

## HIST 492: Mark Twain's America – Spring 2015

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203 East Hall -- 677-5569

### Course Time and Place:

This course meets in Delzell 116 on Tuesdays and Thursdays from 11-12:15 pm.

### Office Hours:

Mondays & Wednesdays from 10-11 am, and Tuesdays from 1-2:30 pm in East Hall 203, although you can arrange to see me any time. Give me a call or send an email. If I'm in, chances are we can meet.

### Required Readings:

- Charles W. Calhoun, ed. *The Gilded Age: Perspectives on the Origins of Modern America* (2006)
- Mark Twain, *Collected Tales, Sketches, Speeches, & Essays 1852–1890* (1992)
- Mark Twain, *Collected Tales, Sketches, Speeches, & Essays 1891–1910* (1992)
- Articles, essays and short stories posted on D2L.

### Course Description:

America from the Civil War to the First World War was filled with robber barons, rioting industrial workers, racial tension, farmers in revolt, massive immigration, rampant imperialism, Indian wars, and politically active women. Mark Twain's keen wit captured it all and will be used with the writings of both contemporaries and modern historians to help us better understand the tumultuous period in American history that is often referred to as the Gilded Age. The term "Gilded Age" was popularized by Mark Twain and Charles Dudley Warner in *The Gilded Age: A Tale of Today*, a novel that appeared in 1873. Twain and Warner took their title from Shakespeare, whose King John (1595) proclaimed "To gild refined gold, to paint the lily ... is wasteful and ridiculous excess." In their hands, the term became a critique of the excesses and inequities that defined American society in the late 19th and early 20th centuries, with the gilding often interpreted as a cosmetic covering over serious social issues.

### Course Requirements:

This class will be run as a seminar that will use both history and literature to better understand the Gilded Age. We will tackle topics in two-day segments. On the first day, the class will discuss one or more essays from Charles Calhoun's *The Gilded Age* for historical context. On the second day, we will discuss contemporary articles and essays (many, but not all, written by Mark Twain), assessing what more (or what different) they tell us about that particular topic. The "Evaluating Primary Sources" document, found on D2L, will provide a framework for our discussion of these contemporary articles and essays.

By definition, a seminar is a discussion-intensive environment, and so each student is expected to contribute to the conversation every class period. To help keep the conversation going, every student will be assigned to function as a conversation facilitator for the Calhoun essays two times during the semester. As facilitator, you will be responsible for leading that week's discussion, which means you must be intimately familiar with your assigned chapter's content. Given the size of the seminar, most chapters will have at least two facilitators leading the discussion.

There are 200 possible points to be earned in this class. Your course grade is determined by your ability to lead the seminar on your assigned weeks (20 points each session = 40 points total), by your active participation in the seminar throughout the semester (40 points total), by the quality of a research paper you will write (100 points) and the quality of the preliminary bibliography for that paper (20 points). Your course grade is determined by your average and is based on a standard 10-point scale.

### **Your Role as Conversation Facilitator**

Each student will help lead class discussions on chapters from Calhoun's *The Gilded Age* twice during the semester. The key to doing this successfully is preparation. While you should always do your reading for every class period, you will need to be especially familiar with the essays on the days when you are acting as one of the facilitators. After reading your chapter(s), you should identify the main points being raised along with one or more questions you might have about each of those points. For example, if an author asserts that some major or minor change happened, you might ask what kind of evidence they supply to support that assertion.

During class itself, you should be prepared to present a brief summary of the assigned chapter(s). You can then begin posing the questions you generated to your classmates to start the discussion. If no one answers, pick someone and ask what they think! Once the conversation starts, get your classmates to defend or explain their answers. They should be able to provide the evidence or reasoning they used. At times, you may hear conflicting opinions or answers. That provides you with an opportunity to discuss the differences with your classmates.

### **Research Paper**

Everybody in the class has different interests that may or may not be covered by our readings. The term paper gives you the chance to explore a topic that you find particularly interesting. I recognize that some of you may not have written this kind of paper before. If that is the case, make sure you talk to me early in the semester so I can get you on the right track. We will also have an in-class workshop on identifying primary sources for your paper. You will want to consult the Research Paper Guidelines (see end of syllabus) throughout the process.

#### *TOPIC*

You may choose any appropriate topic between 1865 and 1914 that is relevant to the class. All topics must be approved by the instructor no later than February 5th. Approval requires a one-on-one consultation during my office hours. I will be as flexible as possible on topics. If you're not sure about a topic, we'll sit down together and find one that interests you.

#### *BIBLIOGRAPHY*

You will turn in a bibliography through D2L no later than the beginning of class on March 5th. The bibliography must contain both primary and secondary source materials, with separate sections for each. Primary sources might include period newspapers and magazines, diaries, memoirs, government documents, literary works and official records. Secondary sources must include a combination of monographs and journal articles. The bibliography should be as complete as possible by this time, although I expect you will include even more material in the final paper.

#### *FORMAT*

The text of the paper will be not less than 10 nor more than 12 pages in length. I will stop reading at the bottom of page 12. It must be double spaced, typed in a standard 12-point font with appropriate margins, and have page numbers in the upper right hand corner of the page. Endnotes should start on a separate page after the text, are not considered part of the 10-12 pages, and should be used for citing both direct quotations and ideas that appear in the body of the paper. Notes and format will follow the Chicago-Style Citation Quick Guide ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)). The finished paper must have a cover page listing the title of your paper, your name, the class, and the date. Your paper must be turned in through D2L no later than the beginning of class on April 23rd.

#### *THESIS*

Each paper must be built around an organizing thesis that demonstrates your ability to interpret your sources. A thesis does not need to be particularly complex to be effective, but it **must** be there.

## GRADING

The paper is worth 100 points, or 1/2 of your final grade. You will automatically lose 5 points if you miss the deadline for choosing the topic (February 5th). Your bibliography (due on March 5th) is worth an additional 20 points. The paper is due at the beginning of class on April 23rd. You will submit your paper via D2L. The paper will be graded for grammar and style as well as content.

**Semester Schedule**

Topics and dates are subject to change.

- 13 Jan: Introduction to the course
- 15 Jan: **Topic: Rise of Industrial America**  
- Porter, "Industrialization and the Rise of Big Business," *The Gilded Age*, pp. 11-28.
- 20 Jan: - "Open Letter to Com. Vanderbilt," Twain, I: 285-90.  
- "A Humane Word from Satan," Twain, II: 656-57.  
- Henry J. Fletcher, "The Doom of the Small Town." *Forum* (April 1895): 214-23.
- 22 Jan: **Topic: Popular and Intellectual Culture**  
- Carlson, "Technology and America as a Consumer Society, 1870-1900," *The Gilded Age*, pp. 29-52.  
- Litwicky, "The Influence of Commerce, Technology and Race on Popular Culture in the Gilded Age," *The Gilded Age*, pp. 187-210.  
- Crocker, "Culture and Intellectual Life in the Gilded Age," *The Gilded Age*, pp. 211-38.
- 27 Jan: - "Cannibalism in the Cars," Twain, I: 269-77.  
- "A Telephonic Conversation," Twain, I: 738-41.  
- "Some Learned Fables, for Good Old Boys and Girls," Twain, I: 611-31.  
- Elihu Thomson, "Electrical Advance in the Past Ten Years." *Forum* (January 1898): 527-39.  
- Robert J. Shores, "A Plea for Privacy." *Forum* (March 1914): 425-27.
- 29 Jan: **Topic: Labor**  
- Arnesen, "American Workers and the Labor Movement in the Late Nineteenth Century," *The Gilded Age*, pp. 53-74.
- 03 Feb: - "The New Dynasty," Twain, I: 883-90.  
- W. H. Mallock, "Trade-Unionism and Utopia." *Forum* (April 1891): 205-14.  
- Samuel Gompers, "Strikes and the Coal-Miners." *Forum* (September 1897): 27-33.
- 05 Feb: **RESEARCH PAPER TOPICS DUE**  
**Topic: Immigration**  
- Daniels, "The Immigrant Experience in the Gilded Age," *The Gilded Age*, pp. 75-100.
- 10 Feb: - "Disgraceful Persecution of a Boy," Twain, I: 379-82.  
- "Goldsmith's Friend Abroad Again," Twain, I: 455-70.  
- Oswald Ottendorfer, "Are Our Immigrants to Blame?" *Forum* (July 1891): 541-49.
- 12 Feb: NO CLASS
- 17 Feb: **WORKSHOP:** Finding Primary Sources
- 19 Feb: **Topic: Urbanization**  
Barrows, "Urbanizing America," *The Gilded Age*, pp. 101-18.
- 24 Feb: - "The Man that Corrupted Hadleyburg," Twain, II: 390-438.  
- George Washington Plunkitt, "Honest Graft and Dishonest Graft."  
- George Washington Plunkitt, "On the Shame of the Cities."
- 26 Feb: **Topic: Women**  
- Cordery, "Women in Industrializing America," *The Gilded Age*, pp. 119-42.

- 03 Mar: - "Female Suffrage: Views of Mark Twain," Twain, I: 214-23.  
 - "Woman – An Opinion," Twain, I: 247-48.  
 - "The Temperance Insurrection," Twain, I: 563-67.  
 - "Edward Mills and George Benton: A Tale," Twain, I: 747-52.  
 - Michael Monahan, "The American Peril." *Forum* (June 1914): 878-82.
- 05 Mar: **RESEARCH PAPER BIBLIOGRAPHIES DUE**  
**Topic: African-Americans**  
 - Fishel, "The African American Experience," *The Gilded Age*, pp. 143-66.  
**SPRING BREAK**
- 17 Mar: - "The United States of Lyncherdom," Twain, II: 479-86.  
 - Charles H. Smith, "Have American Negroes Too Much Liberty?" *Forum* 16 (October 1893), 176-94.  
 - Booker T. Washington, "Atlanta Exposition Address."  
 - W.E.B. Du Bois, "Of Mr. Booker T. Washington and Others," in *The Souls of Black Folk* (1903)
- 19 Mar: **Topic: Native Americans**  
 - Danziger, "Native American Resistance and Accommodation During the Late Nineteenth Century," *The Gilded Age*, pp. 167-86.
- 24 Mar: - "The Noble Red Man," Twain, I: 442-46.  
 - Finley Peter Dunne, "On the Indian War," in *Mr. Dooley in Peace and in War*.  
 - Hirman Price, "The Government and the Indians." *Forum* (February 1891): 708-16.  
 - Thomas F. Millard, "The Passing of the American Indian." *Forum* (January 1903): 466-82.
- 26 Mar: **Topic: Politics**  
 - Calhoun, "The Political Culture: Public Life and the Conduct of Politics," *The Gilded Age*, pp. 239-64.  
 - Gould, "Party Conflict: Republicans vs. Democrats, 1877-1901," *The Gilded Age*, pp. 265-82.
- 31 Mar: - "The Facts Concerning the Recent Resignation," Twain, I: 240-46.  
 - "Running for Governor," Twain, I: 490-94.  
 - "The Revised Catechism," Twain, I: 539-40.  
 - "The Curious Republic of Gondour," Twain, I: 634-38.  
 - "Turncoats," Twain, I: 849-51.  
 - "Consistency," Twain, I: 909-916.  
 - "Edmund Burke on Croker and Tammany," Twain, II: 487-96.  
 - "Christian Citizenship," Twain, II: 658-60.  
 - "Mock Oration on the Dead Partisan," Twain, I: 852-53.
- 02 Apr: **Topic: Populism**  
 - Miller, "Farmers and Third-Party Politics," *The Gilded Age*, pp. 283-306.
- 07 Apr: - Finley Peter Dunne, "On a Populist Convention," in *Mr. Dooley in Peace and in War*.  
 - John T. Morgan, "The Danger of the Farmers' Alliance." *Forum* (November 1891): 399-409.  
 - Frank Basil Tracy, "Rise and Doom of the Populist Party." *Forum* (October 1893), 240-50.  
 - Charles S. Glead, "The True Significance of Western Unrest." *Forum* (October 1893): 251-60.
- 09 Apr: NO CLASS: SOCIETY FOR MILITARY HISTORY MEETING
- 14 Apr: **WORKSHOP:** Paper writing issues
- 16 Apr: **Topic: Imperialism**  
 - Fry, "Phases of Empire: Late Nineteenth-Century US Foreign Relations," *The Gilded Age*, pp. 307-32.
- 21 Apr: NO CLASS: USD STUDENT HISTORY CONFERENCE

23 Apr: **RESEARCH PAPERS DUE**

- "A Word of Encouragement for Our Blushing Exiles," Twain, II: 260-62.
- "To the Person Sitting in Darkness," Twain, II: 457-73.
- "As Regards Patriotism," Twain, II: 476-78.
- "The War Prayer," Twain, II: 652-55.
- "King Leopold's Soliloquy: A Defense of His Congo Rule," Twain, II: 661-86.

28 Apr: **Topic: Law and Public Policy**

- Benedict, "Law and the Constitution in the Gilded Age," *The Gilded Age*, pp. 333-52.
- Campbell, "Public Policy and State Government," *The Gilded Age*, pp. 353-71.

30 Apr:

- Henry B. Brown, "The Twentieth Century." *Forum* (August 1895): 641-57.
- Stanton Coit, "Necessity of State Aid to the Unemployed." *Forum* (May 1894): 276-86.
- D. McG. Means, "The Dangerous Absurdity of State Aid." *Forum* (May 1894): 287-96.

**Freedom in Learning:**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact Dr. John Dudley, Associate Dean of the College of Arts & Sciences, to initiate a review of the evaluation.

**Disability Services:**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Ernetta L. Fox, Director  
 Disability Services, Room 119 Service Center  
 (605)677-6389  
 Web Site: [www.usd.edu/ds](http://www.usd.edu/ds)  
 E-mail: [dservices@usd.edu](mailto:dservices@usd.edu)

**Diversity Statement:**

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

**College of Arts & Sciences Plagiarism Policy:**

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook. No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.

- Dropped from the course.
- Failed in the course.

KEEP THIS SYLLABUS AND REFER TO IT OVER THE COURSE OF THE SEMESTER.  
WHEN IN DOUBT, ASK QUESTIONS.

Updated 9 January 2015

**HIST 492: Mark Twain's America**  
**Guidelines for Research Papers**  
**Spring 2015**

**Topic Selection**

You have tremendous latitude when it comes to picking a topic for your paper. In general, you may choose any appropriate topic between 1865 and 1914. Be creative -- there are lots of great topics out there covering all facets of American life in the Gilded Age.

In general, you should begin your search by thinking about the kinds of things that interest you. You might be surprised to find some very interesting research subjects that deal with the same questions and issues that interest us today. Once you have a general interest identified (or if you are absolutely stumped) you should make an appointment to see me in my office. We will discuss your potential topic and I will help you refine or discard it in favor of something else.

**Basic Requirements**

Every successful research paper will do the following:

- The text of the paper will be not less than 10 nor more than 12 pages in length. I will stop reading at the bottom of page 12. The paper must be double spaced, typed in a standard 12-point font with appropriate margins, and have page numbers in the upper right hand corner of the page. Endnotes should start on a separate page after the text and are not considered part of the 10-12 pages.
- Your paper should be built around a clearly defined thesis. In other words, your paper should be making an argument of some kind. Often, the simpler the argument, the better. Sample thesis statements look like this:
  - For a paper about the impact of Populism: "Even though Populism ultimately failed as a third-party movement, it can be considered a success because so many of its ideas were appropriated by traditional political parties."
  - For a paper about the suffrage movement: "Although they were driven by the morality of their cause, the suffrage movement ultimately succeeded because middle- and upper-class women had ample leisure time to devote to the cause."
  - For a paper about industrialization: "The rise of Big Business and the premium it placed on efficiency had a negative impact on the lives of ordinary workers, which in turn resulted in a dramatic increase in violence in the workplace."
- Be patient when it comes to formulating a thesis. Realistically, you will have a general idea about where your paper is going when you start your research but will not have immersed yourself enough in the sources to generate a succinct thesis. Don't worry, that will come with time. When you start writing, you should have a clearer idea but will probably not have a fully developed thesis until you are well into your paper. At that point, you will need to go back, revise what you've written and integrate the finished thesis into your paper.
- Your paper should include a concise conclusion where you reiterate the argument developed from your thesis and assess the validity of your interpretation.
- Your paper should include a minimum of five (5) different primary sources. Primary sources are any materials generated at the time of the event/person/concept you are studying. You will probably use written sources the most, but be aware that photographs, music, art, and statistical tables might also be considered primary materials.
- Your paper should contain a minimum of eight (8) different secondary sources. Secondary sources are books and articles written by historians about the subject (or related subjects) that you are researching.
- Style for your paper will follow the Basic Guide to Writing Research Papers posted on my web site at <http://www.kurthackemer.com/guides/basic.html>. Style for your endnotes will follow the Chicago

Manual of Style, which can be found at [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) or in a recent edition of Kate Turabian, *Student's Guide for Writing College Papers*.

### Grading

Papers will be graded according to the following criteria:

- The "A" Paper – Excellent  
Characterized by sound organization and rich content. This paper has a strong thesis, with equally strong supporting evidence in terms of both numbers and quality of sources. The points made are very specific, clearly proving the efficacy of the writer's argument. The paper is extremely well-written, showing evidence of several drafts and repeated polishing of style. This is a paper that would teach anyone but a European military historian something new about the topic, and would do it in a way that would make a reader want to reread the paper.
- The "B" Paper - Above Average  
More than meets the basic requirements outlined above and contains minimal spelling and grammatical errors. The paper's thesis is cogent, clear and well-developed. The arguments supporting the thesis use compelling evidence and provide clear answers to the reader, leaving little to the imagination.
- The "C" Paper – Average  
Meets the basic requirements outlined above and contains few spelling and grammatical errors. The paper is reasonably well organized, with a thesis that becomes obvious in the first few pages and then matures through the rest of the paper. The actual information presented, however, does not grab the reader's attention. A "C" paper often fails to take the reader beyond simple generalities, prompting frequent questions like "How many?" "When?" "In every case?" and "Why?" It also could often use better sources; while it meets the general criteria for numbers of sources, the quality is lacking.
- The "D" Paper – Minimal  
Might be mistaken for a rough draft rather than a finished product. There are probably a few good ideas floating around in its pages, but they have not been organized or well-developed. The paper may also be marred by serious stylistic, grammatical and spelling errors. Sources are minimal in terms of both numbers and quality.
- The "F" Paper - A Complete Disaster  
This is not a college-level paper. The subject matter is garbled, unorganized and contains few or no acceptable source materials. The paper is probably the result of one quick trip to the library or the web, and one night (and not a very long one at that) of non-stop writing.  
NOTE: It is possible for a well-written, clearly organized and well-sourced paper to earn an "F". Any paper that shows evidence of plagiarism will automatically receive a failing grade. I will show no mercy, which means no second chances.

### Other Helpful Hints

- Range broadly in your search for source materials. Often, students get so engrossed in their topic that they fail to establish a broad research base. Just because you have tracked down a substantial body of relevant primary material does not mean that your paper has a complete bibliography. What is often missing is the supporting secondary literature to show that you haven't written your paper in a vacuum and that you understand the basic historical issues connected to your topic. Be creative in building both a primary and secondary bibliography. Many students limit themselves to materials on the immediate topic at hand. That should not be the case. For example, if you were writing a paper on women reformers, you could easily include monographs/journal articles about the role of women in the 19th century, reform movements, women and labor, the emergence of leisure time, class structure, religion, etc.
- Avoid using contractions.
- Avoid use of "feel" and "felt." To be particularly avoided is any construction with the phrase "he felt



he"/"Smith felt he." Use instead, as appropriate, such verbs as believed, concluded, asserted, argued, described, contended, judged, and noted.

- Avoid using the first person.
- Use the active voice whenever possible, but remember that there are times when the passive voice is more appropriate.
- Use a consistent short title for a book, article, document collection, etc., after the first complete citation in the notes.
- Check publication information to be sure that you give original publication information as well as appropriate reprint information.
- Be careful when using abbreviations -- avoid using them too much. Explain or define abbreviations that are used.
- Quotations: it must be clear who is being quoted. Is it a modern author or an historical figure? In most cases it is best not to let a quotation "stand alone." Instead, be sure to preface or identify the source of the quotation.
- Do not use the phrase "a lot."
- Avoid overusing block quotations. Usually a long quote can be broken up and worked into the flow of the narrative.
- Never completely trust your spell-checker. Always read through the finished paper yourself, checking homonyms, unusual proper and place names, etc.
- Just because something is written in a book does not necessarily mean it is true. Be discriminating in your use of evidence.