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**SEMINAR IN TEACHING AMERICAN HISTORY**  
**INDUSTRY, IMMIGRATION, AND THE PROGRESSIVE ERA**  
Fall 2006 – 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 major political, social, and cultural themes of Gilded Age and Progressive Era history, a period of intense, dramatic, and hotly contested change as America transformed from an agrarian to urban-industrial nation. Of equal importance, as a history education course, it will help you to develop specific strategies for teaching middle- and high-school students about this period and about the process of historical inquiry, using both “traditional” methods of investigation as well as those enabled by new information technologies. In working toward both of these goals, our emphasis will be on the primary sources that form the backbone of all historical study and knowledge.

**Course Texts:**

- Fink, Leon and Thomas Paterson, eds., *Major Problems in the Gilded Age and Progressive Era*, 2<sup>nd</sup> ed. (Boston: Houghton-Mifflin, 2000).
- M<sup>c</sup>Gerr, Michael, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920* (New York: Oxford UP, 2003).
- Jacobson, Matthew Frye, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917* (New York: Hill and Wang, 2000).
- Stilgoe, John. R., *Outside Lies Magic: Regaining History and Awareness in Everyday Places* (New York: Walker & Co., 1999).
- Bernice Abbott, *New York in the Thirties* (New York: Dover Publications, Inc., 1973).
- Baldwin, Peter C., *Domesticating the Street: The Reform of Public Space in Hartford, 1850-1930* (Columbus: Ohio State UP, 1999).
- Kathy Peiss, *Cheap Amusements: Working women and Leisure in Turn-of-the-Century New York* (Philadelphia: Temple University Press, 1986).
- Roland Marchand, *Advertising and the American Dream: Making Way for Modernity, 1920-1940* (Berkeley: University of California Press, 1985).
- Period work of fiction (available in electronic format on-line).

## **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, regular attendance, and active participation are not only required but important to the success of the class and to your success as a learner.

**Attendance:** You are expected to attend all class meetings and 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:**

1) Those seeking graduate credit must prepare two week-long units of instruction, based on course content, each consisting of three lesson plans that equal a week's instruction. For those seeking Professional Development Points (PDPs), the requirement is one such set of lesson plans. Unit lesson plans must utilize:

- topics and primary documents covered in the course
  - appropriate and effective use of technology to enhance learning
  - related research and fieldwork
  - Massachusetts Department of Education Curriculum Frameworks
- You may substitute for one of the lesson plans a project of your choice. The project must be appropriate to course content, consistent with TAH objectives, and comparable in scope and scale to a unit of instruction. *Instructor permission required.*
  - You are strongly encouraged to connect at least one of the unit lesson plans directly to local history. For example, a lesson plan might focus on a local historical figure, event, or place, or involve class visits to, or material derived from, historical societies and museums in your area.
  - All students are expected to contribute a unit lesson plans or special presentation to the TAH website and should come to the final class meeting prepared to present this material to the class. An electronic format of the lesson plan needs to be emailed to [tah@fsc.edu](mailto:tah@fsc.edu) for placement on the website.

2) All students must choose two (2) of the following “mini” assignments for graduate credit or one for PDPs:

*Book and Web Reviews* (see handout for specific guidelines)

- Read and review one (1) book-length scholarly work on U.S. history appropriate to course content.
- Develop an annotated list of six (6) websites linked to one or more of your lesson plans that other teachers could use as resources for teaching.
- Visit and review four (4) electronic historical sites on the Internet.

### *Primary Source Analysis*

- Present an analysis of three (3) relevant primary source documents as part of a student-centered activity. Your analysis should reflect a detailed examination of the documents, place them in historical context, and discuss how you would use them to enhance student learning about the time period/problem they address.

### *Public History*

- Visit and review two (2) actual historic sites. Your review should provide a brief description of the sites and their relevance to Gilded Age and Progressive Era history, what you learned from your visit, and how you would use the sites in your teaching.
- Use photography to explore some historical aspect of the natural or built environment (see handout).

**Writing Guidelines:** All written work must include a header that identifies your name, the date, and the assignment. Always keep a second copy of your work in case the one you turned in gets lost or damaged. In the case of such a misfortune, you will be responsible for submitting another copy of your work.

**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:** If you have a documented disability that may require accommodation in this course, or have emergency medical information you need to share with me, please speak with me as soon as possible, or who need special arrangement in case the building must be evacuated should discuss this with me before the second class meeting.

### **Evaluation Criteria**

Those working for PDPs will be expected to attend and participate at all classes, and complete all requirements and assignments. 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:

Lesson plans (#1), including the lesson plan designed for the website	60%
Two “mini” assignments of your choosing as detailed above (#2)	30%
Attendance and participation	10%

## READING AND ASSIGNMENT SCHEDULE

With only a few exceptions, all reading assignments from *Major Problems* (MP) are recommended and not required. I expect you simply to familiarize yourself with the essays (for possible future reference) and documents (which we will consider in class).

While I hope that you will read all of the monographs in their entirety, I realize that this is not always feasible. So I am proposing that we experiment with the following approach: for books so designated, everyone will read at least the introduction, conclusion, and one to two chapters (assigned by group). Each group will then be responsible for presenting a brief summary of and response to their chapter(s) to the rest of the class. Responses should address one or more the following:

- What is the author's main argument and how does it advance or complicate the book's thesis?
- What are the most significant problems or questions raised by the reading?
- Are there documents in *MP* that would allow you to explore these questions in the classroom, and if so how?

### 1. Tuesday, Sept. 19: Industrialization—Key Issues and Questions

*MP*, ch. 1: "Introducing the Gilded Age and Progressive Era"

Sean Dennis Cashman, "Industrial Spring: America in the Gilded Age"

John Milton Cooper, Jr., "Pivotal Decades, 1900-1920"

### 2. Tuesday, Sept. 26: Progressivism *Suggested MP Readings: chs. 6, 8, 12, 13*

*M<sup>c</sup>Gerr, A Fierce Discontent*

Preface, Chapter One, Two, Nine, and Conclusion, and chapters as assigned by group

- A) ch. 3 Transforming Americans
- B) ch. 4 Ending Class Conflict
- C) ch. 5 Controlling Big Business
- D) ch. 6 The Shield of Segregation
- E) ch. 7 The Promise of Liberation
- F) ch. 8 The Pursuit of Pleasure

### \*3. Tuesday, Oct. 3: eResources

OCTOBER 10 AND 17: PROJECT PREPARATION – NO CLASS MEETINGS

### \*4. Tuesday, Oct. 24: Race, Class, and Power in the New South—DUE: Lesson Plan #1

*MP* ch. 4: "Trials of the New South"

Sharecroppers' Contracts, 1876-1886

Frederick Douglass Describes a Legacy of Race Hatred, 1883

A Teacher and Two Pupils Outline the Problems of a "Colored" School, 1883

Jacqueline Jones, "Bent Backs in the Rural South"

*MP* ch. 10 "Race and Power Under Jim Crow" (all documents and both essays)

**5. Tuesday, Oct. 31: Nationalism** *Suggested MP Readings: chs. 9*

Jacobson, *Barbarian Virtues*

Introduction, Conclusion, and chapter as assigned by group:

- F) ch. 1 Export Markets
- A) ch. 2 Labor Markets
- B) ch. 3 Parables of Progress
- C) ch. 4 Theories of Development
- D) ch. 5 Accents of Menace
- E) ch. 6 Children of Barbarism

**6. SATURDAY, Nov. 4: Urbanization, Part I**

Stilgoe, *Outside Lies Magic* (required: chs. 1, 6, 9; recommended: 2, 5, 8)

Bernice Abbott, *Changing New York* (entire)

Photography Assignment: Using the readings as models and inspiration, come to class prepared to share at least three photographs that document some aspect of history evident in the landscape. Those interested may develop this exercise into a more substantial project for “mini” or lesson plan assignment credit (see handout).

**7. Tuesday, Nov. 7: Urbanization, Part II**

Baldwin, *Domesticating the Street*

Introduction, Chapters One, Two, Three & Ten, and chapters as assigned by group

- E) ch. 4 Saving the Newsies
- F) ch. 5 Segregating the Parks
- A) ch. 6 “The Children Are Off the Streets” and
- B) ch. 7 Expressmen and Peddlers
- C) ch. 8 Creating a Traffic System and
- D) ch. 9 City Plans

**8. Tuesday, Nov. 14: Popular Culture** *Suggested MP Readings: chs. 11*

Peiss, *Cheap Amusements*

Introduction, Chapter One, Conclusion and chapter as assigned by group:

- D) ch. 2 Leisure and Labor
- E) ch. 3 Putting on Style
- F) ch. 4 Dance madness
- A) ch. 5 The Coney Island Excursion
- B) ch. 6 Cheap Theater and Nickel Dumps
- C) ch. 7 Reforming Working Women’s Recreation

**Wednesday, Nov. 15: Film screening @ FSC—*The Crowd* (1928).**

Attendance of film screenings is optional. Those interested in earning credit must register with the FSC Professional Development Center.

TUESDAY, NOVEMBER 21: PROJECT PREPARATION – NO CLASS MEETING

**\*9. Tuesday, Nov. 28: Consumer Culture**—DUE: “Mini” assignments #1 & #2

Marchand, *Advertising the American Dream*

Introduction, Chapter One, and chapter as assigned by group:

- C) ch. 4 Abandoning the Great Genteel Hope
- D) ch. 5 The Consumption Ethic
- E) ch. 6 Advertisements as Social Tableaux
- F) ch. 7 The Great Parables
- A) ch. 8 Visual Clichés
- B) ch. 9 Advertising in Overalls

**\*10. Tuesday, Dec. 5: Literature and the Arts**

Read and come to class prepared to discuss a literary work of your choice from the University of Virginia American Studies’ “xroads” website: <http://xroads.virginia.edu/~HYPER/hypertext.html>

- Bellamy, Edward, *Looking Backward* (1887)
- Twain, Mark, *A Connecticut Yankee in King Arthur’s Court* (1889)
- Dreiser, Theodore, *Sister Carrie* (1900)
- Washington, Booker T., *Up From Slavery* (1901)
- DuBois, W.E.B., *The Souls of Black Folks* (1903)
- Adams, Henry, *The Education of Henry Adams* (1904)
- Sinclair, Upton, *The Jungle* (1906)
- Addams, Jane, *My Twenty Years at Hull House* (1910)
- Goldman, Emma, *Anarchism and Other Essays* (1910)
- Taylor, Frederic, *Scientific Management* (1911)
- Dewey, John, *Democracy and Education* (1916)
- Anderson, Sherwood, *Winesburg, Ohio* (1919)
- Lewis, Sinclair, *Babbitt* (1922)
- Lippman, Walter, *Public Opinion* (1922)
- Hemingway, Ernest, *In Our Time* (1925)
- Fitzgerald, F. Scott, *The Great Gatsby, Tales of the Jazz Age* (1925)

**11. Tuesday, Dec. 12: Best Practices Sharing**—DUE: Lesson Plan #2

**Snow Date:** Dec. 19

\*Bring laptop to class.