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 %as a complicated time and historians have seldom agreed upon its key characteristics or even its chronological parameters. Some scholars point to 1890 and 19 14 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 he 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 you 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.

Review Essays
The two papers for the course should each be typed (double-spaced) and 7-8 pages
(2,100-2,400) words long. One of your review essays can draw on Cooper's *Pivotal
Decades* or on Gorn's *Mother Jones*, in addition to at least one other non-course book.
The other review essay must focus on two or three (depending upon length) non-course
books. The first review essay is due on Wednesday, March 21 (Week 9); the second
review essay is due on Wednesday, April 25 (Wk 14). For good examples of review
essays see the journal Reviews in American History.

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 | Fink, pp. 1-7 Gorn, Ch. 1 |
| Wk 2 | Mon., Jan. 22: The Intellectual World of the Late Nineteenth Century | Fink, pp. 17-22, 92-93, 229-234; Gorn, Ch. 2 |
|      | Weds., Jan. 24: The Crisis of the 1890s, I | Fink, pp. 164-166 + Ch. 7; Gorn, Ch. 3 |
| Wk 3 | Mon., Jan 29: Crises of Race & Ethnicity | Fink, pp. 93-95, 123-131, and Ch. 10; Gorn, Ch. 4 |
|      | Weds., Jan. 31: Empire & Its Discontents | Fink, Chapter 9; Gorn, Ch. 5 |
| Wk 1 | Mon., Feb. 5: Representative Progressive Reformers, I | Fink, pp. 235-236, 355-366, & 388-389; Gorn, Ch. 6 |
|      | Weds., Feb. 7: Representative Progressive Reformers, II | Fink, pp. 379-385; Gorn, Ch. 7; Xeroxed Handout #1: Johnston, *The Radical Middle Class* |
| Wk 5 | Mon., Feb. 12: Progressivism in Historiographical Context | Xeroxed Handout #2, Selections from Historians; Fink., pp. 367-379; Gorn, Ch. 8 |
|      | Weds., Feb. 14: Mother Jones: Representative Progressive Reformer? + Exam Review | 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 it 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 you paper or go through the above process again. Generally, the more drafts a paper goes through, the more effective it becomes.