

**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.

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

**Course**

: HIST 5313 VC01 – Gilded Age/Progressive Era: Gilded Age

**Campus**

: WBU online

**Term/Session**

**:** Spring 2, 2021

**Instructor**

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

**Office Phone Number**

**:** 214-425-4942

**WBU Email Address**

**:** Gwin.Morris@Wayland.wbu.edu

**Office Hours, Building, and Location**

**:** 9:00-10:00, Monday-Friday. Other times by appointment. Call (214-425-4942) or email [giwn.morris@wayland.wbu.edu](mailto:giwn.morris@wayland.wbu.edu) or [gwinmorris@tx.rr.com](mailto:gwinmorris@tx.rr.com)

**Catalog Description:** Study of the 1880s to the end of the Progressive Era in the United States.  It will examine political, social, cultural, gender, and racial issues of the eras.  Note:  May be repeated for credit when the topic changes.

**Additional Description:** The American People in the Gilded Age focuses on political, military, social, cultural and intellectual topics and issues in the history of the United States during the period from 1865 to 1900, 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. Topics will include, among others:

* Reconstruction, 1865-1877
* The Closing of the West, 1865-1890
* The Industrial Revolution
* Urbanization: the rise of the City as a cultural and economic force
* Capital and Labor: the rise of labor unions and the conflict between labor and management
* Immigration and Race
* Society and Culture in the Gilded Age
* Popular Culture
* Politics and Reform Movements in the Gilded Age
* The White Man's Burden, Imperialism and Foreign Policy

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

* Demonstrate an understanding of the political, social, economic, and military events peculiar to the United States during the Gilded Age and/or Progressive Era
* Analyze and describe the causes and effects of major events occurring in the United States during the Gilded Age and/or Progressive Era
* Identify and describe the significance of notable persons of the Gilded Age and/or Progressive Era, including ethnic minorities and women
* Describe the historical scholarship associated with events occurring in the United States during the Gilded Age and/or Progressive Era
* Demonstrate the ability to write graduate level essays, reports and research papers

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

1. 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 1865-1900, including the closing of the West; the industrial revolution; urbanization; immigration; race and ethnic culture; imperialism; popular culture; reform movements; religion; and politics.
2. How the Gilded Age compares to, and contrasts with subsequent eras, particularly the current first decades of the 21st Century.
3. The ability to perform graduate level historical research
4. An understanding of, and appreciation for, the historiographical resources for the period under study
5. The ability to write graduate level essays, reports and research papers

**There is no prerequisite for this course**

**Required Textbook(s) and/or Required Material(s):** Include author, title, publisher, ISBN, and publication date of textbook(s) and other resource material required for the course>>

1. Charles W. Calhoun, editor, ***The Gilded Age: Perspectives on the Origins of Modern America***, Lanham: Rowman and Littlefield, 2007.
2. Sean Dennis Cashman, **America in the Gilded Age**, New York: New York University Press, Third Edition, 1993.
3. Alan Trachtenberg, ***The Incorporation of America: Culture and Society in the Gilded Age***, New York: Hill and Wang, 2007.

**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. Students will also access assigned readings and videos from primary source materials posted online
3. 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.
4. 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**:

WBU Online

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 2 or more weeks of an 8-week session, 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 session 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.

**University Policies**

**Statement on Plagiarism and 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.

**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 Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBU online courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, [trifilot@wbu.edu](mailto:trifilot@wbu.edu) or call (806) 291-3745.

**Student Grade Appeals**

**:** 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 are 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 Vice President of Academic Affairs 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.

[WBU Catalog](http://catalog.wbu.edu/)

**Course Requirements and Grading Criteria**

**Course Requirements and Grading Criteria:**

1. On-line Discussion(s) (800 points)

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

1. Research Project (100 points)

* A seven to ten-page research paper, including footnotes, utilizing primary materials, supported by secondary sources, on a topic approved by the instructor; or
* A teaching unit on a topic approved by the instructor; or
* A historiographical essay on a topic approved by the instructor.

[See Guidelines posted under "Course Information" on Blackboard]

1. Final Essay (Optional; 50 points)

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

**Final Grade**

**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, within the last week of an 8-week session, or within the last two days of a micro-term 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 16-week term or 8-week session, 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.

**Instructor’s 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)

Student grade appeals:

**Student Grade Appeals**

**:** 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 are 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 Vice President of Academic Affairs 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 of Readings and Assignments:**

|  |  |
| --- | --- |
| Date | Assignment |
| March 22 | Term Begins |
| March 22-28 | Week 1: **Research topics due**   * Discussion Forum 1: The Beginning of Modern America: Closing the American Frontier * Readings: Trachtenberg, 1; Calhoun, 8; Cashman, 9, 10 (pp. 313-318). |
| March 29-April 4 | Week 2:   * **Research Topics due March 29 (email instructor at gwin.morris@wayland.wbu.edu)** * Discussion Forum 2: The Industrial Revolution * Readings: Trachtenberg, 2; Calhoun, 1-2; Cashman, 1-2. * **Good Friday: April 2** |
| April 5-11 | Week 3:   * **Easter Monday: April 5** * Discussion Forum 3: Capital and Labor * Readings: Trachtenberg, 3; Calhoun, 3; Cashman, 4. |
| April 12-18 | Week 4:   * **Preliminary bibliography due April 18 (email instructor at gwin.morris@wayland.wbu.edu)** * Discussion Forum 4: Urbanization * Readings: Trachtenberg, 4; Calhoun, 5; Cashman, 5. |
| April 19-25 | Week 5:   * Discussion Forum 5: Immigration and Race * Readings: Calhoun, 7, 14; Cashman, 7 (pp. 237-243), 11 |
| April 26-May 2 | Week 6:   * Discussion Forum 6: Women * Readings: Calhoun, 6. |
| May 3-May 9 | Week 7:   * Discussion Forum 7: Culture * Readings: Trachtenberg, 5, 6; Calhoun, 9,10; Cashman, 6. |
| May 10-May 15 | Week 8   * Discussion Forum 8: Politics and Foreign Policy (**Note: Forum ends at 12 Noon on Sunday, May 16)** * Readings: Calhoun, 11, 12, 13, 14; Cashman, 7 (pp. 203-236), 8, 10 (pp. 318-337), 11 * **Research Project due May 12; Final Essay due May 15; Term ends May 15** |
| May 18 | Grades posted |

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