Course Description:

This course explores timely questions about the history of inequality and reform in two adjacent periods of U.S. history, the Gilded Age (1870s-1890s) and the Progressive Era (1900-1914).

The course begins by examining a problem of growing concern in post-Civil War America. As Henry George asked in his widely read book *Progress and Poverty* (1879), why, despite enormous advances in material wealth, did so many live in poverty? We will then turn to two other inequalities in American society: racial and gender inequality. In addition to examining various perspectives on these inequalities, we will look at social and political movements that sought to address them.

For the first several weeks of the course, we will use familiar pedagogical techniques (lectures, class discussions based on assigned readings). During weeks seven through nine, students will take part in an elaborate “game” based on the Reacting to the Past pedagogy. The game, set in Greenwich Village in 1913, explores questions about woman suffrage, the labor movement, and bohemian sensibilities.

Assignments:

1. A short paper (3-4 pages) due on Feb. 13. This paper will be based on the readings for the first five weeks. (10%)

2. Writing assignments during the Greenwich Village (note: for most roles, this will consist of a written speech of three pages and a contribution to the journal *The Masses*). (20%)

3. A longer paper (6-8 pages) on a topic related to the course, due on Friday, March 24, at 5:00 (20%)
4. Final exam, Tuesday, March 21, 2:45-4:45 (20%)

5. Periodic quizzes on the readings. (10%, though failure to earning a passing grade on all quizzes combined will result in a deduction of a full grade for the course). Note: quizzes may be given on any of the dates marked with an asterisk (*). Quizzes will be taken from a list of questions and terms posted on Canvas at least two days before the class session.

6. Participation (20%)

NOTE: FAILURE TO COMPLETE ANY OF THE ASSIGNMENTS WILL RESULT IN A FAILING GRADE FOR THE COURSE

[Note: Graduate students enrolled in HIST 557 have separate requirements.]

Readings:

Mary Jane Treacy, *Greenwich Village, 1913: Suffrage, Labor, and the New Woman*. Available at Duckstore. (Referred to as “Gamebook” on the Schedule.)


Articles and book excerpts (full list at the end of the syllabus). Available on Canvas.

Selections from a textbook (for background and review). Available on Canvas.

Learning Objectives:

1. Understand issues of contemporary concern in historical context.

2. Understand different forms of social inequality and their interrelationships.

3. Understand and be able to differentiate among varieties of social and political movements.

4. Understand how social philosophies affirm and contest various forms of inequality.

5. Improve ability to make close and accurate readings of primary sources.

6. Develop skills of interpreting and using primary historical texts by using these texts to prepare speeches and in oral discussion and debate.

7. Develop skills of oral presentation and argumentation through speaking and debating.
Schedule:

Week 1:
  1/9: Introduction: inequality and reform

  1/11: Perspectives on economic inequality*
  Reading: Ross in Canvas; Hofstadter (# 1) in Canvas
           [textbook file 1, pp. 585-596]

Week 2:
  1/16: No class

  1/18: Perspectives on economic inequality (continued)*
  Reading: Carnegie in Canvas; Hewitt in Canvas; Workingman’s Prayer
           in Canvas; Knights of Labor Platform in Canvas; Knights of Labor
           District Assembly # 162 in Canvas
           [textbook file 2, pp. 609-627]

Week 3:
  1/23: Populism and labor, 1876-1896*
  Reading: People’s Party Platform in Canvas; Shefter in Canvas
           [textbook, file 3, pp. 629-640]

  1/25: Labor movement in the progressive era*
  Reading: Gamebook, pp. 31-50; Marx in Gamebook, pp. 153-161;
           DeLeon in Gamebook, pp. 162-168; Goldman in Gamebook,
           pp. 175-179; Haywood in Gamebook, pp. 180-184; Socialist
           Party Platform in Gamebook, pp. 185-187; Flynn in Gamebook,
           pp. 189-193.

Week 4:
  1/30: Racial inequality: Jim Crow*
  Reading: Wells in Canvas
           [textbook, file 3, pp. 641-649]

  2/1: Women and inequality*
  Reading: Gamebook, pp. 16-30; Stanton in Gamebook, pp. 101-103;
           illustration from Godey’s Lady’s Book in Gamebook, p. 104;
           Door in Gamebook, pp. 112-117; Goldman in Gamebook, pp.
           117-120; DuBois in Gamebook, pp. 129-130; Addams in
           Gamebook, pp. 136-142
Week 5:
2/6: Perspectives on racial inequality*
   Reading: DuBois, *Souls of Black Folk*; Washington in Canvas

2/8: Currents of reform*
   Reading: Gamebook, pp. 51-67; Gilman in Gamebook, pp. 194-199; Parsons in Gamebook, pp. 199-204; Hapgood in Gamebook, pp. 210-215; Dell in Gamebook (on Gilman) pp. 216-219; Bourne in Gamebook, pp. 220-221; Lippmann in Gamebook, pp. 222-225; Sanger in Gamebook, pp. 234-238; Sanger in Canvas

Week 6:
2/13: National politics through 1912*
   Reading: Roosevelt speech in Canvas; Wilson speech in Canvas; Hofstadter # 2 in Canvas
   [textbook, file 4, pp. 705-712]
   FIRST PAPER DUE

2/15: Preparation for Greenwich Village, 1913*
   Reading: Gamebook, pp. 69-99

Week 7:
2/20: Greenwich Village, session 4
2/22: Greenwich Village, session 5

Week 8:
2/27: Greenwich Village, session 6
3/1: Greenwich Village, session 7

Week 9:
3/6: Greenwich Village, session 8
3/8: Greenwich Village, session 9

Week 10:
3/13: Outcomes to 1914

3/15: World War

FINAL EXAM: Tues., March 21, 2:45-4:45

FINAL PAPER DUE: Friday, March 24, 5:00
LIST OF READINGS


