The Progressive Era and The Interwar Years

Junior-Senior Seminar
HIST 4325 CRN 22417
Spring 2014

Course Description:
The junior-senior seminar is a capstone class designed to guide students through the process of researching and writing a major scholarly history paper based on primary research. This section will focus on the United States and the El Paso Borderlands during the Progressive Era and the interwar years. Course readings will introduce a variety of themes from the period, including social and political reform, immigration, changing roles for women, urbanization, public health, labor, and the resurgence of the KKK. Students may select local, regional or national topics for their papers, from the period 1880-1941. The course requirements include regular attendance, short writing assignments, and completion of all steps required for a major original research paper based on primary sources (17-20 pages) including peer editing, revision, and oral presentation. Three students from the class who demonstrate superior research and writing skills will be invited to participate in the Harper Student History Conference at the end of the semester.

Course Learning Outcomes:
The primary goal of the course will be to complete a major original research paper based on primary sources (17-20 pages). The purpose of the original research paper is to develop historical skills and by the end of the semester the students will be able to:

- select an historical topic, identify its significance, and make a plan of research for that topic; be able to identify significant secondary literature regarding that topic, and trace the historiography of that topic
- critique historiography on the topic and identify a perspective to prove or disprove
- identify and locate primary (first-hand) sources concerning the topic you have chosen
- present a thesis, based on research in both secondary and primary literature and sources
- defend that thesis and make a clear and cogent argument in its defense
- write a coherent and articulate 17-20 page paper based on primary research

Required books:
Arthur S. Link and Richard L. McCormick, Progressivism
Alan M. Kraut, The Huddled Masses: The Immigrant in American Society, 1880-1921
Lynn Dumenil, Modern Temper: American Culture and Society in the 1920s
Mary King Rodge, Where the Creosote Blooms
Jules R. Benjamin, A Student’s Guide to History

The books are available at the University Bookstore. Additional required essays, articles, and book chapters will be made available on Blackboard.
Recommended books you might want to consider:
Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*
William Strunk Jr. and E. B. White, *The Elements of Style*

**COURSE REQUIREMENTS AND GRADING:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (broadly defined, see below)</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Research Paper Portfolio (RFP instructions, see below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary source evaluation (w/ oral report)</td>
<td>7.5%</td>
<td>75</td>
</tr>
<tr>
<td>Secondary source evaluation (w/ oral report)</td>
<td>7.5%</td>
<td>75</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Annotated Bibliography and Outline</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Peer Review of Rough Drafts</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>Final Draft</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>Presentation</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td><strong>Point total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
<td>Strong to Exceptional, exceeding all course requirements.</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
<td>Good, competently meeting all course requirements.</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
<td>Satisfactory, meeting all course requirements.</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
<td>Mostly satisfactory, meeting some course requirements.</td>
</tr>
<tr>
<td>F</td>
<td>below 499</td>
<td>Fail, barely meeting any course requirements.</td>
</tr>
</tbody>
</table>

**CLASS REQUIREMENTS**

Participation requirements (20% of grade): This includes attendance, participation in class discussions, assignments as part of the larger research project, peer review, self-assessment, conference(s) with professor, etc. Total of points will be scaled to 200 or 20% of final grade.

- **Attendance and participation** in class are required. Because we will only meet once a week, no more than one excused absence will be tolerated. Students are expected to attend every class and to be fully prepared each day to discuss the reading assignments. Unsatisfactory attendance consists of absences, tardiness, leaving the classroom early, or coming to class unprepared to participate (without texts or assignments). If you have evidence of unsatisfactory attendance, you may be dropped from the course with a ‘W’ before the drop deadline, fail the course after the drop deadline at the discretion of the instructor, or have points deducted from your participation grade. If you are having medical problems, other documented problems with attendance, or foresee chronic lateness, contact me immediately. Students MUST conference with the professor as needed. Students MUST get a UTEP e-mail account and check it before class meetings. Additional brief assignments will be announced in class, or on Blackboard and will be due in class for discussion as part of your participation grade.
• **Discussion questions (in class and Blackboard Tickets to Class):** Discussion questions will be posted on Blackboard by the professor. There will also be Tickets to class that are weekly assignments on Blackboard Discussion board to be answered prior to class for participation credit.

• **Intermediary steps in the research process not listed in the Research Paper Portfolio:** note taking, potential research topics, big themes, conferencing with professor, etc.

• **Self-assessment of progress in class:** due March 18 and May 6

• **Additional brief assignments** may be announced in class or on Blackboard and will be due in class for discussion as part of your participation grade.

**Research Paper Portfolio (RPP):** Your RPP points will consist of the following parts described in more detail on the course schedule and in handouts in class and on BB:

- Primary source evaluation
- Secondary source evaluation
- Research Proposal
- Annotated Bibliography and Outline
- Peer Review of Rough Drafts
- Final Draft
- Research Paper
- Presentation

---

**CLASS POLICIES**

**Syllabus Change Policy:** Except for changes that substantially affect the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. It is **your responsibility** to be aware of all the policies and information in this syllabus. If there is anything you do not understand, ask me.

**Format of Written Work:** All written assignments done outside of class must be typed using black ink, 12 pt. Times New Roman font, 1 inch margins, double-spaced, on white paper, and stapled in the upper left-hand corner. Write as clearly as possible. Your work will be evaluated for both content and composition so be sure to use a spell checker and watch for errors in grammar and form. Keep hard copies of all your assignments. I may also ask that you submit your work electronically as need be. This will be explained in class.

**Deadlines:** Assignments are due at the beginning of class on the due date. This is capstone class and I expect all assignments to be turned in on time. Late assignments may be accepted at my discretion under extraordinary circumstances but will be subject to a late penalty of 50%. Late submissions will be submitted via the Blackboard assignment drop box in Word format. Any assignment may be handed in early.

**Constructive class participation** is an essential part of this seminar and I expect students to actively and effectively participate in discussions on the topic at hand. The following points tend to characterize effective discussion participation.

1. Are the points made substantive and relevant to the discussion? Are they linked to the comments of others?
2. Do comments show that the participant has been listening? Do comments show that the participant has read the material?
3. Do comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?
4. Is the participant willing to interact in a courteous and sensitive manner with other class members? Does the participant allow all other members of the class to speak?
5. Do comments show evidence of analysis? Do comments add to our understanding?
6. Does the participant distinguish between facts, opinions, and beliefs?

**Students with Disabilities:** Please be aware that The Center for Accommodations and Support Services (CASS) provides a program of support and advocacy services to students with disabilities. If you have or suspect a disability and need an accommodation you should contact CASS at 747-5148 or at dss@utep.edu or Union East Building, room 106.

**Classroom conduct:** Students must conduct themselves in a manner appropriate to a university classroom. Each student is responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at http://www.utsystem.edu/bor/rules/homepage.htm. Any behavior that is distracting to other students or to the instructor is strictly out of order. This includes arriving late to class and leaving early except in extreme emergencies. Discussion leaders will facilitate a productive discussion but it is the role of members of the class to remain focused on the topic and to allow other students to speak. I will evaluate your participation by how well you talk about your ideas, listen and respond to others’ ideas, remain sensitive to the feelings of other class members, and take responsibility for moving the class discussion forward.

**Technology in classroom.** Set your phone to mute or silent mode before coming to class. Do not answer incoming calls, make outgoing calls, or text message. Do not use web browser features on phones, laptops, or tablets while in class unless it relates to class materials. The necessity of classroom interaction in this course may negate the usefulness of laptops as a note-taking device and prove distracting to your classmates. If I find this to be so, I will ask you to refrain from using your laptop during class. Students who fail to heed these directives risk being dropped.

**Technology Issues:** Let’s face it: technology breaks. Servers go down, transfers time out, files become corrupt. The list goes on and on. These are not considered emergencies. They are part of the normal production process. An issue you may have with technology is no excuse for late work. You need to protect yourself by managing your time and backing up your work.

**Academic Dishonesty and Plagiarism:** Academic dishonesty is a very serious matter. The UTEP Catalog includes this warning: “Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, any act designed to give unfair advantage to a student or any attempt to commit such acts.” In the process of research and writing, you may mistakenly use other people’s words and sentences as if they were your own. DO NOT DO THIS. Even if this is an honest mistake, it is plagiarism. Students suspected of violations will be referred to the Dean of Students for adjudication. You are responsible for the understanding and abiding by the full Scholastic Dishonesty policy available at http://admin.utep.edu/Default.aspx?PageContentID=2084&tabid=30292
READINGS and DETAILED COURSE SCHEDULE (subject to change)

Additional readings and assignments will be announced on Blackboard and in class. These will include short discussion board Tickets to Class. Be sure to check each week and be prepared!!!!

Week 1  Jan. 21  Introductions and Overview
Course Overview
Thinking like a Historian and Learning the Historian’s Craft
Crash Course in History videos (#27, 25, 31, 32, 33)
Discussion of Potential Paper Topics

Week 2  Jan. 28  Progressive Era defined
Historian’s Craft: Historical Evidence, A Student’s Guide to History (ch. 3)
Historian’s Craft: Working with primary documents, Pullman Strike newspaper accounts
Discussion on Link and McCormick, Progressivism. (Study questions on Blackboard)
Textbook and video accounts of Progressive Era and the Interwar years

Week 3  Feb. 4  Library and Archival Research
Historian’s Craft: Conducting Research, A Student’s Guide to History (ch. 7)
Library Visit - Meet in on first floor by coffee shop at 1:30 to get an overview of online research methods and available materials in Library Special Collections

Week 4  Feb. 11  Progressive Era Themes
Historian’s Craft: Evaluating/Interpreting Historical Evidence, A Student’s Guide to History (ch4)
Discussion on Kraut, Huddled Masses (1-125)
RPP Writing Assignment Due: Hand in a list of two possible topics for your paper. They do not have to be completely different areas of research but I do want a 1-2 paragraph typed description of two distinct topics (2-4 paragraphs total), explaining why you decided to investigate the topics, what excites or interests you about the topics, how you would develop the topics, and what are key questions you want to investigate and why? This to be submitted on BB by noon, Feb. 11, and also brought into class as 1 hard copy. We will discuss the various topics in class.

Week 5  Feb. 18  Progressive Era Themes
Historian’s Craft: Writing History, A Student’s Guide to History (ch. 5 & 6)
Historian’s Craft: Thesis sentences
Discussion on Kraut, Huddled Masses (126-226)
RPP Writing Assignments Due:
1. Topic and Working title (with subtitle if available) for your paper. The title should indicate not only the topic covered but something about your approach to the material or your working hypothesis.
2. **Tentative bibliography** of three secondary sources (books or journals) that contextualize your topic. DO NOT READ YOUR SECONDARY SOURCES at this time. Instead, examine them to identify the following: (a) from the book title – topic, thesis, and time frame; (b) from the table of contents – five keywords or key themes of the book; and (c) from footnotes and/or bibliography – three additional books or journal articles for further research; (d) with this information, write a few sentences to describe (annotate) these titles in your bibliography. You must follow the Chicago Manual documentation style [see Benjamin ch. 10; Rampolla (103-114); or Turabian].

***Your final paper will include six secondary sources: three journal articles, taken from at least two professional journals, and three books which cover aspects of the Progressive Era or the inner war years.

**Week 6  Feb. 25  El Paso during the Progressive Era**
Historian’s Craft: Mining footnotes and bibliographies
Discussion on Journal Article on BB (tentative and TBA)
Additional Library day (tentative and TBA)

**RPP Writing Assignment Due:** Your research design with a brief one page bibliography is due by 11pm, Monday Feb. 24, uploaded to Blackboard. Follow the handout carefully. Be sure to use proper format for the bibliography. This version of the bibliography should include some primary documents. Be prepared to make a 5 minute presentation to the class on your topic on Feb. 25.

**Week 7  March 4  Changing Social Values**
Discussion on Dumenil, *Modern Temper* (1-35, 56-144)
Discussion of Big Themes
Historian’s Craft: Primary source evaluation

Brief Status Reports on project: Be prepared to make a 5-10 minute presentation to the class on your topic and on a Primary source for your paper. Bring enough copies (for your classmates and myself) of 1 page of one primary source you will be using and be prepared to discuss how you analyzed it and will be using it in your paper.

**RPP Writing Assignment Due:** Write a 2-3 page report on a major primary source for your research paper. Historians are always trying to discover both the meaning and the significance of a piece of historical evidence, therefore document analysis papers should seek to find a balance between exposing meaning and significance of the evidence. Detailed instructions will be provided and you should reread appropriate sections of Benjamin, ch. 5. You will also need to attach a list of all the primary sources you have identified thus far in your research.

**March 10-14  Spring Break**

**Week 8  March 18  No regular class (Dr. Gabbert out of town): Research.**
Two brief writing assignments due on BB by midnight March 18.

**RPP Writing Assignment Due:** 1 page paper on “how do the ‘big themes’ relate to your topic?”

**Self-Assessment Writing Assignment due:** Self-assessment of progress in class and on RPP (instructions on Blackboard)
Week 9  March 25  Interwar Years overview  
Discussion on Dumenil, *Modern Temper* (145-149, 185-191, 201-312)  
**Conferences as necessary.**

**RPP Writing Assignment Due:** Write a 2-4 page critical book review of one of your secondary sources, the one that you feel is the most important at this point. Do not simply summarize the book or article. Analyze it. First, discuss how the source addresses your research topic. Then identify and evaluate the source’s arguments, methodology, evidence, and conceptual framework. Explore its contributions to the historiography. Assess its usefulness – in terms of providing you with historical context, assisting your interpretation of your primary sources, and/or raising new questions for your research. Finally, discuss what reading this secondary source taught you about how historians interpret primary sources and develop their arguments. Be sure to use proper footnotes/endnotes citations. Instructions will be provided and you should reread appropriate sections of Benjamin, ch. 5.

Week 10  April 1  **No regular class (Dr. Gabbert out of town): Research and Conferences as necessary.**

Drop day  April 4  Last day to withdraw from any course with an automatic “W”. If you drop the class after this deadline and have an F average, you will receive an “F”.

Week 11  April 8  El Paso during the Interwar Years  
Discussion on Rodge, *Where the Creosote Blooms*, (1-120)  
Historian’s Craft: Writing a research paper, Benjamin (ch 8)  
Brief Status Reports on project  
**RPP writing assignment due:** Thesis Sentence due. Bring 2 copies; we will do peer review of thesis sentences during class.

Week 12  April 15  El Paso during the Interwar Years  
Discussion on Rodge, *Where the Creosote Blooms*, (121-235)  
Historian’s Craft: Discussion of Turnitin.com, plagiarism, and paraphrasing.  
**Conferences as necessary.**

**RPP Writing Assignments Due:**

1. **Annotated bibliography:** Write an annotated bibliography for your research project containing the major secondary and primary sources. An annotated bibliography provides not only publication data, but also a short paragraph analyzing each source. For each secondary source, describe the subject/topic, main argument, main primary sources utilized, and usefulness to your research. For each primary source, detail the kind of information and “partial” perspective(s) the source offers and assess its usefulness to your research. Your bibliography should include at least 6 secondary sources including books, dissertations and peer-reviewed articles. The number of your primary source entries will vary depending on your topic. Separate your entries into two sections: primary and secondary sources. Alphabetize entries by last name of author. You must follow the Chicago Manual documentation style (see Benjamin chapter 10; Turabian; or Rampolla, pp. 103-114).

**Week 13 April 22**

**Drafts, peer review, and Conferences as necessary**

**RPP Writing Assignment Due**: The first 7-10 pages of your paper is due. Bring two copies – one to be exchanged with a classmate and one for me as I will be reading it also. We will meet to exchange papers for peer review and conference as necessary. See *A Student's Guide to History* (140-148). These initial pages will also be submitted to Turnitin.com for guidance on plagiarism/paraphrasing.

**Week 14 April 29**

**Drafts, peer review, and Conferences as necessary.**

**Presentations (Tentative)**

Discussion of Turnitin.com, plagiarism, and paraphrasing.

**Conferences as necessary.**

**RPP Writing Assignment Due**: The written critique of your partner’s paper is due. Make your critique constructive and supportive. Bring Two Copies (one for the student and one for me).

**RPP Oral Presentations assignment** (tentative depending on time – we will do the majority on May 6): Historians often present their research orally and invite constructive criticism of other historians. You will make a 7-10 minute oral presentation on your topic using PowerPoint. Instructions will be given in class but you will summarize your research and conclusions. Include a description of the historical problem or question you examined (as part of a brief historiography section), your primary sources, and your main arguments/conclusions. You may bring notes but please do not read your presentation. Keep your report lively and interesting. Practice delivering it within the time limit.

**Week 15 May 6**

**RPP: Oral Presentations (see instructions above)**

**RPP Writing Assignment Due**: Submit your complete draft to Turnitin.com to check for proper paraphrasing and citation use.

**May 9**

**Frances G. Harper Student History Conference:**

On Friday, May 9th, three to four students from each of the junior/senior seminars being taught this semester will present their research findings in a formal conference setting. Papers will be selected based on topic, originality, argument, quality, and use of primary sources. While the best papers from the conference will win cash awards and recognition, all attendees will receive a light breakfast and lunch. All class members are expected to attend at least one session. More information on the conference will be made available during the semester.

**Week 16 May 13**

**Electronic copy of Final Paper due on Turnitin by 4:00 pm**

**May 15**

**Final exam period 1:00 pm – 3:45 pm**

**RPP Writing Assignment Due**: Hard copy of final project and supporting information due. Detailed instructions will be supplied.

**Self-Assessment writing assignment Due**: Final Self-assessment of research project

Additional readings and assignments will be announced on Blackboard and in class. Be sure to check each week and be prepared!!!!!
<table>
<thead>
<tr>
<th>Class Members—names, email/phone numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>