilded Age: A History in Documents* readings

### Feb. 27 to Mar. 3

- **DUE Sunday, Mar. 5**
  - **Critical Analysis Paper #2: *Empire of the Summer Moon* by S.C. Gwynne**



Mar. 6 to Mar. 10

*The Farmers' Revolt*

- Readings in *The Gilded Age: A History in Documents*: Chapter Six and Chapter Eight
- **DUE Sunday, Mar. 12**
  - Blackboard Quiz #5 over *The Gilded Age: A History in Documents* readings

Spring Break: Mar. 12 to Mar. 17

Mar. 20 to Mar. 24

- **DUE Sunday, Mar. 26**
  - **Critical Analysis Paper #3:** *The Wonderful Wizard of Oz* by Frank Baum

Mar. 27 to Mar. 31

*"Leisure" in the Gilded Age*

- Readings in *The Gilded Age: A History of Documents*: Chapter Five & Chapter Ten
- **DUE Sunday, Apr. 2**
  - Blackboard Quiz #6 over *The Gilded Age: A History in Documents* readings

Apr. 3 to Apr. 7

- **DUE Sunday, Apr. 9**
  - **Critical Analysis Paper #4:** *Devil in the White City* by Erick Larson

Apr. 17 to Apr. 21

- Readings in *The Gilded Age: A History of Documents*: Timeline and Suggested Readings
- **DUE Sunday, Apr. 23**
  - Blackboard Quiz #7 over *The Gilded Age: A History in Documents*. In your opinion, what are the most important events that happened in the Gilded Age? Are they listed in the textbook? What other topics would you like to learn more about?

Apr. 24 to May 10

- Schedule individual meetings with professor to discuss final papers.

**Sunday, May 14<sup>th</sup>**

**Final Paper Due by Midnight: "Two Decades, Two Reflections"**