



## HIST 3335: The Gilded Age & the Progressive Era

### Course Basics

Meets Monday & Wednesday  
11:00am - 12:15pm  
Classroom Hall Bldg., Room 321

#### Instructor:

Dr. Bill Bush  
Office: STEC 311R  
210.784.2200  
[wbush@tamusa.edu](mailto:wbush@tamusa.edu)

**Office hours:** By appointment

#### Course website:

<http://tamusa.blackboard.com/>

### Assigned books

Rebecca Edwards, *New Spirits: Americans in the Gilded Age, 1865-1905*, 3d ed. (2015)

Jacqueline Jones Royster ed., *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900*, 2d ed. (2016)

Walter Nugent, *Progressivism: A Very Short Introduction* (2009)

Short readings & multimedia materials on Blackboard



### Course Description and Objectives

Taken together, the Gilded Age and Progressive Era form the gateway to modern America. In this course, we will study several of the key features of the Gilded Age (industrialization, urbanization, immigration, rapid economic growth, technological advances, political corruption, Social Darwinism, the near-destruction of the Indians and the closing of the Western frontier) and the Progressive Era (Populism, social reform, good government campaigns, the labor movement, the women's movement and feminism, the African American civil rights movement). Our study of this period will culminate with World War One, the "Great War" that brought an end to Progressivism even as it exemplified some of its core tenets and features.

This course will expose students to various approaches to the study of history. Students will read and analyze a variety of texts including multimedia materials, and discuss work in oral, written, and visual formats.

## Course Learning Outcomes

At the end of this course, the student will be able to:

1. Analyze the role of different populations in shaping U.S. society in the Gilded Age and Progressive Era;
2. Identify, synthesize, and analyze relevant primary and secondary sources, including the ability to analyze media "texts" from this period;
3. Develop and communicate historical arguments concerning this period; and,
4. Interpret the role of race, ethnicity, class, gender, and culture in the lives of Americans in this period.

## Graded Work

Participation & Attendance:	10%
Class Presentation:	15%
Micro-Essays (2):	30%
Exams (2):	45%

## Grade Scale

A:	90%-up
B:	80-89%
C:	70-79%
D:	60-69%
F:	0-59%

## Course Requirements

### Class Participation & Attendance – 10%

Attendance and tardiness will be recorded. Be on time and ready to participate each day. Several of our classes will be devoted to group activities and discussions. I expect class discussion will be lively, respectful, substantive, and that you will have put in the necessary time to read and understand the assigned reading ahead of time. Your P&A grade includes any in-class writing or group work. Prepared, thoughtful participation will earn the highest score.



### Class Presentation – 15%

Students will work alone or in teams to lead one class discussion based on assigned materials during the semester. The team will present a summary using a prepared slideshow and will write open-ended questions intended to provoke thoughtful and interesting discussion.

### Micro-Essays (2) – 30%

In these short (3-page) papers, submitted on Blackboard, students will respond to prompts based on course materials. Full descriptions of these assignments will be provided separately. Due dates: March 1 and April 8.

### Exams (2) – 45%

Each exam will be written, open-book and open-note, with essay and short answer sections. Students will receive essay questions in advance of the exam and will be permitted to prepare a written outline for use during the exam period. Students will be expected to synthesize and analyze in their writing about the Gilded Age & Progressive Era. Dates: March 6 and TBA

## Schedule

#	Date	Topic / Reading	Due in Class
0	Wed 1/17	Introductions & Course Overview READ: <i>New Spirits</i> , Introduction (p1-6)	
1	Mon 1/22	The Struggle for Reconstruction (lecture) READ: <i>New Spirits</i> , Chap 1 (p11-32)	<b>Sign-up for discussion days</b>
2	Wed 1/24	The Collapse of Reconstruction (discussion) READ: "Freedman's Bureau" political cartoons (1866 and 1868); Frederick Douglass, "The Unknown Loyal Dead" (1871) (Blackboard)	
3	Mon 1/29	The New Immigration and the New Nativism (lecture) READ: <i>New Spirits</i> , Chap 2 (p35-54)	
4	Wed 1/31	The New Immigration and the New Nativism (discussion) READ: Theodore Roosevelt, "Hyphenated Americans" (1915); " <a href="#">Remade in America: Immigration Explorer</a> ," <i>New York Times</i> (Blackboard)	<b>Discussion 1</b>
5	Mon 2/5	The Transformation of Work (lecture) READ: <i>New Spirits</i> , Chap 3 (p57-74)	
6	Wed 2/7	The Transformation of Work (discussion) READ: "Time-Table of the Lowell Mills" (1853); Andrew Carnegie, "The Gospel of Wealth" (1889) (Blackboard)	<b>Discussion 2</b>
7	Mon 2/12	The Incorporation of America (lecture) READ: <i>New Spirits</i> , Chap 4 (p76-94) & 5 (p99-116)	
8	Wed 2/14	The West (discussion) SOURCES: <a href="#">Carlisle Indian School Digital Resource Center</a> and <a href="#">Federal Indian Boarding School Initiative</a> (Blackboard)	<b>Discussion 3</b>
9	Mon 2/19	Jim Crow and the Black Freedom Struggle (lecture) READ: <i>Southern Horrors</i> , Introduction (p1-44)	
10	Wed 2/21	Southern Horrors (discussion) READ: <i>Southern Horrors</i> , The Documents: Southern Horrors (p46-68)	<b>Discussion 4</b>
11	Mon 2/26	A Red Record (discussion) READ: <i>Southern Horrors</i> , The Documents: A Red Record (p69-151)	<b>Discussion 5</b>

12	Wed 2/28	The Spirit of Youth (lecture) READ: <i>New Spirits</i> , Chap 6 (p118-136)	<b>Micro-Essay 1 (Due online Friday, 3/1)</b>
13	Mon 3/4	Review for Midterm Exam	
14	Wed 3/6	<b>Midterm Exam</b>	
	3/11 & 3/13	<i>NO CLASS – Spring Break</i>	
15	Mon 3/18	The Populist Moment (lecture) READ: <i>New Spirits</i> , Chap 10 (p193-210)	
16	Wed 3/20	The New Empire (lecture) READ: <i>New Spirits</i> , Chap 11 (p212-234)	
17	Mon 3/25	The Progressives (lecture) READ: <i>New Spirits</i> , Chap 9 (p174-189); <i>Progressivism</i> , Intro (p1-5), Chap 2 (p16-34)	
18	Wed 3/27	Women’s Rights and Feminism (lecture) READ: <i>New Spirits</i> , Chap 7 (p138-150); <i>Progressivism</i> , Chap 3 (p35-74)	
19	Mon 4/1	Women’s Rights in Texas FILM: <a href="#">“Citizens at Last”</a> (2021)	
20	Wed 4/3	Women’s Rights and Feminism (discussion) Alice Stone Blackwell, <a href="#">“Answering Objections to Women’s Suffrage,”</a> (1917); <a href="#">“Citizens at Last”</a> (2021) (Blackboard)	<b>Discussion 6</b>
21	Mon 4/8	The Borders of Progressive Reform (lecture) READ: <i>Progressivism</i> , Chap 4 (p75-107)	<b>Micro-Essay 2</b>
22	Wed 4/10	The Borders of Progressive Reform (discussion) READ: Barragán and Blanton, “The World of Education Among Ethnic Mexicans” (Blackboard)	<b>Discussion 7</b>
23	Mon 4/15	World War I (lecture) READ: <i>Progressivism</i> , Chap 5 (p108-119)	
24	Wed 4/17	Over Here: The Home Front (lecture)	
25	Mon 4/22	The Spanish Flu Crisis (discussion) READ: “Desolate Streets: The Spanish Flu in San Antonio” and <a href="#">Influenza Archive</a> (Blackboard)	<b>Discussion 8</b>
26	Wed 4/24	The New Modernity (lecture) READ: <i>Progressivism</i> , Chap 6 (p120-128)	
27	Wed 4/26	Review for Final Exam	

**FINAL EXAM**  
**Date and Time TBD**

## Class Policies & Resources

---

**Civility Code:** This course explores a period filled with controversy and thus it is inevitable that we will discuss issues about which there is disagreement, maybe even strong disagreement. That's great! Voice those disagreements openly and thoughtfully. But be sure to do so in a respectful way, in the tone and content of your comments. Remember that misunderstandings can arise easily online. Per the A&M-SA Student Code of Conduct, students should never engage in name-calling, personal insults (open or veiled), bullying, hate speech, or inappropriate profanity.

**Technology Policy:** You are responsible for ensuring access to course content, including browser compatibility and Internet connectivity. Any issues with these can't be used as an excuse for late or incomplete work. Please contact the university's ITS for any tech support needs.

**Academic Dishonesty:** Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic Dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submission, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. All students are responsible for being familiar with the Academic Dishonesty Policy which may be found in the A&M-San Antonio Student Handbook: (<http://www.tamusa.edu/studentengagementsuccess>).

**Chat GPT / AI Policy:** As new technologies like Chat GPT and other AI tools improve and become more available, it will be important for you to understand the different policies and grading methods each of your professors use. In this class, *you are permitted to use AI* in any way you choose, but you are not required to use it. I will not consider AI-generated text to be plagiarism, and I will not penalize it as academic dishonesty. I will grade the work you submit on its own merits using the grading rubrics I will provide. However, *AI will not be very good at completing our class assignments*. It is likely that you will not get a very good grade even if you manage to complete an assignment using AI assistance, unless you make substantial improvements of your own. Guidance for how to cite AI-generators, like ChatGPT, can be found [here](#).

**Late Work / Make-Up Policy:** Extensions on graded work will be given for only the most severe medical or family emergencies, and only with official documentation explaining your request. Late work will be assigned a one-letter grade penalty per day, and will not be accepted after the third day. Late discussion board posts will not be graded.

**Academic Accommodations for Persons with Disabilities:** Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

**Academic Learning Center:** The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

**Writing, Language, and Digital Composing Center:** The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as e-portfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

