

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**Virtual Campus**

**Wayland Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Course Title, Number, and Section:** HIST 5313 (VC01) Twentieth Century America: The American People in the Progressive Era

**Term:** Spring, 2019

**Instructor:** C. Gwin Morris, Ph.D.

**Office Phone Number: 469-656-1129 (Home)**

**WBU Email Address:** gwin.morris@wayland.wbu.edu (alternate: gwinmorris@tx.rr.com)

**Office Hours, Building, and Location:** 8:00-10:00 a.m. Monday-Friday; other times by appointment (Call 469-656-1129 or email gwin.morris@wayland.wbu.edu; alternate-- gwinmorris@tx.rr.com)

**Class Meeting Time and Location:** Virtual Campus

**Catalog Description:** Selected topics and issues in 20th century American history; may be repeated for credit when the topic changes.

**Course Description:** Political, military, social, cultural and intellectual topics and issues in the history of the United States during the period from 1900-1919. Focus on issues, events and influences during the period, with emphasis upon the people and institutions that influenced the decade and were influenced by it, the results of the thoughts, actions and activities on the decade and following, and the comparisons between that decade and the current period in which we are living. General topics will include

* The Progressive Mind and Spirit
* Politics and Progressivism
* The Influence of the Muckrakers, Reformers, and Progressives
* The Influence of Progressivism on Commerce and Industry
* The Influence of Progressivism on Gender and Race
* The Influence of Immigration on Society in the Progressive Era
* Religion, Literature, Education, Music, Science in the Progressive Era
* The Influence of Progressivism on America's Entry Into World War I
* The Effects of World War I on the Progressive Spirit

**Course Outcome Competencies:** Upon completion of this course, students will be able to:

* Think critically about the social and cultural history of the United States
* Demonstrate an understanding of the political, social, economic, and military events peculiar to the 20th century U.S.
* Analyze and describe the causes and effects of major 20th century events
* Describe the historical scholarship associated with 20th century events
* Demonstrate the ability to perform graduate level activities, including class discussion, research and writing

Specifically, upon successful completion of this course, the student will demonstrate an understanding of the following and the scholarship associated with them:

1. Identify and discuss the significance of the major social, cultural and intellectual influences and activities, as well as the major turning points and policy decisions that occurred during the period of US History from 1900-1919
2. Compare and contrast Progressive Era with previous and subsequent eras, particularly the Gilded Age, the Twenties and the current first decades of the 21st Century.
3. Demonstrate an understanding of the use of social and cultural influences, factors and interpretations in the study of history
4. Demonstrate the ability to perform graduate level historical research
5. Demonstrate an understanding of, and appreciation for, the historiographical resources for the period under study
6. Demonstrate the ability to write graduate level essays, reports, research papers and other research projects

**There is no prerequisite for this course**

**Required Textbook(s) and/or Required Material(s):**

1. Maureen A. Flanagan, ***America Reformed: Progressives and Progressivisms, 1890's-1920's***, New York: Oxford University Press, 2007.
2. Michael McGerr, ***A Fierce Discontent: The Rise and Fall of the Progressive Movement in America***, New York: Oxford University Press, 2003.
3. Steven Diner, ***A Very Different Age: Americans of the Progressive Era***, New York: Hill and Wang, 1998.
4. Nell Irvin Painter, ***Standing at Armageddon: A Grassroots History of the Progressive Era***, New York: W. W. Norton and Company, 2008.

**Optional Materials and Resources:**

1. Turabian, Kate L., ***A Manual for Writers of Research Papers, Theses, and Dissertations***, 7th edition, University of Chicago Press: 2007. ISBN: 9780226823379.
2. Strunk, William, Jr., and White, E. B., **The Elements of Style** (various editions), Allyn and Bacon, 2000
3. Students will also access assigned readings and videos from primary source materials posted online
4. The Writing Center provides assistance to all students preparing research assignments. Access the Center via a link from Wayland's web page at www.wbu.edu or email WC@wbu.edu (806) 291-3670.
5. The Learning Resource Center provides assistance to all students. Access the LRC via a link from Wayland's web page at www.wbu.edu or email LRCREF@wbul.edu (806) 291-3708.

**Attendance Requirements:**

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

Virtual Campus

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11-week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

**Course Requirements and Grading Criteria:**

1. On-line Discussion(s) (1-700 points)

* Based on assigned readings in text and internet
* Additional questions posed by the instructor under each Discussion Forum on Blackboard

1. Research Project (1-200 points)

* Research Development (100 points)
* Selection of topic
* Preliminary Bibliography
* **Synopsis** (1-50 points)
* **Annotated Bibliography** (1-50 Points)
* Research Project. (100 points) Seven to ten pages, including footnotes and/or resources, on a topic approved by the instructor. Select one of the following:
* Historiographical Essay. Eight to ten pages, including footnotes, on a topic approved by the instructor
* Teaching Unit. Covering seven class periods, using an approved template, on a topic approved by the instructor

**Note:** See Guidelines posted under "Course Information" on Blackboard

1. Final Essay (1-100 points)

* Essay selected from a topic or topics provided by the instructor on Blackboard

**Final Grade**

**Course Point Scale:**

A = 900-1000 points (90-100)

B = 800-899 points (80-89)

C = 700-799 points (70-79)

D = 600-699 points (60-69)

F = 599 points or less (59 or less)

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

STUDENT GRADE APPEALS PROCESS: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Tentative Schedule:**

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| Date | Assignment |
| February 25 | Fall Term Begins |
| February 25-March 3 | Week 1: **Research paper topic due March 3**   * Readings: Flanagan, Introduction & Chapter 1; McGerr, Chapter 1; Diner, Prologue; Painter, Introduction, Chapters 1,2,3 & 4 * Discussion Forum 1—The Past at Work: The Progressive Era that the Gilded Age Made—Roots, Settings, Institutions, Thoughts & Events |
| March 4-10 | Week 2   * Readings: Flanagan, Chapter 2 & 3; McGerr, Chapter 2; Painter, Chapter 9 * Discussion Forum 2--Progressivism and Social Thought |
| March 11-15 | **Spring Break** |
| March 18-24 | Week 3: **Preliminary Bibliography due March 19**   * Readings: Flanagan, Chapters 4 & 5 * Discussion Forum 3--Political Democracy in State and Local Government: |
| March 25-31 | Week 4:   * Readings: Flanagan, Chapter 6; McGerr, Chapter 3; Diner, Chapter 6 &7 * Discussion Forum 4--Progressive Politics and Society |
| April 1-7 | Week 5: **Research Synopsis due April 2**   * Readings: Flanagan, Chapter 7; McGerr, Chapters 4 & 5; Diner, Chapters 1, 2, 3 & 4; Painter, Chapter 6 * Discussion Forum 5--Progressive Politics in the Marketplace: Labor and Capitalism |
| April 8-14 | Week 6:   * Readings: Flanagan, Chapter 8; McGerr, pages 164-169 * Discussion Forum 6--Progressivism and the Environment: The Ballinger-Pinchot Controversy |
| April 15-21 | Week 7: **Annotated Bibliography due April 16**   * **Good Friday: April 19** * Readings: Flanagan, pages 51-55 &136-138; McGerr, Chapter 6; Diner, Chapter 5; Painter, Chapter 7 * Discussion Forum 7--Progressivism and Race |
| April 22-28 | Week 8   * **Easter Monday: April 22** * Readings: Flanagan, Chapter 9; McGerr, Chapters 7 & 8 * Discussion Forum 8—Progressivism in Society and Culture |
| April 29-Ma 5 | Week 9:   * Readings: Flanagan, Chapters 12 & 13; Painter, Chapter 8 * Discussion Forum 9--Progressive Society and Gender: Men and Women |
| May 6-12 | Week 10:   * Readings: Flanagan, Chapters 10 & 11; McGerr, Chapter 9; Diner, Chapter 9; Painter, Chapters 5,10,11 & 12 * Discussion Forum 10--Making the World Safe for Democracy: Progressive Era Foreign Policy |
| May 13-18 | Week 11: **Research Project due May 15 ; Final Essay due May 18** |
| May 18 | Term Ends |
| May 21 | **Grades posted** |

**Additional Information:** [**http://catalog.wbu.edu**](http://catalog.wbu.edu/)