

Fall, 2007

History A313 (Sect. 26010) &  
History H511 (Sect. 4395):

**The Origins of Modern America,  
1865-1917**

Location: CA-217

Time: M W 10:30 - 11:45

Instructor: R. Barrows

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Office Hours: M W 12:00-12:30,  
4:00-5:00, and by appointment

**REQUIREMENTS:** Regular class attendance and participation in discussion; completion of assigned reading; a mid-term exam and a non-comprehensive final (essays and short answer IDs, covering both reading assignments and the lectures); and several short written assignments: a) a brief synopsis and analysis of a supplementary novel b) two short descriptions and analyses of contemporary newspaper accounts of notable events c) analysis of an enumeration district from the 1900 manuscript census of Indianapolis. Students taking the course for graduate credit will complete an additional reading/writing assignment following consultation with the instructor.

**GRADING:** Each exam will count for one-third of the final grade; the written work will comprise the other third. Improvement counts. So does literacy. In cases where the semester grade comes down to a borderline decision (between a C+ or a B-, for example), regular attendance, participation in discussion, and improvement will be taken into account.

Papers are due, and exams will be given, on the dates indicated. Unless prior arrangements have been made, I will schedule make-up exams or accept late papers only in cases of documented illness or other unanticipated emergency.

University policy is that grades of "Incomplete" should be assigned only to students who have successfully completed most of the course work and who have been prevented by significant and unanticipated circumstances from finishing all requirements. Removal of "Incomplete" grades is often troublesome for both student and instructor, and I shall be reluctant to assign them.

Plagiarism (**including the use without attribution of materials found on the Internet**), cheating on exams, and other forms of intellectual dishonesty will not be tolerated, will result in a failing grade on the work in question, and may lead to disciplinary action by the university. If you are unsure what constitutes plagiarism, ask. Also, consult the IUPUI Campus Bulletin, 2006-2008, pp. 36-37.

**TEXTS:**

CALHOUN Charles W. Calhoun, ed., The Gilded Age, 2<sup>nd</sup> ed.  
DeSANTIS Vincent DeSantis, The Shaping of Modern America, 3<sup>rd</sup> ed.  
RIIS Jacob Riis, How the Other Half Lives (1996 Bedford  
Books version edited by David Leviatin)  
WOLOCH Nancy Woloch, Muller v. Oregon

Plus one of the following: Horatio Alger, Ragged Dick; Edward  
Bellamy, Looking Backward; Hamlin Garland, Main-Travelled Roads;  
Upton Sinclair, The Jungle

Tentative Course Outline and Assignments

August

22 Introduction to the Course  
27 Reconstruction  
29 The Western Frontiers  
(DeSantis, pp. 19-32; Calhoun, ch. 8)

September

3 NO CLASS (Labor Day)  
5 The "New" South?  
(DeSantis, pp. 33-37)  
**{Newspaper Assignment #1 due September 5}**  
10, 12 Industrialization, Industrialists, and the Rise of Big  
Business (DeSantis, ch. 1; Calhoun, ch. 1)  
17 Workers, Unions, and Labor Strife  
(DeSantis, pp. 104-109; Calhoun, ch. 3)  
19, 24 A Nation of Immigrants (DeSantis, pp. 98-104; Calhoun,  
ch. 4)  
26 The Rise of the City - I  
(DeSantis, pp. 96-98; Calhoun, ch.5)

October

1 **GROUP 1:** Presentation and discussion of Ragged Dick  
3 The Rise of the City - II  
(Riis--read the Preface, all of Part I [pp. 3-43], and  
chapters 4, 6, 12, 17, 20, and 25 in Part II)

## October

- 8, 10 Society and Culture in the Gilded Age  
(DeSantis, ch. 5 + 109-118; "She Couldn't Have Done It,  
Even If She Did" [handout]; Calhoun, ch. 6, 7, 10)
- 15 **GROUP 2:** Presentation and discussion of Main-Travelled  
Roads
- 17 **MID-TERM EXAM**
- 22 The Politics of Equilibrium  
(DeSantis, ch. 3; Calhoun, ch. 11, 12)
- 24 The Quest for Empire, 1865-1899  
(DeSantis, ch. 7; Calhoun, ch. 14)
- 29 **Group 3:** Presentation and discussion of Looking  
Backward
- 31 The Other Side of the Gay '90s - I  
(DeSantis, ch.4)

## November

- 5 The Other Side of the Gay '90s - II  
(Calhoun, ch. 13)
- 7, 12 Progressivism: Ideology and Political Reform  
(DeSantis, ch. 9-11; Woloch, Preface, 3-46, 71-73,  
144-150)
- 14 Progressivism: Social Reform  
(DeSantis, ch. 8; "Albion Fellows Bacon: Indiana's  
Frenzied Philanthropist" [handout])
- 19 **GROUP 4:** Presentation and discussion of The Jungle
- 21 NO CLASS (Thanksgiving Break)
- 26 Foreign Affairs, 1900-1916 (DeSantis, ch. 12)
- 28 Discussion of **1900 Census Assignment**

## December

- 3 The Road to World War I  
(DeSantis, ch.13)
- 5 Evaluation and Recapitulation
- 10 **FINAL EXAM**

Newspaper Assignment #1  
(100 points)

Select one of the following events:

- Impeachment (by the House of Representatives) and acquittal (by the Senate) of President Andrew Johnson  
[Feb. 24 and May 16, 1868]
- Completion of the first transcontinental railroad  
[May 10, 1869]
- Battle of the Little Big Horn (Custer's Last Stand)  
[June 25, 1876]

Go to a local library--IUPUI University Library, IMCPL, Indiana State Library--and read contemporary newspaper accounts of whichever event you selected. **(Note that there will often be several days of coverage for each event. Usually, though not always, the coverage appears within a day or two of when the event occurred. It seldom appears on the same day.)** A likely source, especially at the University Library, is the New York Times on microfilm. Feel free, however, to see what sort of coverage appeared in other newspapers, especially the Indianapolis papers. Library personnel will be able to assist you in locating the correct roll of microfilm. If you need instruction in the use of a microfilm reader, do not hesitate to ask for such assistance.

After reading accounts of the event you selected (and, presumably, taking notes on what you read), prepare an essay of approximately two--and no more than three--double-spaced, typewritten pages. The first one-third to one-half of your essay should simply provide a summary description of the historical event as recounted in the newspaper articles you consulted. The remainder of the essay consists of your analysis of the coverage. Does it seem accurate? Fair? Thorough? Do you find anything unusual or surprising about the paper's treatment of the story? Are there ways in which the coverage differs from the manner in which a newspaper today might deal with the same story?

Indicate somewhere in your essay, either as a heading or as part of the text, the name of the newspaper you read, the dates of the articles you consulted, and the repository where the newspaper was located.

**Due September 5**

Newspaper Assignment #2  
(100 points)

Select one of the following events (you will sign up in class) and read contemporary newspaper accounts of the incident. Then prepare an essay of approximately two--and no more than three--double-spaced, typewritten pages. The first one-third to one-half of your essay should simply provide a summary description of the historical event as recounted in the newspaper articles you consulted. The remainder of the essay consists of your analysis of the coverage. Does it seem accurate? Fair? Thorough? Do you find anything unusual or surprising about the paper's treatment of the story? Are there ways in which the coverage differs from the manner in which a newspaper today might deal with the same story?

Indicate somewhere in your essay, either as a heading or as part of the text, the name of the newspaper you read, the dates of the articles you consulted, and the repository where the newspaper was located. (Look at the actual paper or a microfilmed reproduction of it. Consulting text that is transcribed on a Web site is not acceptable.) Due on dates indicated.

Due October 8

Battle of Wounded Knee [December 29, 1890]

GAR Encampment in Indianapolis [Sept. 4-9, 1893; read Indy paper]

Due October 22

Shooting & death of President Garfield [July 2 & Sept. 19, 1881]

Due October 24

Sinking of the Maine [February 15, 1898]

Battle of Manila Bay [May 1, 1898]

Due November 5

People's Party (Populist) convention [early July, 1892]

Coxey's Army in Washington [April 30-May 1, 1894]

Democratic national convention, esp. the speech given by William Jennings Bryan [July 8, 1896]

Due November 7

Assassination of President McKinley [September 6-14, 1901]

Due November 14

Triangle Shirtwaist Company fire in NYC [March 25, 1911]

Due December 3

Sinking of the Lusitania [May 7, 1915)

Release of Zimmermann telegram [March 1, 1917]

SUPPLEMENTARY NOVEL:  
Instructions for Group Presentations  
and Individual Written Assignments  
(200 points)

>> Group Presentations

Each group will have 45-50 minutes to make its presentation and will then respond to questions. (Membership of the four groups is noted on the reverse of this sheet.) Your objective is to inform the other members of the class about the novel you have read and to explain to them how it helps us understand the period of American history we are studying in this course. You may structure your presentation as you wish, but at some point and in some way you will probably want to touch upon the following:

- Biographical information regarding the author
- Publication information regarding the book (when/where originally published, how long in print, sales figures, etc.)
- The plot of the novel: who are the major characters?; what do they do or what happens to them?
- The literary quality of the novel
- The historical context within which the book was written and the ways in which the novel reflects that context. (In other words, why was this book written when it was, and what does it tell us about the time in which it was written?)**
- The impact of the novel, both when it was originally published and in subsequent years
- The book's value in helping us to understand late 19th/early 20th century U.S. history

>> Individual Written Assignment

Your written analysis of the novel is due on the day of your group presentation. (These dates are indicated on the syllabus.) This review should be approximately 600 words (3-4 typewritten pages, double-spaced).

The review should consist of two parts. The first one-third should be a summary that tells the person reading the review what the book is about. The remaining two-thirds of the review should give your opinion of the book, noting particularly its value as an historical source.

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Group 1 (Alger, Ragged Dick; October 1)

Group 2 (Garland, Main-Travelled Roads; October 15)

Group 3 (Bellamy, Looking Backward; October 29)

Group 4 (Sinclair, The Jungle; November 19)

\* = Convenor/Organizer

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1900 Census Assignment  
(200 points)

This exercise will give you an opportunity to "do history" by examining and analyzing a source that has been widely used by historians of the United States during the past thirty years--the manuscript schedules of the decennial Census of Population. These documents, filled out by the census takers as they made their rounds, provide detailed information about particular areas at a specific moment in time--a sort of historical "snapshot."

For this assignment you will select one "enumeration district" (ED) from the 1900 Census of Population of Indianapolis. The schedules, which are reproduced on five rolls of microfilm (numbered 387-391), are available in the **microforms area** of the **Reference Room** in University Library. **They are in a microfilm drawer labeled "Census Microfilm"; the call number is HA 361.5 1900.** (Alternatively, this material is also available in the Genealogy Division of the Indiana State Library at the corner of Senate Avenue and Ohio Street.) You will find the ED numbers in the upper right hand corners of the schedules. **Those in Groups 1 & 3 select an ED from List A; those in Groups 2 & 4 select an ED from List B (see reverse).**

Examine the information recorded for each ED and then prepare an analysis (3-5 pages) of the district. (Feel free to use the word "neighborhood" or "area" rather than the awkward "enumeration district" if you prefer, keeping in mind, however, that ED boundaries were actually somewhat arbitrary and may not have defined a natural neighborhood.) Your description and discussion of the district may include (but is not limited to) consideration of the following:

- Location of the area, if possible (note street names/house numbers along left margin)
- Racial/ethnic composition of the district
- Occupational/social status of the residents (analyzed, perhaps, by race and ethnicity)
- Women's roles
- Extent of homeownership
- Schooling patterns
- Any interesting institutions located within the district
- Anything else you observe that helps to describe the district and its residents at the turn of the century

Though not required, you may find it useful to read the following brief article before beginning your work: "The 1900 Federal Census: A Note on Availability and Potential Uses," Indiana Magazine of History, 74 (June, 1978), 146-152.

Due November 28

ED = Enumeration District

List A

ED 55 (Roll 388/Vol. 46)

ED 57 (Roll 388/Vol. 46)

List B

ED 19 (Roll 387/Vol. 45)

ED 26 (Roll 387/Vol. 45)

ED 83 (Roll 388/Vol. 46)

ED 89 (Roll 388/Vol. 46)

ED 134 (Roll 389/Vols. 47-48)

ED 141 (Roll 389/Vols. 47-48)

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Additional Assignments for Graduate Students

1) Read the following:

>> Richard L. McCormick, "Public Life in Industrial America, 1877-1917," chapter 5 in The New American History (1990), ed. Eric Foner. Be sure to skim the bibliography at the end of the essay. **Prepare a brief (3-4 page) synopsis of this chapter, which will be due on**

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2) Read the following:

>> OAH Magazine of History (Fall, 2000), 7-13, 19-23.

>> OAH Magazine of History (Spring 1999), 3-23.

>> OAH Magazine of History (Summer 1999), 3-10, 16-25.

Based on the reading above, browsing in your textbooks for this class or in other volumes you may own, and personal interest, **decide on a topic** in American history 1865-1919 about which you would like to prepare a **historiographic essay**. You need to find a topic about which there has been some controversy or debate, and thus a range of historical commentary that has changed over time. (Examples: the motivation behind American "expansionism" during the late 19<sup>th</sup> century; the social status of those who identified themselves as "progressives"; the wisdom of "Radical Reconstruction.") **Bring your topics to me for approval. Topics should be set no later than**

3) **Prepare an annotated bibliography** of 8-10 items (generally books, but articles or book chapters may be acceptable in some cases) that relate to your topic and that reflect changes in historical interpretation. The annotation need not be extensive; two or three sentences will usually suffice. **Due no later than**

4) I will "edit" your bibliography, deleting some items and perhaps adding others. Use the resulting list as the basis for your **historiographic essay of 7-10 pages, which will be due no later than**

