



R E S E A R C H S E M I N A R

THE GILDED AGE

<p>Readings and Policies <i>The books and other texts we will use in this class; instructor's course policies</i> Page 2</p>	<p>Requirements <i>Course expectations, student learning outcomes, and grading criteria</i> Page 3</p>	<p>Syllabus <i>Detailed list of each class meeting's topic, readings, and course calendar of due dates</i> Page 4</p>
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This seminar considers the fraught and turbulent period from the end of the Civil War to the early twentieth century: an era of rising American industrial and military fortunes; dramatic social change; stunning racial, gender, and economic inequality; and blossoming American multicultural arts and literature.

Find out: what lies just under the surface of the Gilded Age?

Graduate students in this course will be enrolled alongside undergraduates who are taking the class as a capstone senior research seminar (HI 460). They will look to you as exemplars and

mentors, and you have much to learn from them as well.

Grading criteria for the two courses are kept separate and reflect expectations appropriate to the different course levels. 🐼



Course Details (3 credits)
 Blended Course. Meets
 Mondays 5-8 on dates listed
 Room: Sullivan 318

Counts as a Graduate
 Research Seminar

Instructor
 Dr. Tona Hangen
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 Sullivan 327D x8688

Office Hours: M 1:30-3:30,
 Th 1-2 and by appt

COURSE DETAILS

Course Readings

Make sure you have a recent edition (8th or 9th) of Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (Univ of Chicago Press).

Many works published during the Gilded Age are in the public domain, making online access to them possible in multiple formats. All of the course’s additional readings will be available online, as PDFs on Blackboard, linked to the course website, or located in WSU’s library resources.

You will also need to read and review a monograph on the Gilded Age.

Choose ONE from the list below, and make arrangements to borrow, rent or purchase the book. They are not available in the university bookstore.

Options:

Alan Axelrod, *The Gilded Age, 1876-1912: Overture to the American Century* (Sterling, 2017) ISBN 9781454925750

Rebecca Edwards, *New Spirits: Americans in the Gilded Age, 1865-1905* (Oxford, 2015, orig. pub 2006) ISBN 0190217170

Leon Fink, *The Long Gilded Age: American Capitalism and the Lesson of a New World Order* (Oxford 2015), ISBN 9780812246889

T. J. Jackson Lears, *Rebirth of a Nation: the Making of Modern America, 1877-1920* (HarperCollins, 2009), ISBN 9780060747497

Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920* (Oxford, 2005), ISBN 9780195183658

Nell Irvin Painter, *Standing at Armageddon: A Grassroots History of the Progressive Era, 1877-1919* (Norton, 2008) ISBN 780393331929

Heather Cox Richardson, *The Death of Reconstruction: Race, Labor, and Politics in the Post-Civil War North, 1865-1901* (Harvard, 2004), ISBN 978-0674013667

Richard White, *The Republic For Which it Stands: The US During Reconstruction and the Gilded Age, 1865-1896* (Oxford, 2017) ISBN 9780199735815

Robert H. Wiebe, *The Search for Order, 1877-1920* (Hill and Wang, 1966), ISBN 978-0809001040

Important Course Policies

TECHNOLOGY ETIQUETTE: Do bring laptops or devices for in-class use when we meet face to face. Please stay on task with your devices, refraining from web-surfing or social media use. No cell phone use during class.

ACADEMIC INTEGRITY: All papers and other assignments for this class must be your own work, and your own writing.

- When and where you employ the work of others, you need to cite your sources.
- Papers that are clear cases of plagiarism – not inadvertent errors in citation or footnoting – are insults to me and to the class. Plagiarism is also a serious

academic offense. Some examples of plagiarism include, but are not limited to: copying, or only slightly rephrasing, passages out of books, magazines, journals, and/or web sites and submitting them as your own work; buying papers off the internet; or submitting a friend’s paper instead of your own.

- If you submit a plagiarized paper, you will automatically receive a failing grade (an “E”) for the course.

ACCESSIBILITY: All accommodations requested through Student Accessibility Services will be honored. If you see ways the course could better accommodate a diversity of students, please let me know. I am committed to providing a learning environment in which all students can succeed.

REQUIREMENTS

Class Participation and Discussion (30% of final grade)

are critical to your learning in this course. Research and writing can be solitary, even idiosyncratic, endeavors in our field. In this class, we will focus on making the iterative process of research and writing more transparent and reflecting on it both individually and collectively. Your individual research inquiry will benefit from deep engagement with our common texts and with the give-and-take of seminar discussion throughout the semester, as well as from responding to posted discussion board prompts to help you reflect on and document your growth in research skills.



Breakdown: (10 points class attendance & participation) + (15 points discussion board) + (5 points participation in end-of-semester Showcase) = **30 points**

Professional Development (20%) elements of the course include practice with writing genres common to our profession, including a book review and conference proposal that conform to the expectations and standards of relevant professional organizations.

Breakdown: (10 points Book Review) + (10 points Conference Proposal) = **20 points**

Research Paper (50%) is the main product and work of this semester for you. Our process involves preliminary pieces of writing that scaffold towards the final project.

Breakdown: (5 points Timeline Contributions) + (10 points Source Comparison) + (10 points Prospectus, Bibliography and Writing Conference) + (25 points Revised Draft) = **50 points**

Student Learning Outcomes

- 1) Independently design and engage in a research inquiry, demonstrating proficiency with research methods (locating, evaluating, analyzing, summarizing, and presenting both primary and secondary sources) and high-quality historical writing.
- 2) Situate your research project within existing scholarly discourses and historiographical debates, employing theory where relevant.
- 3) Develop your professional skills: present your work in a 15-minute research presentation, similar to what would be expected at a scholarly conference; craft a conference proposal suitable for submission; review a monograph in the style of a scholarly journal.
- 4) Serve as mentor and sounding board for undergraduates pursuing their capstone research and exploring career possibilities.

Grade Breakdown	
Discussion Board (3 @ 5 points, including Jan 13 and Feb 17)	15
Attendance & Participation	10
Timeline (Jan 20)	5
Source Comparison (Feb 24)	10
Book Review (Mar 2)	10
Prospectus and Bibliography (Mar 9) and Writing Conf (Mar 23)	10
Conference Proposal (Apr 27)	10
Final Draft (Apr 13)	0
Revised Draft (May 4)	25
Showcase (May 11)	5
Total	100

SYLLABUS

Subject to change, please check the website for updates

#	DATE	WHAT WE'RE DOING	WHAT TO BRING	WHAT'S DUE
OL = Online week, no class meeting in person (shaded gray) / F2F = Face to Face, meets in person 5 - 8 pm				
1	M 1/13 OL	Introductions (Online)		OL Intro (Disc Board)
2	M 1/20 OL	Defining the Gilded Age (Online)		Timeline Contributions
3	M 1/27 F2F	From Topic to Research Question	Speaking notes for your presentation	Presentation Day
4	M 2/3 F2F	Lecture Day 1		
5	M 2/10 F2F	Research Workshop	Laptop	
6	M 2/17 OL	Arts, Material Culture, and Visual Sources		TOPIC IDEA (Disc Board)
7	M 2/24 F2F	Literature of the Gilded Age		Source Comparison
8	M 3/2 F2F	Historiography: How and Why		Book Review
9	M 3/9 F2F	Lecture Day 2		Prospectus & Bibliography
M 3/16 No class, Spring Break				
10	M 3/23 F2F	Individual Conferences		
11	M 3/30 OL	Work Week - no class meeting, keep writing		
12	M 4/6 F2F	Writing Workshop	Bring printed draft to class to work on	
13	M 4/13 F2F	Film Day		FINAL DRAFT
14	M 4/20 OL	Work Week - no class meeting, keep revising		
15	M 4/27 F2F	CV and Professional Development		Conference Proposal
16	M 5/4 F2F	Revisiting Our Timelines		REVISED DRAFT
	M 5/11 F2F	Research Showcase Mini-Conference		Mini-Conf Presentation



NEW YORK CITY.—THE RAILROAD STRIKE EXCITEMENT—WORKINGMEN'S MASS MEETING IN TOMPKINS SQUARE, WEDNESDAY EVENING, JULY 25TH.