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Office Hours: Wed. 1:00-3:00 and by Appt.

HIUS 188: Topics in United States History  
**The First American Gilded Age, 1870-1900**  
HSS 4025/Thursdays, 1:00-3:50

**Overview**

“The Gilded Age,” a term coined by the author, Mark Twain, refers to the last 30 years of the 19<sup>th</sup> century – a period in United States history when owners of huge concentrations of capital achieved unprecedented power within all branches of the federal and state governments – a period when the nation state consolidated and expanded its power across the continent and overseas. The Gilded Age saw not only a retreat from the promise of Reconstruction, but also the entrenchment of new racist ideas and the invention of new forms of race-based political exclusion. It was a period that saw the growth of global markets in labor and commodities, the rise of industrial production, the spread of anti-monopoly movements, and the escalation of class conflict. These were decades that witnessed great suffering among industrial and rural workers, but also the rise of new technological conveniences, mass consumption the expansion of commercial entertainment, and new opportunities for many women. In the Gilded Age we can find foreshadowings of our own time even as we recognize profound differences.

**Goals/Learning Outcomes**

1. Students will learn how to analyze and interpret primary and secondary texts.
2. Students will improve their writing skills.
3. Students will develop their ability to speak clearly before an audience.
4. Students will develop their ability to empathize with historical subjects.
5. Students may gain a deeper understanding of the present by thinking about its similarities and differences from the Gilded Age.

**Course Requirements**

1. Students are expected complete the weekly readings and participate in class discussions. One component of class participation is the presentation of at least one oral report based on a required text.

**Classroom participation will count for 45 percent of the final grade.**

2. Students will write a 10-page research paper (**50 percent of course grade**) that will be due during finals week. The paper will be based primary documents in addition to relevant secondary course readings. Each student should choose a topic no later than Week Six. Documents should be identified no later than Week Eight. Topics and documents will be chosen in consultation with Professor Klein.
3. Students will write THREE 2-3 page papers based on weekly readings. They may choose to write on the readings for any week. **Collectively, these papers will count for 15 percent of the final grade.** Students must complete them in order to pass the course. Papers must be submitted during the week in which the readings are assigned.

Please note that assistance with writing is available through the Teaching and Learning Commons (or Writing Hub) located on the ground floor of Geisel Library. <http://commons.ucsd.edu/students/writing/index.html>

### **Policies:**

#### **1. Computer/Notebook/Smart Phone Etiquette:**

Students may bring laptops to class in order to take notes and/or consult readings. However, if multitasking becomes a distraction, this policy will change.

#### **2. Academic Integrity:**

In the completing of all assignments, **plagiarism** will be taken seriously. Each student must do their own work and write in their own words, unless outside sources are directly cited. Plagiarism is not only copying exact text, but paraphrasing someone's idea without proper attribution. The University requires both faculty and students to honor the integrity of scholarship, and faculty are required to report any suspicion of cheating, collusion or plagiarism to the Academic Integrity Coordinator.

For University guidelines see: <http://www-senate.ucsd.edu/manual/appendices/app2.htm>: For History Dept guidelines, <http://historyweb.ucsd.edu/pages/undergraduate/Current/plagiarism.htm>

### **Required Reading**

#### **A. Books:** (Available at the UCSD Bookstore or through Amazon)

Steven Hahn, *A Nation without Borders: The United States and its World in the Age of Civil Wars, 1830-1910*, chapters 8-12

Thomas G. Andrews, *Killing for Coal*, Introduction and chapters 1-4

Jane Addams, *Twenty Years at Hull House*, edited by Victoria B. Brown (selections)

Louis Perez, *The War of 1898*

#### **B. Book Chapters available through Geisel Library's Electronic Reserves**

Iris Chang, *The Chinese in America*, ppl 53-156

Daniel Yergin, *The Prize*, chapters 1-3

Christine Stansell, *The Feminist Promise*, chapters 4-5

William Leach, *Land of Desire*, Introduction and chapters 1-4

Gail Bederman, *Manliness and Civilization*, Introduction and Chapter 5

Kathy Peiss, *Cheap Amusements*, Chapter 3

#### **C. Articles and Documents listed with the schedule of classes are available through Geisel Library's Electronic Reserves.**

Most of the articles and documents have been published in:

Leon Fink, ed., *Major Problems in the Gilded Age and the Progressive Era: Documents and Essays, Second ed.* (Boston: Houghton Mifflin, 2001)

Lon Kurashige and Alice Yang Murray, eds, *Major Problems in Asian American History* (Boston: Houghton Mifflin, 2003)

### **Supplementary Course Material**

Indian Peoples of the Northern Great Plains: <http://arc.lib.montana.edu/indian-great-plains>

Immigration to the U.S. <http://ocp.hul.harvard.edu/immigration/>

Chicago/Hull House: <http://hullhouse.uic.edu/hull/urbanexp>

The Chinese in California, 1850-1920: <http://bancroft.berkeley.edu/collections/chineseinca>

The Conservation Movement: <http://lcweb2.loc.gov/ammem/amrvhtml/conshome.html>

Jim Crow: [www.pbs.org/wnet/jimcrow](http://www.pbs.org/wnet/jimcrow)

## **SCHEDULE OF CLASSES**

### **Week One**

Introduction

### **Week Two:** A New Economic, Social and Political Order

Reading: Hahn, *Nation Without Borders*, pp. 271-400

William Graham Sumner on the Principles of Social Darwinism, 1885 (Available On Line)

### **Week Three :** Anti-Monopoly Movements

Reading: Hahn, *Nation Without Borders*, pp. 401-447

“The Purposes and Program of the Knights of Labor” 1878

“Populist Principles: The Omaha Platform,” 1892

Kazin, “The Righteous Commonwealth of the Late Nineteenth Century”

Fink, “Class Consciousness American-Style”

### **Week Four:** Immigration and Exclusion

Reading: Chang, *The Chinese in America*, 53-156

Chinese Laborers Report on a Race Riot at Rock Springs, Wyoming

Henry George Supports Chinese Exclusion, 1869

Cartoon: “The Tables Turned”

Senator George Hoar Decries Chinese Exclusion Un-American, 1882

N.Y. Chinese Merchants Oppose Renewal of the Chinese Exclusion Act, 1892

K. Scott Wong, “Chinese Responses to Exclusion”

### **Week Five:** The Revolution in Energy

Reading: Andrews, *Killing for Coal*, Introduction and Chapters 1-4

Yergin, *The Prize*, Chapters 1-3

### **Week Six:** Women, Gender and the Consolidation of the Nation State

Reading: Sarah Barringer Gordon, “The Liberty of Self-Degradation: Polygamy, Woman Suffrage, and Consent in Nineteenth-Century America” *Journal of American History* Vol. 83, No. 3 (Dec. 1996)

Edward Blum, “Paul has been forgotten: Women Gender and Revivalism during the Gilded Age (2004)

Stansell, *The Feminist Promise*, Chapters 4 & 5

### **Week Seven: Consumer Culture**

Reading: Leach, *Land of Desire*, Introduction – chapter 4

Peiss, *Cheap Amusements*, Chapter 3

### **Week Eight,** Maternal Reform

Reading: Addams, *Twenty Years at Hull House*, edited by Victoria B. Brown, selections

**Week Nine: Race and Reaction**

Reading: Hahn, 449-518

Mark Elliott, "Race, Color Blindness, and the Democratic Public: Albion W. Tourgee's Radical Principles in Plessy v. Ferguson," *Journal of Southern History* Vol. 67, No. 2 (May, 2001), pp. 287-330

Frederick Douglass Describes a Legacy of Race Hatred, 1883

Booker T. Washington, The Atlanta Compromise Speech, 1895

W.E. B. Du Bois, On Washington's strategy of Accommodation

Bederman, *Manliness and Civilization*, Introduction

**Week Ten: The War of 1898**

Reading: Louis A. Pérez Jr., *The War of 1898*

Paul Starr, "How Gilded Ages End" *American Prospect* (Spring 2015) Available On Line.

Thomas Schulz, "The Second Gilded Age" *Spiegel Online* (Oct. 28, 2011)