Course Overview
This course provides a detailed examination of social, cultural, intellectual, political, and
economic developments during the Progressive era. Many of the foundations of the
modern American state can be traced back to the end of the nineteenth and the first
decades of the twentieth century. It was an age filled with important personalities-
Theodore Roosevelt, Woodrow Wilson, William Jennings Bryan, W.E.B. DuBois,
Booker T. Washington, and Jane Addams, just to name a few. This period was marked by
important developments overseas, including the Spanish-American and Philippine Wars,
the acquisition of the Panama Canal, interventionism in China and Mexico, and of course,
World War One. In the domestic arena, a wide range of social and political reforms, at
the national, state, and local levels characterized the period. It was also a time when
differences in political ideology had real bearing on electoral politics, as evidenced in the
momentous election of 1912.

The first era of modern American liberalism, the period is generally contrasted with the
more conservative Gilded Age that preceded it and with the 1920s, the era of normalcy
and Republican ascendancy that followed it. However, both of those periods were also
marked by significant reform initiatives, and the Progressive period was also marked by
reactionary movements. The Progressive era was a complicated time and historians have
seldom agreed upon its key characteristics or even its chronological parameters. Some
scholars point to 1890 and 1914 as the beginning and ending points of the period; others
compress Progressivism into the years 1900-1914, or 1900-1916; many focus on the
years 1900-1920; and a few have even emphasized the movement’s persistence in the
1920s. Historians have also disagreed on the issue of who the Progressive reformers
were, what motivated them, and what they achieved.

In addition to these problems of definition, the movement is also marked by paradox. For
example, Progressivism was a significant force in the South, but there the movement
rested on a foundation of unprogressive notions about race. (Indeed, racial issues were
central to Progressivism in all regions.” In a similar vein, prohibitionists viewed
themselves as Progressive reformers, but advocated social progress through the restriction
of other people’s freedoms. Progressives often claimed that their reformist values were
antithetical to empire, yet it was during this era of reform that the US began to flex its
muscles on the world stage, acquiring an overseas empire and intervening frequently in
other nation’s affairs. This notion of the paradoxes of Progressivism provides a thematic
framework of our explorations of progressives’ expectations and the outcomes of their
reform endeavors.
The course begins with an exploration of the preludes to Progressivism, with particular emphasis on the crisis-ridden 1890s and the connections between Populism and Progressivism. Coverage then turns to the problems and paradoxes that surround the movement. The second part of the course focuses on the political developments and political ideologies of the period. The Progressive era provides some fascinating political parallels with the present. Take, for example, Clinton's victories in 1992 and 1996, and Wilson's in 1912 and 1916; both of those two-term administrations were preceded and succeeded by periods of Republican control of the executive branch, and 1912 and 1992 both saw the emergence of a notable third party movement. Note, too, the establishment of "direct democracy" reforms during the Progressive period and their extensive use in recent years, most notably in facilitating the ascent of Arnold Schwarzenegger to the governorship of California. The final segment of the course examines the impact of World War One and the Red Scare on Progressivism. This course takes a "long view" of the Progressive era, focusing on the entire period from 1890-1920, and even exploring some of the intellectual counterpoints and preludes to Progressivism in the 1880s, and its legacies in the eight or so decades since 1920. It is designed to help you think critically about the history and historiography of Progressivism.

**Required Texts**


+ Additional Xeroxed articles and essays.

**Requirements and Grading**

Midterm exam, take-home (10%) and in-class (10%)-----------------------------------------------20%

First short paper----------------------------------------------------------------------------------20%

Second short paper------------------------------------------------------------------------------20%

Final exam, in-class-----------------------------------------------------------------------------20%

Discussion-------------------------------------------------------------------------------20%

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Discussion
A full 20% of the grade for the course is based upon your contributions to class discussion. Obviously, the first prerequisite for effective involvement in discussions will be reading the assigned materials. While spontaneous oral contributions are certainly not discouraged, contributions based upon your careful reading of the assigned books are greatly encouraged and are generally more substantive. Feel free to raise issues and ask questions at any point, including during lectures. With a comfortable classroom environment everyone should be willing to get involved. I encourage you to drop by my office, or contact me by phone or E-mail to discuss any questions or comments relating to the course.

Exams
The midterm and final are not intended primarily as tests of your memorization skills; rather, they are designed to gauge your understanding of the main themes and readings of the course. If you read the assigned books carefully, attend class, participate in discussions, and reflect upon the material you will need only review in preparation for the exams. Make-up exams will be given only if you have a genuine, verifiable excuse. The first exam consists of an in-class portion and a take-home portion. The in-class portion is comprised of "triads." Triads require you to explain, in a paragraph or two, how three items are linked together. You will write on five triads on the in-class midterm (20 points each = 100 points total). The take-home exam will consist of a single essay of three to five pages (900-1,500 words-100 points). The midterm will take place on Weds., Feb. 21 (Week 6), and the take-home portion of the midterm is due on that day. Your answer must be typed and carefully proofread. The final is a two-hour, in-class, comprehensive exam consisting of an essay, triads, and readings analyses (200 points). The final is on Weds., May 9, 10:10-12:10 am.

Papers
The two papers for the course should each be typed (double-spaced) and 5-6 pages (1,200-1,500) words long (200 points each). Both papers can draw on course readings, but will also involve additional reading in outside sources. I have outlined four categories of paper topic below; you are required to write on any two of them. You will find excellent bibliographies in the course readings, but should also consult with me about sources for papers. The first paper is due on Wednesday, March 21 (Week 9); the second paper is due on Wednesday, April 25 (Wk 14).

Paper Options
1. Chapter Reconstruction: Choose a chapter from Major Problems in the Gilded Age and the Progressive Era that relates to course coverage (i.e. chapters 7-15). First summarize the arguments and compare and contrast the perspectives of the authors of the essays. Second, provide some analysis of the documents. Which of the essays is best supported by the documents? Lastly, replace one of the essays with a scholarly essay, article, or book chapter (not an Internet source) of your choosing, or find a third perspective on the topic (essay, article, or chapter) and explain how that source helps illustrate the complexities of scholarly debate on that topic. You may also wish to examine additional documents in your analysis.

3. **City or State-Level Progressivism**: Examine the successes and failures of Progressive reform in a single state (e.g., California, Colorado, New Jersey, Mississippi, Montana, Nevada, Ohio, Wisconsin,) or city (e.g. Atlanta, Chicago, Cleveland, Denver, Los Angeles, Las Vegas, or San Francisco). Was the state or city ahead of national Progressive trends, or behind the Progressive curve? Who were the key supporters and opponents of reform in that state or city? What were the leading Progressive and Anti-progressive newspapers in the state or city? What were the key issues and events in that city or state? You should consider examining the state or city in which you were born, or one where you have lived for an extended period of time.

4. **Progressive Era Ideas**: Examine the impact of a single political, intellectual, or theological concept or approach during the Progressive Era. Possible topics include: Legal Pragmatism, the Social Gospel, Reform Darwinism, Social Darwinism, Constitutional Conservatism, Popular Calvinism, Liberty of Contract, the New Nationalism, the New Freedom, the "Talented Tenth," Socialism, Conservation1 Environmentalism, muckraking journalism, social settlement work, Missionary Diplomacy, Dollar Diplomacy, and the "Big Stick" foreign policy. Assess the importance of this concept or approach for understanding the Progressive era. Who were the main articulators of this concept or practitioners of this approach? What were its successes and failures? Does it have any relevance for contemporary American society?

5. **Historical Parallels**: Examine an instructive parallel between the Progressive era and contemporary America: e.g., Bill Clinton's electoral victories and those of Woodrow Wilson (discussed above); the passage and implementation of the Patriot Act could be paralleled with the Espionage and Sedition Acts of the World War One era; the debate over American entry into World War One and the debate over America’s declaration of war against Iraq shortly after 9/11; the anti-immigration rhetoric of the Bush Jr. years. There are dozens of illuminating parallels between the two periods and examining one of them will illuminate both your understanding of Progressivism and of contemporary American Society.
**Effective Essay Writing**

Your take-home midterm exam and your two papers should take the form of well-written, well-organized essays in which you draw on pertinent historical evidence to support an argument. Please be sure to proofread your work carefully. If you have concerns about your prose, then take a draft of your paper to the Writing Center or bring a draft to me to look over. Do not turn in poorly written work with the explanation that writing is not your strong point. Instead, take the time to make strong writing a hallmark of your papers. Regardless of the strange opinions of some contemporary educational theorists, form and content are *inseparable*. If your writing is weak then your ideas and arguments will lack clarity and as a consequence, they will appear weak too.

You may rewrite your first paper based upon my comments, corrections, and suggestions. The grade earned on the rewritten paper will be the one counted toward your final grade for the course. Merely correcting the grammatical errors in your paper does not constitute effective rewriting.

As you prepare to write your papers you should take the following steps:
1) Clear your topic with me first.
2) Develop a key theme or argument.
3) Think of an appropriate title that reflects the paper's key theme/argument.
4) Introduce your topic clearly in the opening paragraph/s.
5) Present evidence to support your argument.
6) Design a strong concluding paragraph for your paper.
7) Proofread your paper carefully for grammatical, typographical, and spelling errors.
8) Go through the stages of Pre-Writing, Draft Writing, and Re-Writing before submitting your paper.
9) Submit your paper early or on time.

**Effective Reading**

Take the time to read the assigned materials carefully. It is often helpful to make marginal comments in the books. If you do not fully comprehend a particular point the author is making then write a note to that effect in the margin and raise the matter in the next class. You will find it helpful to write a brief summary of each chapter when you finish reading it. As you read each chapter ask the following questions:

1) What major points is the author trying to make?
2) What evidence does the author use to support those arguments?
3) What is the author’s perspective or “point of view”?
4) How do the author's coverage and perspective differ from that of class lectures and other readings?

Also you should consider writing a brief summary of each book when you complete your reading of it. These summaries of whole books and book chapters will be of great benefit to you as you prepare for exams and consider paper topics. You may also wish to find published book reviews of each book and compare your evaluation of the book to those of other scholars.
Attendance
Attendance is expected in this class. Absence renders you unable to contribute to class discussions and your grade will be lowered accordingly for unexcused absences. You may be administratively dropped from the course if you have more than four unexcused absences (i.e. twice the number of weekly meetings). If you have good reason for missing a class, then let me know, so your absence can be excused. Please do not invent reasons for absences that have little basis in reality; honesty is always the best policy.

Plagiarism & Other Unethical Behavior
As stated in Webster's New World Dictionary of the American Language (Cleveland, 1964), plagiarism is –“to take and pass off as one's own the ideas, writings, etc. of another.” Plagiarism is easy to spot and, more importantly, it is ethically unsound. Plagiarism on a paper or any other unethical conduct will, at the very minimum, result in an "F" for that assignment, and more likely will result in the administering of a grade of "F" for the class and further disciplinary action. The category of "unethical conduct" includes cheating on an exam, turning in a paper you have previously submitted for another class, copying another student's paper, and "acquiring" a paper through the Internet. Unethical conduct should have absolutely no place in an institution of higher learning. For further details please refer to the Student Handbook. If you have any uncertainties about what constitutes plagiarism or other kinds of academic dishonesty, be sure to seek clarification from me; claims of ignorance about these matters will not be deemed acceptable as excuses.

Religious Holidays:
Students who miss a class assignment because of observance of a religious holiday shall have the opportunity to make up missed work. In order to be assured of this opportunity, it is the student's responsibility to inform me of anticipated absences by the last day of late registration, January 22, to be assured of this opportunity.

Extracurricular Activities:
Students representing UNLV at any official extracurricular activity shall have the opportunity to make up assignments, but must provide official written notification at least one week prior to the missed class(es).

Disabilities:
If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC). Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. For additional information, please visit: http://studentlife.unlv.edu/disability.
Tentative Course Schedule

PART ONE:
PRELUDES, PROBLEMS, & PARADOXES OF PROGRESSIVISM

Wk 1: Weds., Jan. 17: Course Introduction: Preludes, Problems & Paradoxes
Readings: Fink, pp. 1-7 Gorn, Ch. 1

Wk 2: Mon., Jan. 22: The Intellectual World of the Late Nineteenth Century
Readings: Fink, pp. 17-22, 92-93, 229-234; Gorn, Ch. 2

Weds., Jan. 24: The Crisis of the 1890s, I
Readings: Fink, pp. 164-166 + Ch. 7; Gorn, Ch. 3

Wk 3: Mon., Jan. 29: Crises of Race & Ethnicity
Readings: Fink, pp. 93-95, 123-131, and Ch. 10; Gorn, Ch. 4

Weds., Jan. 31: Empire & Its Discontents
Readings: Fink, Chapter 9; Gorn, Ch. 5

Wk 1: Mon., Feb. 5: Representative Progressive Reformers, I
Readings: Fink, pp. 235-236, 355-366, & 388-389; Gorn, Ch. 6

Weds., Feb. 7: Representative Progressive Reformers, II
Readings: Fink, pp. 379-385; Gorn, Ch. 7; Xeroxed Handout #1: Johnston, The Radical Middle Class

Wk 5: Mon., Feb. 12: Progressivism in Historiographical Context
Readings: Xeroxed Handout #2, Selections from Historians; Fink., pp. 367-379; Gorn, Ch. 8

Weds., Feb. 14: Mother Jones: Representative Progressive Reformer? + Exam Review
Readings: Gorn, Ch's. 9-10 + Epilogue

Week 6: Mon., Feb. 19: No Class: Presidents Day Holiday

Weds., Feb 21: 1st In-Class Midterm Exam + Take-Home Essay Exam Due
PART TWO: POLITICS OF PROGRESSIVISM

**Wk 7:**  
Mon., Feb. 26: Progressivism in Comparative Context: Local, State, & Regional Levels  
Readings: Fink., pp.389-391, Southern, Intro + Ch 1  
Weds., Feb. 28: TR & the Square Deal, I  
Readings: Cooper. Ch's 1 and 2

**Wk 8:**  
Mon., Mar. 5: TR & the Square Deal, II  
Readings: Southern, Ch 2  
Weds., Mar. 7: TR & National Power  
Readings: Cooper, Ch. 3 and 4

**SPRING BREAK:** Mon., Mar. 12 & Weds., Mar. 14, No Class

**Wk 9:**  
Mon., Mar. 19: Progressivism & Environmentalism  
Readings: Fink, Ch. 14; Southern, Ch 3  
Weds., Mar. 21: Taft: The Lamented Presidency/First Essay Due in Class  
Readings: Cooper, Ch. 5

**Wk 10:**  
Mon., Mar. 26: The Election of 1912  
Readings: Fink., pp. 392-395; Southern. Ch 4, Cooper, Ch 6  
Weds., Mar. 28: Woodrow Wilson & the New Freedom/Nationalism  
Readings: Fink, pp. 397-411; Cooper, Ch. 7

**Wk 11:**  
Mon., Apr. 2: Pleasure in the Progressive Era  
Readings: Fink, Ch. 11; Southern, Ch 5  
Weds., Apr. 4: Woodrow Wilson & Missionary Power & Evaluating the Ferocity of Progressive Discontent  
Readings: Cooper, Ch. 8
PART THREE:
PROGRESSIVISM & WAR

Wk 12: Mon., Apr. 9: Overview
Readings: Fink, Ch. 15 (excepting pp. 468-476); Southern, Epilogue

Weds., Apr. 11: The Great Debate
Readings: Cooper, Ch. 9; Handout #3: Selections from Bourne & Dewey

Wk 13: Mon., Apr. 16: Over Here
Readings: James & Wells, Ch 1

Weds., Apr. 18: Mobilization
Readings: James & Wells, Ch 2

Wk 14: Mon., Apr. 23: Over There
Readings: Cooper, Ch 10; James & Wells, Ch 3

Weds., Apr. 25: Armistice & Aftermath/Second Essay Due in Class
Readings: James & Wells, Ch 4

Wk 15: Mon., Apr. 30: International Politics
Readings: Cooper, Ch 11

Weds., May 2: Legacies + Exam Review
Readings: Cooper, Ch 12

Final Exam: Weds., May 9, 10:10-12:10 am
Appendix: Writing Techniques:

I: Theme Development (Pre-writing):
Essays should be driven by a key theme or argument. Effective theme construction is possible only after reflection on the topic.

1) Consider what you want to say before you begin; do not "make it up" as you go along.

2) Consider developing a paragraph-by-paragraph outline for the paper.

3) Think of an appropriate title. Considering titles can assist in theme construction and development.

4) Do not worry if there are loose ends in your thought processes before you begin writing. Writing the paper is part of the creative process, too.

II: Draft Writing:
Having reflected on the theme of your paper and appropriate content coverage, and having constructed a detailed outline, you should begin writing a first draft.

1) Make sure your opening paragraph clearly outlines both the scope of your paper (the general content/issues to be covered) and its central theme or argument.

2) If your essay draws on the work of other scholars, then be sure to demonstrate to the reader that you understand the themes/arguments presented in those works.

3) The bulk of your paper should present the relevant information/evidence necessary to flesh out the theme, or lend weight to the argument that you are making.

4) This presentation of evidence may include quotations from the sources. Effective quotation requires great care. To quote a few lines from a source simply because they sound good, without fully comprehending their meaning or context, is very unwise. Instead, you should quote material that provides a sure indication of the point of view, or of some key point, or integral element of the argument of the author. Avoid long block quotations whenever possible. Short quotations, interspersed into your own narrative are effective because they do not break up your narrative flow.

5) As you write the final paragraphs of your paper, make sure you have developed a strong conclusion. A concluding paragraph is most successful when is succinctly summarizes the information presented in the paper without sounding repetitious, and then closes with a strong, even memorable, sentence or two.
**111: Rewriting:**

Having reflected on the paper’s theme and content and written a draft, you may be two-thirds of the way through the assigned task. Rewriting is the next vital stage.

1) Set aside your first draft for a day or two, or even an hour or two, and then come back to it. Distancing yourself from the paper will better enable you to assess its merits.

2) Read through the draft and check each of the guidelines under section II (above): Is your opening paragraph clear and effective? Have you demonstrated an understanding of the sources you draw on? Have you presented sufficient evidence/information to support your argument/develop your theme? Does the quoted material serve its proper purpose, i.e., does it illustrate key points/arguments/points of view? Does the paper's conclusion still seem convincing to you?

3) If you find any shortcomings in the draft then correct them. This redrafting process may include a thorough rewriting of the whole paper, or of a few sections, or the reordering of certain paragraphs. You may even find that you need to reconsider your title. You are correcting a draft, so be hard on yourself, find every weakness you can. Consider all the possible criticisms of your paper and how you can deflate them.

4) Also check the draft carefully for grammatical shortcomings. Use the spell check function on the computer, but remember that computerized spell checkers are unreliable; you should also proofread a printout of your paper. Are your tenses consistent? Is your sentence construction effective, i.e. do your sentences read smoothly and make perfect sense? Have you carefully divided material into paragraphs? Do you have strong transitional sentences to lead the reader from one paragraph to the next?

5) Now you should have a complete second draft of your paper in front of you. You could submit the second draft of your paper or go through the above process again. Generally, the more drafts a paper goes through, the more effective it becomes.