

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Arts and Humanities**  
**Course Number: HIST407**  
**Course Name: The Gilded Age: The United States 1877 to 1900**  
**Credit Hours: 3**  
**Length of Course: 8-Weeks**  
**Prerequisite: None**

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### Instructor Information

Please see the Syllabus Tool in your classroom for your instructor contact information. Thank you!

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### Course Description (Catalog)

The Gilded Age, 1877-1900 examines the rise of the United States as an industrial and world power with particular stress on the changing patterns within American society. Through a study of the primary and secondary literature of American history this course surveys the individuals and groups who influenced the American experience, as well as the cultural, political, and socio-economic movements that shaped the nation.

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### Course Scope

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*The United States: 1877 - 1900* is the American experience during those years. This class will identify and focus on the watershed events and trends of this important era.

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## Course Objectives

Upon completion of *The United States: 1877- 1900* students will be able to:

1. Describe and analyze changes in American society from 1877 to the turn of the twentieth century.
2. Compare and contrast economic, political, and social reform movements in the United States, their causes and results, and explain their causes and consequences.
3. Identify and summarize the economic history of the United States.
4. Assess the interaction of social developments and political behavior in the years 1877-1900.
5. Analyze the ties between foreign and domestic policy in the years 1877-1900.

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## Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the faculty member). Assigned faculty will support the students throughout this eight-week course.

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## Course Materials

### Required Course Textbooks

Calhoun, Charles W., ed. *The Gilded Age: Perspectives on the Origins of Modern America*, 2<sup>nd</sup> edition. Lanham, Maryland: Rowman and Littlefield, 2007.

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Edwards, Rebecca. *New Spirits: Americans in the Gilded Age 1865 – 1905*, New York: Oxford University Press, 2006.

### Required Readings:

Lecturettes within Classroom

### Additional Resources:

*The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003. *Purchase Optional.*

Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional.*

[HIST102 Course Guide](#)

[Bedford / St. Martins Student Center for U.S. History](#)

### Web Sites:

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
<a href="#">University of Chicago Style Manual</a>	<a href="http://www.apus.edu/Online-Library/tutorials/chicago.htm">http://www.apus.edu/Online-Library/tutorials/chicago.htm</a>

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### Evaluation Procedures

**Forum Postings** are a critical component of all History and Military History classes. Studies indicate that students who participate in discussion boards increase their retention on the particular subjects by over 40 percent compared to only reading the text.

The requirements for your discussion board postings revolve around you answering question(s) posted in the discussion board by your instructor with a substantial postings. While composing your answer, use proper grammar. Do not use abbreviations or contractions. Complete this with a minimum of about 250 words. Before you post the

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answer, check your grammar; please note that the way you talk is not the way that you need to write your answer. Lastly, ensure that you do not have any spelling errors. It is often best to compose your posting in a word program and after you check it for grammar and spelling, copy it into the discussion board posting.

**Forum Responses** are critical to helping you gain a greater comprehension of the topics. As such, you must read at least four postings by your peers and respond to them with a substantial posting of about 250 words. If you have a question for your classmates in your response, you will note the question at the bottom of your posting separated by at least one line so that your peers can clearly see your question. It is your responsibility to check for comments made back to you by your classmates and answer any of their questions. Your grade on discussion board participation is from your comments to your peers and the answers you provide to any questions that they have of you. As in the Discussion Board Posting, grammar is important and your writing must be clear and free of errors.

A **Research Paper**, by its very design, will test your ability to construct a well-written paper that shows your comprehension of the topic through analysis of various resources. For many students, writing a research paper can be one of the most intimidating assignments that they will face in a class. In reality, a research paper is only a series of tasks using several intellectual skills. Once you understand this assignment not as a large paper that requires weeks of research and writing, but a series of skills, the easier writing the paper will be. The initial step in writing the paper is choosing the topic, the second is choosing a bibliography (your sources), the third step is creating an outline. There will be two short papers and one long paper in this course.

The research papers must include a cover page with your name, course number and title, instructor's name, and date. You must also include a bibliography at the end of your paper. While composing your paper, use proper English. Do not use abbreviations, contractions, or passive voice. Before submitting your paper, check your grammar and use spell check. Remember, the way you talk is not the way you write a paper. Please label your paper as follows: lastnamefirstnameHIST407ResearchPaper (ex. SmithJohnHIST407ResearchPaper).

The course is divided into the two following parts:

- 1) Five alternating weeks when there are discussions (forums) based on the web readings and the required texts, you will take turns taking the lead on reporting what you got out of the reading and then everyone will participate in the discussion - you will know what you are expected to study and how you will be graded. The week when you take the lead (or share the lead) you will earn more points than in the other weeks.
- 2) Three weeks with a paper due, during two of those weeks there is no discussion board.

<b><u>Grade Instruments:</u></b>	<b><u>Points</u></b>	<b><u>% Final Grade</u></b>
Discussion Board – as lead for the week	<b>16 points</b>	<b>16%</b>
Weekly Scholarly Discussion (participant)	<b>6 points each (6 times 4 weeks)</b>	<b>24% total</b>
Three papers	<b>Two at 15 points each and one for 30 points</b>	<b>60% total</b>

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	<b>(60 points total)</b>	
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

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## 8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

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### Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Discussion Boards</u>
<b>1</b>	An Uneasy Peace, Transportation, and the Rise of Big Business	1, 2, 3, 4	Read the syllabus and review the folders in Course Materials section  Calhoun chapters 1 and 2 Edwards chapters 1 and 2  <a href="#">Gilded Age (1878-1889)</a>  <a href="http://www.gildedage.org/">http://www.gildedage.org/</a>	Post to the forums. Comment on at least four of your fellow classmate's introductions. Start reading.
<b>2</b>	An Uneasy Peace, Transportation, and the Rise of Big Business	1, 2, 3, 4	Calhoun chapters 1 and 2 Edwards chapters 1 and 2  (Continued from last week)	Week 2 forum <ul style="list-style-type: none"> <li>• Leader(s) initial posts due by Wednesday (can earn up to 16 pts)</li> <li>• Participants' posts due by Thursday, final ones due on Sunday (can earn up to 6 pts)</li> </ul>
<b>3</b>	American workers and the Labor Movement	2, 3, 4	Calhoun chapters 3 and 4 Edwards chapter 3	Week Three forum <ul style="list-style-type: none"> <li>• Leader(s) initial posts due by Wednesday (can earn up to 16 pts)</li> <li>• Participants' posts due by Thursday, final ones due on</li> </ul>

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				Sunday (can earn up to 6 pts) Paper One due – this is one of the two short papers (earn up to 15 pts)
4	Urbanizing America, Women in Industrial America	2, 3, 4, 5, 6, 7	Calhoun chapters 5 and 6 Edwards chapters 4 and 6	Week Four forum <ul style="list-style-type: none"> <li>• Leader(s) initial posts due by Wednesday (can earn up to 16 pts)</li> <li>• Participants' posts due by Thursday, final ones due on Sunday (can earn up to 6 pts)</li> </ul>
5	African American and Native American experience	2, 3, 4	Calhoun chapters 7-9 Edwards Chapter 5 <a href="#">Jim Crow on PBS</a>	Week Five forum <ul style="list-style-type: none"> <li>• Leader(s) initial posts due by Wednesday (can earn up to 16 pts)</li> <li>• Participants' posts due by Thursday, final ones due on Sunday (can earn up to 6 pts)</li> </ul>
6	Continue with previous week	2, 3, 4	Continue reading from previous weeks	Paper two due, earn up to 15 points – this is the second and last short paper
7	Culture and Political Life, Political Culture in the Gilded Age	4, 5, 6, 7	Calhoun chapters 10 and 11 Edwards 7 and 8 <a href="#">World's Columbian Exposition</a> <a href="#">World's Columbian, Galvin Library Cite</a> <a href="#">Geronimo at World's Fair</a>	Week Seven forum <ul style="list-style-type: none"> <li>• Leader(s) initial posts due by Wednesday (can earn up to 16 pts)</li> <li>• Participants' posts due by Thursday, final ones due on Sunday (can earn up to 6 pts)</li> </ul>

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8	Spanish American War, Law and Constitution, Public Policy	1, 2, 3, 4, 8	Recommended: Finish Calhoun (especially chapters 14-16) Edwards 9-11	Paper three due, earn up to 30 points, plus volunteer discussion board – this is the long paper

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## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

**Writing Expectations:** Within the class, are several documents that explain the expectation within the history program. These documents are the “Forum Guidance and Requirements”, “Written Assignment Guidance”, and “Written Assignment Rubric”.

**Citation and Reference Style:** Attention Please: Students will follow the University of Chicago Manual of Style as the sole citation and reference style used in written work submitted as part of coursework to the university. Assignments completed in a narrative essay or composition format must follow the citation style cited in the University of Chicago Manual of Style.

**Late Assignments:** Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

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**Netiquette:** Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), ☺

**Disclaimer Statement:** Course content may vary from the outline to meet the needs of this particular group.

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## Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](#) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever

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you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

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### **Turnitin.com**

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code. Professors will use Turnitin.com to routinely check for potential plagiarism in forum postings, written assignments, and the final exam.

### **Selected Bibliography**

The selected bibliography for this course is located in the [Course Guide](#) within the APUS Online Library.

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