



Protest against child labor in a labor parade. Probably taken during May 1, 1909 labor parade in New York City. Library of Congress.

**HIST 7022 – SEMINAR IN TEACHING AMERICAN HISTORY**  
**REMAKING AMERICA, 1877-1941**  
Fall 2008 – Fitchburg State College

**Course Description & Goals**

This course, like all courses in the Teaching American History program, has a dual objective. As a graduate history course, it will examine the “remaking of America” in the late nineteenth and early twentieth centuries. We will consider the full spectrum of reform efforts—conservative, liberal, and radical—focusing in particular on the distinct role played by women, immigrants, farmers, and workers in shaping regional and national responses to the problems of industrial capitalism and urbanization. We will conclude with a detailed examination of the moment of greatest crisis during this period, the Great Depression, and the subsequent fate of reform. Of equal importance is the TAH mission to help teachers adapt the course content to their classrooms. You will develop specific strategies for teaching students about [topic], as well as about what it means to “do history”—to research, think, and write like a historian.

The course will be conducted primarily as an oversized seminar; that is, it will utilize a discussion format, with some occasional informal lecturing. Much of our time will be spent in using a combination of assigned readings, projects, audiovisual presentations, and Internet explorations as the basis for small- and large-group sessions. We will also, depending on the course, host guest speakers and engage in virtual or actual fieldwork.

Those without previous experience with the program should note that this is *not* a professional development course or an education course. It is a graduate-level history course and will reflect the high demands, expectations, and standards of scholarship associated with such a course. However, it is a graduate-level history course tailored to teachers. Its goal is to help you develop as an *educator historian*. That is, as a teacher and scholar knowledgeable about history, skilled in the craft of historical inquiry and writing, and proficient at teaching this knowledge and skills to others.

### **Course Objectives**

*Students will...*

- Acquire a basic knowledge of modern American reform movements and preparation to continue independent study of specific subjects.
- Expand their ability to locate, examine, explain, and utilize information from and about the past using library, archival, and web-based research skills.
- Improve their skills in proposing and evaluating interpretations of texts, artifacts, images, and other sources of historical inquiry.
- Strengthen their skills in the various genres of historical writing.
- Enhance their ability to teach history as a subject and method of inquiry.

### **Course Texts**

Green, James R., *Death in the Haymarket: A Story of Chicago, the First Labor Movement, and the Bombing That Divided Gilded Age America* (Pantheon, 2006).

Postell, Charles, *The Populist Vision* (Oxford UP, 2007).

*Hull-House Maps and Papers: A Presentation of Nationalities and Wages in a Congested District of Chicago, Together with Comments and Essays on Problems Growing Out of the Social Conditions* (University of Illinois Press, 2007; 1896).

Gilbert, James, *Perfect Cities: Chicago's Utopias of 1893* (University of Chicago Press, 1993).

Marsden, George M., *Fundamentalism and American Culture: The Shaping of Twentieth Century Evangelicalism, 1870-1925*, 2<sup>nd</sup> ed. (Oxford UP, 2006; 1980).

Polenberg, Richard D., *The Era of Franklin D. Roosevelt, 1933-1945* (Bedford/St. Martin's 2000).

Turkel, Studs, *Hard Times: An Oral History of the Great Depression* (New Press, 2001; 1970).

Cohen, Liz, *A Consumers' Republic: The Politics of Mass Consumption in Postwar America* (Vintage, 2003).

### **Course Requirements**

Reading assignments, projects, and in-class audiovisual material and Internet explorations serve as the basis of for whole-class and small-group discussions in this seminar-style course. Hence, your timely completion of coursework and active participation are not only required but essential to the success of the class and to your success as a learner.

**Attendance:** You are required to attend all class meetings and expected to arrive on time. Any student who is frequently tardy, absent more than six hours of class time, or who stops attending during the course of the semester may fail the course.

**Assignments:** The main written requirement of the course will be the construction of a teaching module, an integrated, in-depth unit of study focusing on one particular topic. See assignment handout for details.

**Academic Honesty:** You are responsible for academic honesty. If you are found to be guilty of cheating or plagiarism, you may earn an F on the assignment and possibly an F in the course.

**Special Needs:** Students who need accommodations because of a documented disability, who have emergency medical information they need to share with me, or who need special arrangements in case the building must be evacuated should discuss this with me *before the second class meeting*.

### **Evaluation Criteria**

Those students taking the class for Professional Development Points rather than graduate credit are required to attend and participate at all classes, complete all reading assignments and learning activities, and complete the historiographical essay, narrative overview, and annotated primary sources assignment. For those seeking graduate credit for this course, the following criteria will be used for grading purposes. To earn a 4.0, a student must perform at the highest level on all assignments, demonstrating historical imagination and insight, creativity, a deep understanding of the subject matter, and excellent research and writing skills. To earn a 3.5, a student must perform at a high level on all assignments. To earn a 3.0, a student must perform at an acceptable level on all assignments. A grade below 3.0 is considered probationary for graduate work at Fitchburg State College.

Final course grades will be based on the following calculation:

Teaching Module	
• <i>Historiographical Essay</i>	25%
• <i>Narrative Overview of Unit Topic &amp; Annotated Primary Sources</i>	25%
• <i>Unit Plan/Project</i>	25%
Attendance, Participation & Learning Activities	25%

## READING & ASSIGNMENT SCHEDULE

While I hope that you will read all of the books in their entirety, I realize that this is not always feasible. Instead, for books so designated, everyone will read the introduction, conclusion, etc. in common and one to two chapters as assigned by group. Each group will then be responsible for presenting their chapter(s) to the rest of the class and should address the following:

- Secondary Sources: What is the author's main argument in the chapter and how does it advance or complicate the book's thesis?
- Primary Sources: How might you use this source in teaching?
- What are the most significant problems or questions raised by the reading?

NOTE: A laptop is not required but if you own one, you should bring it to each class meeting.

### 1. Monday, Sept. 15: Reform in America—Key Issues and Questions

### 2. Monday, Sept. 22: Industrial Reform

Green, *Death in the Haymarket* (entire)

### 3. Monday, Sept. 29: Agrarian Reform

Postell, *The Populist Vision*

Preface, Introduction, Conclusion, and chapters as assigned by group:

- A) ch. 2 Knowledge and Power
- B) ch. 3 A Better Woman
- C) ch. 4 A Farmers' Trust
- D) ch. 5 Business Politics
- E) ch. 6 Race Progress
- F) ch. 7 Confederation

OCTOBER 6 AND 13: PROJECT PREPARATION – NO CLASS MEETINGS

### 4. Monday, Oct. 20: Urban Reform—Quotidian Realities

Hull House Maps and Papers

Schultz's Introduction, Maps, "Map Notes and Comments," and Appendix and papers as assigned by group:

- B) II, IV
- C) III
- D) V, VI, VII
- E) VIII
- F) IX
- A) X

### 5. Monday, Oct. 27: Urban Reform—Utopian Visions

Gilbert, *Perfect Cities*

Preface, ch. 1, ch. 7, and chapters as assigned by group:

- C) ch 2. Chicago: Two Profiles
- D) ch. 3 Approaches: Discovery from a Distance

- E, F) ch. 4 First City: Form and Fantasy
- A) ch. 5 Second City: Our Town
- B) ch. 6 Third City: The Evangelical Metropolis

## **6. SATURDAY, Nov. 1: Fieldwork—Exploring Sights of the Past**

### **7. Monday, Nov. 3: Cultural Conflict**

Marsden, *Fundamentalism and American Culture*

Introduction and sections as assigned by group:

- D) Part One
- E) Part Two – This Age and the Millennium
- F) Part Two – Holiness
- A) Part Two – The Defense of the Faith
- B) Part Two – Christianity and Culture AND Part Four
- C) Part Three

*Recommended:* Part Five: Fundamentalism Yesterday and Today (2005)

### **8. Monday, Nov. 10: The New Deal**

Polenberg, *The Era of Franklin D. Roosevelt*

Part One and documents as assigned by group:

- E) 1. FDR as President
- F) 2. The New Deal
- A) 3. Eleanor Roosevelt and American Women
- B) 5. Right... and Left... Face
- C) 6. Race, Ethnicity, and Reform
- D) 7. The Constitutional Revolution

### **9. Monday, Nov. 17: Remembering the Great Depression**

Turkel, *Hard Times*

- F, A) Book One
- B) Book Two
- C) Book Three AND Book Four
- D, E) Book Five

NOVEMBER 24: PROJECT PREPARATION – NO CLASS MEETING

### **10. Monday, Dec. 1: The Fate of Reform**

Cohen, *A Consumers' Republic*

Prologue, Epilogue, and chapters as assigned by group:

- A, B) chs. 3-4
- C, D) chs. 5-6
- E, F) chs. 7-8

### **11. Monday, Dec. 8: Best Practices Sharing (4:00p.m. to 8:30 p.m.) Last Class Session**

**Snow Date:** December 15