

<b>Course</b>	HIST 1010 Topics in History: The Gilded Age	
<b>Term</b>	Spring 2, 2008	
<b>Instructor</b>	Name:	Mary Beth Craddock
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<b>Catalog Description</b>	Introductory courses of a survey nature covering various topics. Recent topics have included the American West, American history through folk song and story, historians and the American experience, and religion in America. May be repeated for credit if content differs.	
<b>Prerequisites</b>	None	
<b>Course Level Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Demonstrate ability of effective written and oral communication in a variety of settings, to a range of individuals and within group and teams, using various modes.</li> <li>• Demonstrate ability to formulate questions that reveal an intelligent curiosity about text or concepts and to analyze questions with imagination and creativity.</li> <li>• Demonstrate ability to evaluate information from disparate sources, to transform information into meaningful knowledge.</li> <li>• Develop a mature view of human nature and an informed perspective of your own country and its connection to a wider world.</li> <li>• Use your study of the past to participate in the affairs of the world around you.</li> <li>• Use essential analytical and research skills to understand, identify and evaluate historical developments, movements and trends.</li> <li>• Exhibit sensitivity to human values in your own culture, as well as other cultural groups.</li> </ul>	
<b>Materials</b>	Schlereth, Thomas J., <i>Victorian America</i> , Perennial Library, 1992. ISBN 0060921609. Text is available from MBSDirect at <a href="http://www.mbsdirect.net">www.mbsdirect.net</a> or 1-800-325-3252.	
<b>Grading</b>	<ol style="list-style-type: none"> <li>1. Pre-assignment</li> <li>2. Each week's discussions</li> <li>3. Journal entries</li> <li>4. Reviews</li> <li>5. Final exam</li> </ol>	<p>40 pts. 25 pts. 25 pts. 25 pts. 150pts</p> <p>A=100-90 B=89-80 C=79-70</p>

	<p>D=69-60 F=50-below</p> <p><b>The GRADUATE catalog provides these guidelines and grading options:</b></p> <ul style="list-style-type: none"> <li>• <b>A/A-</b> Superior graduate work</li> <li>• <b>B+/B/B-</b> Satisfactory graduate work</li> <li>• <b>C</b> Work that is barely adequate as graduate-level performance</li> <li>• <b>CR</b> Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.</li> <li>• <b>F</b> Work that is unsatisfactory</li> <li>• <b>I</b> Incomplete work</li> <li>• <b>ZF</b> An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.</li> <li>• <b>IP</b> In progress</li> <li>• <b>NR</b> Not reported</li> <li>• <b>W</b> Withdrawn from the course</li> </ul> <p><b>The UNDERGRADUATE catalog provides these guidelines and grading options:</b></p> <ul style="list-style-type: none"> <li>• <b>A, A-</b> superior work in the opinion of the instructor</li> <li>• <b>B+, B, B-</b> good work in the opinion of the instructor</li> <li>• <b>C+, C, C-</b> satisfactory work in the opinion of the instructor</li> <li>• <b>D+, D</b> passing, but less than satisfactory work in the opinion of the instructor</li> <li>• <b>I</b> incomplete work in the opinion of the instructor</li> <li>• <b>ZF</b> An incomplete which was not completed within one year of the end of the course</li> <li>• <b>F</b> unsatisfactory work in the opinion of the instructor; no credit is granted</li> <li>• <b>W</b> withdrawn from the course</li> <li>• <b>IP</b> course in progress</li> <li>• <b>NR</b> not reported for the course</li> <li>• <b>Z</b> a temporary designation given by the registrar indicating that the final grade has not been submitted by the instructor. When the final grade is filed in the Office of the Registrar, that grade will replace the Z.</li> </ul>
<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Reading assignments</li> <li>• Writing assignments</li> <li>• Examinations</li> <li>• Group activities</li> <li>• Other activities deemed appropriate by instructor.</li> </ul>
<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p><b>Academic Honesty</b></p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p>

	<p><b>Drops and Withdrawals</b>  Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b>Special Services</b>  If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p><b>Disturbances</b>  Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p><b>Student Assignments Retained</b>  From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p><b>Contact Hours for this Course</b>  It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
<b>Course Policies</b>	<p>Students are expected to attend all class meetings.  This syllabus may be revised at the discretion of the instructor without the prior notification or consent of the student.  Quality of writing and participation refers to ability to analyze, synthesize, evaluate and critically and appropriately examine assignments and issues.  All assignments must be satisfactorily completed for a passing grade.  All work completed outside of class is to be typed, and double-spaced.</p>
<b>Weekly Schedule</b>	<p><b>Week 1: <u>Big Business and Industry.</u></b> Captains of Industry: Rockefeller, Carnegie, et. al; From Rags to Riches-Horatio Alger myth; "Survival of the Fittest"; Social Darwinism; Corporations (charters)-(single owner, partnerships, oligarchies), Monopolies, Trusts, Holding Companies; Price wars, consolidation, subsidies; Transportation, communication, natural</p>

	<p>resources; Capital, labor force; Cartels, standardization, interchanging parts; American love of statistics and their use; Innovation and transformation; Laissez-Faire Economics.</p> <p><b>Week 2: <u>Immigration.</u></b> Arrival, opportunity, sacrifice, racism; Success (Chinese, Japanese, Mexican, Eastern Europe, Southern Europe.)</p> <p><b>Week 3: <u>Sorrows of Labor.</u></b> Knights of Labor Haymarket; Trade Unions, AFL, Homestead/Pullman; Women in the Workforce-Triangle, NY; Child Labor-Southern textile mills; Gap between rich and poor; Strike breakers-Pinkerton-"Scabs"; Lockouts, Blacklists, Boycotts, Injunctions; Socialism, Communism, Anarchy.</p> <p><b>Week 4: <u>Political Issues.</u></b> Banking and Money, Greenbacks, Silver vs. Gold; Taxes, protective tariffs; "Waving the Bloody Red Shirt", Republicans vs. Democrats; Tightness of elections, participation; Lobbyists, patronage, civil service; Regulation: Railroads, rates, pensions; Role of the Supreme Court and the U.S. Senate; Civil Rights- Jim Crow in the South, Women; Political machines in cities, 3<sup>rd</sup> parties.</p> <p><b>Week 5: <u>Urban Life.</u></b> Shift from rural to urban; problems faced by cities that grew too rapidly; slums, ward bosses, suburbs; Where will the money come from?; Reformers: WCTU, Jane Addams; Temperance.</p> <p><b>Week 6: <u>Farmers Revolt.</u></b> The Grange, Alliances; Railroad regulation, populists form 3<sup>rd</sup> party; Rates-long vs. short haul; Grain elevators; Savings banks, silver issue, interest rates; Direct election of senators; initiative, referendum, recall; Secret ballot; Mistrust of Easterners and City Slickers.</p> <p><b>Week 7: <u>Regionalism.</u></b> "New South", cotton mills, steel, tobacco; Sharecroppers/tenant farming; Segregation, Black Codes, KKK; "Solid South", Exodusters; Ideas of B.T. Washington vs. W.E.B. Du Bois; The West-natural resources plundered; End of an Era-Native Americans and fight to put them all on reservations, allotment; corrupt officials running the Bureau of Indian Affairs; Range Wars-barbed wire, sheep, impact of Homestead Law, Speculators; Conservation Movement.</p> <p><b>Week 8: <u>Empire Building.</u></b> "Manifest Destiny"; Alaska, Cuban situation-Spanish-American War, Hawaii; Questions as to our role-anti-imperialism; backlash-see Carnegie, Bryan; Puerto Rico-Philippines-Pacific Isles; oil in Venezuela and Mexico; Asian mainland.</p>
<p><b>Additional Information</b></p>	