

**TOPICS IN AMERICAN HISTORY:
AMERICAN CULTURE 1877-1919**

HIST 4378

University of Texas at Dallas



Prof. Carolee Klimchock
Email: carolee.klimchock@utdallas.edu
Office: JO 3.514
Phone: 972-883-2798

Office hours: Monday/Wednesday 2:30-3:30 pm
and by appointment

Fussball hours: Fridays, 11:00-11:45am and by appointment (see below for explanation)

Fall 2019
Aug. 19-Dec. 4
M/W 4:00-5:15pm
room CR 1.202

Course Description

This course covers the historical period often referred to as the Gilded Age and Progressive Era (1877-1919). We will look at how Americans came to terms with the massive social, economic, and political dislocations wrought by the rise of “modern” America.

The theme for this semester will be “Scandals and Secrets” so many readings will focus on how social, political and economic changes led to public scandals especially about changing gender, racial, and sexual norms as well as issues regarding political and financial corruption. With the explosive rise of newspaper culture during this period, scandals dominated headlines as they sold papers but also reflected the vast changes in social norms and expectations. Inquiring into what shocked people or what people tried to keep secret can give us insight into viewpoints and practices of the time period.

This syllabus is a fluid document and a work in progress that will change over the course of the semester based on student interests and where our conversation takes us, so be ready to contribute your thoughts and ideas and also come to class consistently and read your email to stay abreast of alterations to readings and assignments. This class is meant to be an open and collaborative environment where everyone’s ideas matter and shape the direction the semester takes. Nothing is set in stone and I look forward to learning more about what interests, questions, and ideas each student has so I can try to incorporate some of that into the course as it unfolds.

Important note: Since history involves some distressing events, we will be directly addressing material in class that is disturbing and will involve explicit images and potentially upsetting language and events. Be aware that this includes written or visual materials that directly address or depict death or brutality. Other potential difficult topics include physical and sexual assault. Some materials also involve explicit discussions of sex. Feel free to discuss your concerns about this with me.

Course Objectives

1. To identify and explain areas of social conflict in the Gilded Age and Progressive Era
2. To understand what some people viewed as “scandalous” during this period and why
3. To understand some of the primary racial, gender, sexual, economic, and demographic changes that took place during this period often considered by historians as the “modernization” of U.S. culture
4. To conduct historical research and construct a scholarly argument about the history of the Gilded Age and Progressive Era

Required Text:

There is one required book that you should purchase soon as we are reading it relatively early in the semester. It is available at the UTD bookstore and from online retailers. The rest of the readings will be accessible free and online on the class site (elearning). The book to purchase is:

Martha A. Sandweiss, *Passing Strange: A Gilded Age Tale of Love and Deception Across the Color Line* (Penguin, 2009).

Grading

Assignments

| | |
|-------------------------------|-----|
| Attendance and Participation | 15% |
| Quizzes and reading responses | 20% |
| Site visit paper | 15% |
| Midterm Exam | 20% |
| Final paper/project | 30% |

Attendance and Participation

You need to attend every class, but you can have one unexcused absence before your attendance grade is lowered. Let me know when you have excused absences which include medical/family emergencies or religious observance days. Active participation is half the attendance and participation grade, so coming to class and being involved in the class atmosphere and discussion is crucial for a lively and collegiate exchange with your fellow students, as well as for your grade.

During the first two weeks of class you **MUST** make an appointment to meet with me in my office. This is a casual get-to-know you meeting but it counts towards your participation grade. I will have sign up times that are flexible and I can accommodate your schedule. I will discuss this the first week of class.

Quizzes, reading responses, and class activities

There will be periodic quizzes and short writing exercises based on the readings and other assigned viewings or activities. They will generally take place during class and will be announced ahead of time.

Site visit paper

You will be required to visit a local historic site on your own time and write a short response paper on it. You will have a few options of sites to visit that I will announce the first week of classes. I will try to help you coordinate carpooling or understanding how to access public transportation to get there, so it shouldn't be too hard even if you don't have a car. Some sites may charge an entrance fee. (Due. Sept. 13)

Midterm Exam

The midterm will be a take-home exam with essay questions that will require you to reflect upon material from the readings and class discussion. (Due Oct. 11)

Final paper/project

The final project will be a 10-15 page research paper utilizing primary and secondary sources, on a topic of your choosing (a person, event, social issue, cultural artifact, etc., from the time period 1877-1919) with instructor approval. You will need 1-5 primary sources and 3-5 secondary sources. A third of the final paper grade will be your proposal and several preparatory elements such as an outline and list of sources, and two thirds of your final paper grade will be the finished product itself. More details and instructions to come. (Final product due Dec. 9)

Office Hours



Come chat with me!

My office hours are: Mondays and Wednesdays 2:30-3:30 pm in JO 3.514 and by appointment. If you have questions, concerns, or any confusion about course work, assignments or your grade, office hours are a great place to bring this up and it is best to do so as soon as possible rather than late in the semester. You can also feel free to stop by to chat about history or life. Please email me if these office hours don't work for you and I will gladly work out an appointment time that fits your schedule.

Fussball Hours



Play fussball with me!

I invite you to play fussball with me in the Student Center, just for fun! I will have weekly sign up slots and will also be there from 11:00-11:45am on Fridays. You can come to let off steam or

perhaps talk about class or history while we play. The futsal table is first come first serve so there is a chance other students will be using it when we arrive and we'll have to wait our turn.

Classroom etiquette: Respect and Empathy

Please be respectful in classroom discussions and be collegial with your fellow students. Disagreement with your fellow students is perfectly fine to express and can even lead to fruitful discussions, but always do so with respect, empathy, and consideration for various viewpoints and backgrounds. Please contact me or meet with me if you feel you have experienced intolerance, disrespect or discomfort about anything that has occurred in class. I am always available to support you and listen with empathy, and if necessary make changes to the class.

Technology

All electronic communication must take place through official UT Dallas email accounts. Our course will rely on *eLearning*.

Absolutely no cell phone use in class; Using a phone in class *may result in you being marked absent and asked to leave the room*. Please remove earbuds during class and turn off and put away phones and other technology such as smart watches. No video or audio recording during class.

Late work

You have one free 3-day grade period that you can take with one of the assignments. Let me know in advance if you are choosing to use this. Otherwise late work will lose points. Always turn in an assignment even if it is late, as a lowered grade is always better than a 0. Contact me ahead of time if you are experiencing difficulty with an assignment or anticipate it being late. I may be able to help you get back on track.

AccessAbility Services

It is the policy and practice of The University of Texas at Dallas to make reasonable disability-related accommodations and/or services for students with documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required (see <http://www.utdallas.edu/studentaccess>).

Academic Honesty

The faculty expects from its students a high level of responsibility and academic honesty. Academic dishonesty includes, plagiarism, cheating, fabrication and collaboration/collusion. You will be reported to the university for any suspected academic dishonesty. Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <http://www.utdallas.edu/deanofstudents/maintain/>

Other university policies and procedures relevant to this course can be found at:
<http://provost.utdallas.edu/syllabus-policies/>

**The instructor reserves the right to alter the syllabus during the semester. Please read your email regularly as reading and assignment changes will be clearly detailed in writing and discussed in class.

Schedule of Readings and Assignments

Week 1

August 19

Introduction to the course and in-class readings and discussion.

August 21

Reading:

- Lynn M. Hudson, "'Strong Animal Passions' in the Gilded Age: Race, Sex, and a Senator on Trial," *Journal of the History of Sexuality*, Vol. 9, No. 1/2 (Jan. - Apr., 2000), pp. 62-84.

Week 2

August 26

Reading:

- Wendy Gamber, "'The Notorious Mrs. Clem': Gender, Class, and Criminality in Gilded Age America," *The Journal of the Gilded Age and Progressive Era*, Vol. 11, No. 3 (July 2012), pp. 313-343.
- Joseph Conforti, "Why 19th-Century Axe Murderer Lizzie Borden Was Found Not Guilty," *Smithsonian Magazine*, July 23, 2019:
<https://www.smithsonianmag.com/history/why-19th-century-axe-murderer-lizzie-borden-was-found-not-guilty-180972707/>

August 28

Reading:

- John Sherman Long, "Texas in the Gilded Age," *Southwest Review*, Vol. 60, No. 3 (SUMMER 1975), pp. 296-301.

- Theresa R. Jach, “Reform versus Reality in the Progressive Era Texas Prison,” *The Journal of the Gilded Age and Progressive Era*, Vol. 4, No. 1 (Jan., 2005), pp. 53-67.
- Ida B. Wells, “Lynch Law,” 1893;
<http://www.historyisaweapon.com/defcon1/wellslynchlaw.html>

Week 3

Sept. 2 (Labor day, no class)

Sept. 4

Reading:

- James Fulcher, “Mark Twain's Critique of Political Conspiracy in the 1880s: A Connecticut Yankee in King Arthur's Court,” *Studies in Popular Culture*, Vol. 26, No. 2 (October 2003), pp. 109-123.
- Richard White, “Railroaded: Introduction,” *California History*, Vol. 89, No. 1, Railroaded (2011), pp. 5-11.

Prepared activity (have this ready to share with others in class):

- Go to the Library of Congress page “America at Work and Leisure: 1894-1915” and choose one of the film clips. Conduct brief background research on it if you can. Be prepared to show and/or tell the class about the film clip you found and what you found significant or interesting about it: <https://www.loc.gov/collections/america-at-work-and-leisure-1894-to-1915/>

Week 4

Sept. 9

Reading:

- Martha A. Sandweiss, *Passing Strange: A Gilded Age Tale of Love and Deception Across the Color Line* (pages TBD)

Sept. 11

Reading:

- Martha A. Sandweiss, *Passing Strange: A Gilded Age Tale of Love and Deception Across the Color Line* (pages TBD)

****Friday, Sept. 13, Historic Site Essay due**

Week 5

Sept. 16

Reading:

- Martha A. Sandweiss, *Passing Strange: A Gilded Age Tale of Love and Deception Across the Color Line* (pages TBD)

Prepared activity (have this ready to share with others in class):

- Go to the online collection “Early Advertising of the West, 1867-1918” and choose any 3 advertisements to look at and be able to either show or describe what you saw and any conclusions you drew from what people were advertising and their sales tactics:
<https://digitalcollections.lib.washington.edu/digital/collection/advert/search>

Sept. 18

Reading:

- Elliott West, “The Nez Perce and Their Trials: Rethinking America's Indian Wars,” *Montana: The Magazine of Western History*, Vol. 60, No. 3 (Autumn 2010), pp. 3-18.
- Chief Joseph, Nez Percé chief, “In-mut-too-yah-lat-lat (Speech at Lincoln Hall in Washington D.C., 1879),” *North American Review*, Vol. 128, Issue 269, pp. 412-434.
- Julie Davis, “American Indian Boarding School Experiences: Recent Studies from Native Perspectives,” *OAH Magazine of History*, Vol. 15, No. 2, (Winter, 2001), pp. 20-22.

Week 6

Sept. 23

Reading:

- Helen Lefkowitz Horowitz, “Victoria Woodhull, Anthony Comstock, and Conflict over Sex in the United States in the 1870s,” *The Journal of American History*, Vol. 87, No. 2 (Sep., 2000), pp. 403-434.

Sept. 25

Reading:

- Mary W. Blanchard, “The Soldier and the Aesthete: Homosexuality and Popular Culture in Gilded Age America,” *Journal of American Studies*, Vol. 30, No. 1, (Apr., 1996), pp. 25-46.

Week 7

Sept. 30

Reading:

- Mitch Kachun, “‘Big Jim’ Parker and the Assassination of William McKinley: Patriotism, Nativism, Anarchism, and the Struggle for African American Citizenship,” *The Journal of the Gilded Age and Progressive Era* (9:1) January 2010, pp 93-116.

Prepared activity (have this ready to share with others in class):

- Go to the website “Behind the Veil: Documenting African American Life in the Jim Crow South” and choose any of the interviews there, listen to the whole thing and be prepared to discuss with other students and/or write about what you learned during class: <https://library.duke.edu/digitalcollections/behindtheveil/>

Oct. 2

Reading:

- David Monod, “The Eyes of Anna Held: Sex and Sight in the Progressive Era,” *The Journal of the Gilded Age and Progressive Era*, July 2011 (10:3), pp. 289- 327.

Week 8

Oct. 7

Reading:

- Katie N. Johnson, “‘Zaza’: That ‘Obtruding Harlot’ of the Stage,” *Theatre Journal* Vol. 54, No. 2 (May, 2002), pp. 223-243.

Oct. 9

Reading:

- Christopher P. Wilson, “Stephen Crane and the Police,” *American Quarterly*, Vol. 48, No. 2 (Jun., 1996), pp. 273-315.
- Stephen Crane, “Maggie: A Girl of the Streets,” [excerpt; pages TBD]: <https://www.gutenberg.org/ebooks/447>

**** Midterm exam due, Friday, Oct. 11**

Week 9

Oct. 14

Reading:

- Peter Boag, "Sex & Politics in Progressive-Era Portland & Eugene: The 1912 Same-Sex Vice Scandal," *Oregon Historical Quarterly*, (100:2) Summer 1999, pp. 158-181.

Oct. 16

Reading:

- "The Itinerant Passions of Protestant Pastors: Ministerial Elopement Scandals in the Gilded Age and Progressive Era Press," *Journal of the Gilded Age and Progressive Era*.

Week 10

Oct. 21

Reading:

- Laura R. Prieto, "A Delicate Subject: Clemencia López, Civilized Womanhood, and the Politics of Anti-Imperialism," *The Journal of the Gilded Age and Progressive Era* Vol. 12, No. 2 (April 2013), pp. 199-233.

Oct. 23

Reading:

- Gil Ribak, "'Beaten to Death by Irish Murderers': The Death of Sadie Dellon (1918) and Jewish Images of the Irish," *Journal of American Ethnic History*, Vol. 32, No. 4 (Summer 2013), pp. 41-74.

Week 11

Oct. 28

Reading:

- W.E.B. Du Bois, *The Souls of Black Folk*, Chapters I and II:
<https://www.gutenberg.org/files/408/408-h/408-h.htm>
- Booker T. Washington, "The Atlanta Compromise Speech" (1895):
<http://www.blackpast.org/1895-booker-t-washington-atlanta-compromise-speech>

Prepared activity (have this ready to share with others in class):

- Choose an article from *The Crisis* newspaper to read. Take notes, browse the issue, and be ready to share your findings with the class:
http://www.modjourn.org/render.php?view=mjp_object&id=crisiscollection

Oct. 30

Viewing (before class):

- Documentary: *Unforgivable Blackness: The Rise and Fall of Jack Johnson* (Ken Burns, 2004).

****Paper proposals due: 1-2 paragraphs of proposed research paper topic with at least 3 sources so far. Post to elearning.**

Week 12

Nov. 4

Reading:

- Erika Lee, "The Chinese Exclusion Example: Race, Immigration, and American Gatekeeping, 1882-1924," *Journal of American Ethnic History*, Vol. 21, No. 3 (Spring, 2002), pp. 36-62.
- "An excerpt from an 1892 text discussing the critique of Chinese and Irish immigration," p. 308-313: <https://dp.la/primary-source-sets/immigration-and-americanization-1880-1930/sources/927>

Nov. 6

Reading:

- Ann R. Gabbert, "Prostitution and Moral Reform in the Borderlands: El Paso, 1890-1920," *Journal of the History of Sexuality*, Vol. 12, No. 4 (Oct., 2003), pp. 575-604

Week 13

Nov. 11

Reading:

- Heather Pool, "The Politics of Mourning: The Triangle Fire and Political Belonging," *Polity* 44, no. 2 (April 2012): 182-211.

- Troy Rondinone, “Guarding the Switch: Cultivating Nationalism During the Pullman Strike,” *The Journal of the Gilded Age and Progressive Era* (8:1) January 2009, pp. 83-109.

Nov. 13

Reading:

- Excerpt from Thorstein Veblen, *The Theory of the Leisure Class* (1899); Read Chapter 4 “Conspicuous Consumption”: <https://www.gutenberg.org/files/833/833-h/833-h.htm>
- Excerpt from Theodore Dreiser, *Sister Carrie* (1900): Read Chapter VII, “The Lure Of The Material: Beauty Speaks For Itself” <http://www.gutenberg.org/files/5267/5267-h/5267-h.htm>

Week 14

Nov. 18

Prepared activity (have this ready to share with others in class):

- Go to the Library of Congress collection “Stars and Stripes: The American Soldiers' Newspaper of World War I, 1918 to 1919” and choose one issue of the newspaper *Stars and Stripes* and read it. Be prepared to share with other students and/or write about what you learned or what you found significant:
<https://www.loc.gov/collections/stars-and-stripes/>

Nov. 20

Reading:

- National Association Opposed to Woman Suffrage: “The Woman's Protest Against Woman Suffrage,” (1913), pp. 3-10:
<https://babel.hathitrust.org/cgi/pt?id=mdp.39015028780677;view=1up;seq=3>
- James C. Klotter, “Sex, Scandal, and Suffrage in the Gilded Age,” *The Historian*, Vol. 42, No. 2 (FEBRUARY 1980), pp. 225-243.

****Outline due and progress report for final paper.**

****Thanksgiving week****

Week 15

Dec. 2

Reading:

- William D. Carrigan and Clive Webb, “The Lynching of Persons of Mexican Origin or Descent in the United States, 1848 to 1928,” *Journal of Social History*, Vol. 37, No. 2 (Winter, 2003), pp. 411-438.

Dec. 4

Discussion of primary sources of research projects and reflection on semester’s topics.

****Final paper due Dec. 9**

Final exam period: We will meet during the final exam period during exam week to reflect and present your findings from your final research projects (but there is no actual exam).