

Professor Stewart
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 Office Hours: M-TH 3:30-4:15 PM and by appointment
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HIS 154: The Making of Modern America

Term IV – November & December 2018 Class Meets M-F 1-3 PM*

*With exceptions for AM Film Screenings and some 12:30 or 12:45 early start times as needed

“A map of the world that does not include Utopia is not worth even glancing at, for it leaves out the one country at which Humanity is always landing. And when Humanity lands there, it looks out, and seeing a better country, sets sail. Progress is the realization of Utopias.” –Oscar Wilde

“The isolation, the separateness, is always a part of any utopia...in addition to that, it's based on the notion of exclusivity. All paradises, all utopias are designed by who is not there, by the people who are not allowed in.” –Toni Morrison

The late Nineteenth Century ushered in a plethora of momentous changes in the economic, political, and social spheres of American life that heralded the birth of modern society. Massive upheavals brought about by revolutions in American industry, transportation systems, immigration patterns, and urbanization fundamentally altered the very structure of American society. As Americans sought to adapt and capitalize upon this moment of transformation they found themselves engaged in bitter conflicts over the nature of the society they hoped to construct. Although various groups in American society, from entrepreneur capitalists to social reformers and from urban politicians to labor organizers, all sought to implement their own agendas, they shared a common concern regarding how best to organize and govern American life. Their critiques of the ills in American life and their proposed solutions to the problems brought about by industrialization, urbanization, immigration, American imperialism, and growing class stratification, can be found in the utopian and dystopian visions they produced at different historical junctures.

This course will examine the underlying changes that gave rise to a new era in American history epitomized by the "mass" character of modern life. Through our study of classic utopian and dystopian American texts from the Progressive Era to the 1960s, we will trace Americans' hopes and dreams for the creation of a better society, as well as their fears about the potentially costly ramifications of capitalism and an emerging mass society that threatened to annihilate individual liberty as well as irreparably rend the social fabric.

Learning Outcomes

- Students will gain an understanding of how the momentous changes wrought by industrialism in the Nineteenth Century laid the foundations for the U.S. in the Twentieth Century, economically, socially, and politically.
- Students will learn how to interpret a variety of primary sources used by historians to study the past, including novels, political cartoons, speeches, and film.
- Students will compare and critically evaluate differing perspectives on American society from a variety of historical eras.

This course supports the **Educational Priorities and Outcomes of Cornell College** with emphasis on **knowledge, inquiry, reasoning, and communication**.

CLASS SCHEDULE:

Unless otherwise noted, class will meet every afternoon from 1-3, Monday through Friday. We will have some earlier afternoon that begin at 12:30 or 12:45 instead of 1 PM (as noted by an * on the syllabus and/or announced the day before). We will also meet 1 or 2 mornings a week for AM film screenings and/or extra class discussion time. PLEASE NOTE: This schedule may be subject to revision.

REQUIRED TEXTS (in order of necessity):

- **Charles W. Calhoun**, Ed., The Gilded Age: Perspectives on the Origins of Modern America
- **Edward Bellamy**, Looking Backward, 2000-1887 (1888)
- **Mary E. Bradley**, Mizora: A Prophecy (1889)
- **Sutton Griggs**, Imperium in Imperio (1899)
- **Ernest Callenbach**, Ecotopia (1975)
- **MOODLE:** There will also be a number of **required readings** available on **Moodle** and designated by an **(X)** on the syllabus. You are required to print these out and bring them to class on the days they are scheduled for discussion.

CLASS POLICIES:

Laptops are not permitted in class, unless you have a documented learning disability which necessitates your use of one for note-taking purposes. **Cell phones** or other personal electronic devices should not be in operation during class time; they should be neither seen nor heard. Please wait for the class break time to check messages or attend to other personal needs, unless it is an emergency. If you do not adhere to the class policies, it will negatively impact your final grade.

Course Accommodations: If you would like to request course accommodations for a documented learning disability or for religious observances or other substantive reasons, please see me after class no later than the second day of the term. I'm happy to make suitable arrangements to assist you but you **must** discuss your request with me before there is a conflict with course requirements. Additional information about the policies and procedures for accommodation of learning disabilities is available at: http://cornellcollege.edu/academic_affairs/disabilities/.

Academic Honesty: Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. All students are expected to **explicitly** acknowledge the ideas, claims, observations, or data of others, unless the information is generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. All written assignments for this course should be the sole work of the student submitting it for class credit. You are not permitted to rely upon other students' notes, drafts, or coursework, without the prior permission of the instructor. If sources are not appropriately acknowledged, whether intentionally or unintentionally, this will constitute a violation of this instructor's and the College's requirement for honesty in academic work and will be treated as a case of academic dishonesty. Plagiarism is strictly forbidden. Plagiarism is stealing and is subject to disciplinary action by the Academic Review Committee. **Do your own work.** Students who commit plagiarism will automatically receive the grade of 'F' for the course and will be formally charged with plagiarism.

following the procedures established by the College. Information regarding how the College deals with cases of academic dishonesty appears in *The Compass*, our student handbook, under the heading "Honesty in Academic Work."

COURSE ASSIGNMENTS, PARTICIPATION, AND GRADES

This course covers a substantial amount of fairly complex readings that we will be analyzing in-depth through daily class discussions. HIS 154 is a mixed lecture and discussion course. **Therefore, your preparedness and daily attendance and active participation are essential.** You should anticipate spending approximately 4 hours a day outside of scheduled class hours on the reading assignments. Daily attendance will be noted and students who are absent will find their absence reflected in their final course grade. In order to pass the course, students must submit ALL formal written work (two papers and a final examination essay). Students who are absent for more than three class sessions without a *documented emergency* may fail the course.

You are expected to take notes on the reading (and not just using the margins of your texts) and you may also wish to write down a couple of insights and/or questions to share with the class as preparation for class discussion. **You are required to bring your copy of the day's reading to class for easy reference. When an assigned reading is posted on Moodle you must print it out, and bring your copy to class.** Failure to do so will demonstrate that you are not prepared, and that may impact your class participation grade.

It is also essential that you take notes on the daily class lecture material; demonstrating your mastery of lecture material will be a significant component of the final examination essay. I may spot-check note taking by having you submit your course notebooks for review.

I. Informed Participation (15%)

It is very important that you complete the readings by the date assigned and that you come to class prepared to actively discuss them. **Please bring your copy of the day's reading to class for easy reference.** We will have discussion on most days of the term. While you will be evaluated primarily upon your ability to contribute productively to class discussions, students who are consistently attentive and who demonstrate an engaged and respectful attitude towards the learning process, will be able to improve their participation grade to a limited extent; conversely, students who are inattentive or whose behavior is disruptive to others' learning will find this component of their grade negatively impacted.

II. Attendance and Surprise In-Class Writing Assignments (10%)

In **addition** to your regular attendance and participation in class discussion, there will be a series of random, short, in-class and possibly out-of-class writing assignments based on the readings. You will be expected to respond to a question that addresses the day's topics and readings. These will be assessed as "satisfactory" or "unsatisfactory" and will not be returned. More than one absence, excused or unexcused, from class will impact your final grade. In order for an absence to be counted as "excused" students must: notify the instructor as soon as possible; provide formal documentation of the reason for the absence; and follow up promptly with the instructor to see if there is any make-up work required.

III. Short Analysis Papers (25% and 25% = 50%)

All students will write two short papers analyzing *two* of the following *three* books for the course: Bellamy's Looking Backward, Bradley's Mizora: A Prophecy, or Griggs's Imperium in Imperio.

The paper assignment for each option will be handed out in-class roughly a week prior to the deadline. All papers must be 5-6 pages, typed, and double-spaced, and are due at the beginning of class. **No late papers will be accepted without the prior permission of the instructor.** All students are strongly encouraged to take their work to the Writing Studio before submitting it for evaluation.

IV. Final Examination (25%)

There will be one comprehensive take-home final examination. The assignment for the take-home final essay examination will be handed out in class on **Monday, December 17th**. Students will be expected to compose an analytical essay (5-6 pages in length) answering one of the assigned questions and demonstrating their mastery of relevant course material covered in lectures, class discussions, and readings. Typed examinations will be due in my office by Noon on **Wednesday, December 19th** or via e-mail (Microsoft Word attachment).

WEEK I: THE INDUSTRIAL REVOLUTION

Mon. Nov. 26: Introduction

Class Meets: 1-3 PM

***Tue. Nov. 27:**

Class Meets: 12:45-3 PM

Readings:

Bellamy, Looking Backward: Preface (pp. 45-46) and Ch. I – VIII (pp. 47-93).

Calhoun, Ch. 2: “Technology and America as a Consumer Society, 1870-1900,” (pp. 29-48) *AND* **Ch. 5:** “Urbanizing America,” (pp. 101-116).

Wed. Nov. 28:

Class Meets: 1-3 PM

Readings:

Bellamy, Looking Backward: Ch. IX – XV (pp. 93-145).

Calhoun, Ch. 1: “Industrialization and the Rise of Big Business,” (pp. 11-25).

***Thurs. Nov. 29:**

Class Meets: 12:45-3 PM

Readings:

Bellamy, Looking Backward: Ch. XVI – XXIII (pp. 145-192).

(X) **Andrew Carnegie**, “The Gospel of Wealth” (1889)

Calhoun, Ch. 3: “American Workers and the Labor Movement in the Late Nineteenth Century,” (pp. 53-70).

***Fri. Nov. 30:**

Class Meets: 12:45-3 PM

Readings:

Bellamy, Looking Backward: Ch. XXIV-XXVIII (pp. 192-241) and “**Postscript**” (pp. 242-244) and **Introduction (pp. 17-38 only)** and **Appendix D:** Passages from Equality Showing Development of Bellamy’s Utopian Ideas, 1887-1897 (pp. 267-274).

(X) **Elizabeth Cady Stanton**, “Address to the Legislature of New York on Women’s Rights,” February 14, 1854.

***Sunday, December 2nd: BELLAMY PAPERS DUE AT 2 PM via E-Mail Attachment
(Microsoft Word Document)***

WEEK II: THE PROGRESSIVE ERA

Mon. Dec. 3:

Class Meets: 1-3 PM

Readings:

Bradley, Mizora: Title Page, Preface, and Part I: Ch. I – V (pp. 7-39).

Calhoun, Ch. 6: “Women in Industrializing America,” (pp. 119-137) and **Ch. 10:** “Cultural and Intellectual Life in the Gilded Age,” (pp. 211-230).

Tue. Dec. 4:

Class Meets: 1-3 PM

Readings:

Bradley, Mizora: Part I: Ch. VI – X (pp. 40-68).

***Wed. Dec. 5:**

Class Meets: 12:30-3 PM

Readings:

Bradley, Mizora: Part I: Ch. XI – XIII (pp. 69-89) and Part II: Ch. I – IV (pp. 90-111).

(X) TBA

***Thurs. Dec. 6:**

Class Meets: 12:45-3 PM

Readings:

Bradley, Mizora: Part II: Ch. V– XI (pp. 112-147).

(X) **Elizabeth Cady Stanton**, “Address of Welcome to the International Council of Women” (1888)

***Fri. Dec. 7:**

Class Meets: 9:30 - 11:10 AM in HEDGES for Film: “*Hester Street*”

Class Meets: 1-3 PM

Readings:

Calhoun, Ch. 4: “The Immigrant Experience in the Gilded Age,” (pp. 75-94).

Sunday, December 9th: BRADLEY PAPERS DUE AT 2 PM via E-Mail (Microsoft Word Attachment)

WEEK III: WORLD WAR I AND POST-WAR DYSTOPIAS

Mon. Dec. 10:

Class Meets: 1-3 PM

Readings:

Griggs, Imperium in Imperio: Preface (vii-xiii), Introduction (pp. xv-xviii), “To the Public” (pp. 3-4) and “Berl Trout’s Dying Declaration” (pp. 5-6) and Ch. I-V (pp. 7-37).

Calhoun, Ch. 7: “The African American Experience,” (pp. 143-160) **AND Ch. 9:** “The Influence of Commerce, Technology, and Race on Popular Culture in the Gilded Age,” (pp. 187-205).

WEEK III, cont.

Tue. Dec. 11:

Class Meets: 1-3 PM

Readings:

Griggs, Imperium in Imperio: Ch. VI-X (pp. 38-86).

***Wed. Dec. 12:**

Class Meets: 10:00 - 11:10 AM in COLE 108 for Film: ***“Du Bois: A Biography in Four Voices”***

Class Meets: 1-3 PM

Readings:

Griggs, Imperium in Imperio: Ch. XI-XIV (pp. 87-120).

(X) **W.E.B. Du Bois**, “Segregation in the North,” (1934)

***Thurs. Dec. 13:**

Class Meets: 12:45-3 PM

Readings:

Griggs, Imperium in Imperio: Ch. XV-XX (pp. 121-177).

(X) **TBA**

Fri. Dec. 14:

Class Meets 1-3 PM

Readings:

Callenbach, Ecotopia: (pp. 1-77).

Sunday, December 16th: GRIGGS PAPERS DUE AT 2 PM via E-Mail (Microsoft Word Attachment)

WEEK IV: LOOKING BACKWARD AND FORWARD

***Mon. Dec. 17:**

Class Meets: 10 - 11:10 AM in COLE 108 for Film: ***“Race: The Power of an Illusion”***

Class Meets: 1-3 PM

Readings:

Callenbach, Ecotopia: (pp. 78-144).

***Tue. Dec. 18:**

Class Meets: 12:45-3 PM for Lecture, Discussion, and Review

Readings:

Callenbach, Ecotopia: (pp. 145-181).

Wed. Dec. 19: Take-Home Final Examination due by Noon, via E-mail (attachment)

Happy Holidays!