

INSTRUCTOR: DR. M. SAMMYE MILLER

THE DEPARTMENT OF HISTORY & GOVERNMENT

BOWIE STATE UNIVESITY
BOWIE, MARYLAND 20715

SPRING, 2020 March 30 May 23 SECOND EIGHT WEEKS CLASS
COURSE: **HIST.306.507.2565 AMERICAN BUSINESS AND URBAN HISTORY**

DESCRIPTION:

An analysis of the major economic and urban forces in American history, including the Industrial Revolution, the labor movement, the close of the American Frontier, the rise of big business, the historical role government and the major historiographical themes of the Gilded Age. **All assignments will be posted on Blackboard as well as daily Announcements. Please check at all times. Late assignments will not be accepted since all materials can be found on Blackboard.** Essays (limit 2 pages, double spaced font 14).

OBJECTIVES:

- To develop an historiographical understanding of the period.
- To increase the student's familiarity with primary and secondary source materials in the field.
- To acquaint the student with the historian's craft.
- To assist the student in gaining a broad understanding of the principal historical forces which shaped the period.
- To increase the student's skills and ability in synthesizing abstract data and concepts.
- To make students aware of the most current scholarship in the field through abstracts of Journals, dissertations and theses, conference proceedings and other recently published secondary monographs.
- To introduce and familiarize the student with the major historical repositories in the area such as the Library of Congress, the National Archives of the United States, the Federal Records Center at Suitland, and State and Local Archive Repositories along with special libraries such as the Moorland-Spingarn Research Center (Howard University) and the Folger Shakespeare Library in Washington.

TOPICAL OUTLINE:

1. Historiographical themes of the Period: State of the Art
 - a. The Progressives: Turner, Beard and Parrington
 - b. Hofstadter, See The American Political Tradition, chap. VIII, "William Jennings Bryan: the Democrat as Revivalist; Chap. IX, "Theodore Roosevelt: the Conservative as Progressive," see also Hofstadter, THE AGE OF REFORM Chaps. 1 through 6, pp. 1-272., **3/30-4/3 ESSAY**
 - c. The Frontier as History, See Frederick Jackson, "The Frontier Hypothesis"
 1. R.B. Dykstra, The Cattle Towns.
 2. Shannon's The Farmer's Last Frontier.
 3. Bonanza Farming **4/6-4/8 ESSAY**
 - d. The Politics of Populism
 - C. Vann Woodward. Tom Watson: The Agrarian Rebel.
Origins of the New South.
 - J.D. Hicks. The Populist Revolt.
 - Albert D. Kirwan. Revolt of the Rednecks.
Mississippi Politics, 1876-1925.
 - V.O. Key. Southern Politics.
 - W.J. Cash. The Mind of the South. **4/9-4/12 ESSAY**
 - e. The City as a theme in History.
 - Arthur Schlesinger. The Rise of the City.
Journal of Urban History.
 - Whither a Black Urban Historiography?
The Immigrant experience lauded! **4/13-4/15 ESSAY**
2. U.S. CONSTITUTION: THE 200 YEAR EXPERIMENT
 - See, Smith & Murphy, Liberty and Justice Vol.2
 - MUNN v. ILLINOIS (1877) & SLAUGHTERHOUSE CASES
 - WABASH CASE (1886)
 - CHICAGO, MILWAUKEE & ST. PAUL RAILROAD v. MINN. (1890)
 - REAGAN v. FARMER'S LOAN
 - U.S. v. E.C. KNIGHT (1895)
 - RICHTIE v. PEOPLE (1898)
 - LOCHNER v. NEW YORK (1905)
 - HOLDEN v. HARDY (1898)
 - POLLOCK v. FARMER'S LOAN TRUST COMPANY
 - SPRINGER v. U.S. (1881)
 - MULLER v. OREGON (1908)
 - PLESSY v. FERGUSON (1896) **4/16-4/20 ESSAY**

LEGAL REFERENCES.

Loren Miller, The Petitioners
Commager, Documents of American History.
Laurence Tribe, The Constitutional Protection
of Individual Rights.
Edward S. Corin, American Constitutional History.
Rossum & Tarr, American Constitutional Law:
Cases & Interpretation.
Barrett & Cohen, Constitutional Law.
Burns & Peltason, Government by the People.
Shriah, H. C. ed., Judicial Opinions of Oliver
Wendell Holmes.
Black, Henry Campbell, Black's Law Dictionary
Definitions of Terms and Phrases of American
& English Jurisprudence, Ancient & Modern.

3. BUSINESS AS AGENT OF PROGRESS?

The Age of the Robber Baron: Myth or Reality?

See Matthew Josephson. The Robber Barons: The Great
American Capitalists, 1861-1901.

The First Investigative Reporters: The Muckrakers, see Ida
M. Tarbell, The Nationalizing of Business, 1878-1898 &

The History of Standard Oil Company.

Bryant & Dethoff. History of American Business. see
chaps. 6-15, pp.93-267

The Woes of American Labor, **4/21-4/23 ESSAY**

MID-SEMESTER EVALUATION WEEK

MARCH 9-MARCH 13 (NO EXAMINATION)

MARCH 15-MARCH 22, SPRING BREAK

4. RACIAL IDEOLOGIES

a. Social Darwinism in American thought

b. Teutonic & Celtic Philosophies

c. Extermination as National Policy: The Story of the
Native American, See Helen Hunt Jackson,
A Century of Dishonor; Dee Brown,
Bury Heart At Wounded Knee.

d. The Immigrant from Asia and Europe

e. Missionary Diplomacy: The World of Teddy Roosevelt

f. Post Reconstruction for Black America

Booker T. and W.E.B. **4/24-4/27 ESSAY**

5. A NEW PHILOSOPHICAL CONCEPT

William James and the world of Pragmatism

A new challenge in education, JOHN DEWEY

THE EDUCATION OF HENRY ADAMS **4/28-4/29 ESSAY**

GRADUATING SENIOR EXAMINATIONS-MAY 2-4 (EXAMINATION DATE)

BOOK REVIEW DATES-**5/1**...Term Thesis Paper as well.

May 1-7. MAY 8 SENIOR GRADES DUE

OPTIONAL TEXT. Bryant & Dethloff History of American Business.
Englewood Cliffs: Prentice-Hall, 1983.

SUPPLEMENTARY TEXT.

Mansel, G. Blackford & K. Austin Kerr. Business Enterprise
in American History. Boston: Houghton Mifflin Company, 1986.

Handlin, Oscar. Boston's Immigrants: A Study in
Acculturation. New York: Atheneum, 1974.

Taylor, Federick Winslow. The Principles of Scientific
Management. New York: Norton Library, 1947.

Beale, Howard K. Theodore Roosevelt and the Rise of America
to World Power. New York: Collier Books, 1970.

Hofstadter, Richard. Anti-Intellectualism in American
Life. New York: Vintage Books, 1963.

Yellen, Samuel. American Labor Struggles: 1877-1934. New
York: Modern Press, 1974.

Gossett, Thomas. Race: The History of an Idea in America.
New York: Schocken, 1968.

Hofstadter, Richard. Social Darwinism in American Thought.
. The Progressive Historians: Turner,
Beard, Parrington. New York: Vintage Books, 1970.

Turner, Frederick Jackson. "The Significance of the Frontier
in American History."

Mowry, George E. The Era of Theodore Roosevelt and the
Birth of Modern American, 1900-1912. New York: Harper & Row,
1962.

Tarbell, Ida M. The History of Standard Oil Company (briefer version ed., David M. Chalmers). New York: Norton Library, Inc., 1969 (reprint).

Warner, Sam Bass. Streetcar Suburbs: The Process of Growth in Boston, 1870-1900. New York: Atheneum, 1973.

Beard, Charles A. An Economic Interpretation of the Constitution of the United States. New York: Free Press, 1941.

Schlesinger, Arthur M. The Rise of the City.

_____. The Colonial Merchants and the American Revolution, 1763-1776. New York: Atheneum, 1968.

Thayer, H. S. ed., Pragmatism: The Classic Writings. New York: New American Library, 1970.

Woodward, C. Vann. The Strange Career of Jim Crow. New York: Oxford University Press, 1966.

_____. Origins of The New South, 1877-1913, Baton Rouge: Louisiana State University Press, 1971.

Durham, Philip & Everett L. Jones. The Adventures of Negro Cowboys. New York: Bantam, 1969.

Brown, Dee. Bury My Heart at Wounded Knee: An Indian History of the American West. New York: Bantam Books, 1972.

Robert H. Weibe. The Search for Order: 1877-1920. New York: Hill and Wang, 1967.

Dykstra, Robert R. The Cattletowns: A Social History of the Kansas Cattle Trading Centers, Abilene, Ellsworth, Wichita, Dodge City and Caldwell, 1867 to 1885. New York: Atheneum, 1973.

Faulkner, Harold U. Politics, Reform and Expansion. 1890-1900. New York: Harper & Row, 1959 (New American Nations Series).

OFFICE HOURS:

MLK BUILDING, OFFICE, 249, DR. M. SAMMYE MILLER
PHONE (301)860 3664; email; smiller@bowiestate.edu; fax: 301
860 3847

W 1 p.m.-5 p.m.

T-THUR 3 p.m.-5 p.m.

GRADING SCALE:

100 for all outside written assignments including but not limited to the periodic abstracts, essays, book reviews (assigned format only), and term thesis papers that been approved by the instructor.

SELECTED BIBLIOGRAPHY

S.F. Horn, The Invisible Empire
Woodward, Reunion and Reaction
Warner and Twain, The Gilded Age
Radin, The Story of the American Indian
Drache, The Day of the Bonanza
Atherton, The Cattle Kings
Dale, Cow Country and Cattle Kingdom
Frantz and Choate, The American Cowboy: The Myth and the Reality
Stover, American Railroads
Adams, Railroads: Their Origin and Problem
Bridge, The Inside History of the Carnegie Steel Company
Prout, Life of George Westinghouse
Kolko, Railroads and Regulation
Corey, The House of Morgan
Ripley, Trusts, Pools and Corporation
Buck, Granger Movement
Commons, History of Labor in the States
Lindsay, The Pullman Strike
Jones, American Immigration
Hanson, The Immigrant in American History
Cubberley, Public Education in the U.S.
Taussig, The Tariff History of the U.S.
Dewey, Financial History of the U.S.

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Meier, Negro Thought in America, 1880-1915
Washington, Up From Slavery
DuBois, Souls of Black Folk

Filler, Crusaders for American Liberalism
McCloskey, American Conservatism in the Age of Enterprise
Hartz, The Liberal Tradition in America
Kolko, Triumph of Conservatism
Link, Woodrow Wilson and The Progressive Era
Rossiter, Conservatism in America: The Thankless Persuasion
Kennan, American Diplomacy
May, American Imperialism
Williams, The Tragedy of American Diplomacy
Reiger, The Era of the Muckraker
Curti, Growth of American Thought
Handlin, The Uprooted

BOOK REVIEW GUIDELINES

1. DUE DATE: TBA
2. TWO PAGES ONLY DOUBLE SPACED FONT 14
3. NO COVER PAGES: MASTHEAD ONLY, SEE SAMPLE ATTACHED TO SYLLABUS
4. FIRST PARAGRAPH: TELL THE READER WHY THE BOOK WAS WRITTEN/SEE PREFACE, INTRODUCTION, TABLE OF CONTENTS, FIRST AND LAST CHAPTERS
5. SECOND AND THIRD PARAGRAPHS, GIVE DETAILS ABOUT THE VARIOUS CHAPTERS FROM THE TABLE OF CONTENTS AND FURTHER EXPAND UPON IDEAS FROM CHAPTER ONE
6. GIVE THE READER AN HONEST ASSESSMENT ABOUT THE STRENGTHS AND WEAKNESSES OF THE BOOK:

INCLUDING YOUR PERSONAL LIKES AND DISLIKES
7. SIGN YOUR NAME AND BSU AT THE END
8. ALL BOOKS MUST HAVE PRIOR APPROVAL BY THE INSTRUCTOR BEFORE MID SEMESTER AND WRITTEN A COPY WITH TITLE, AUTHOR AND YOUR

BOOK REVIEWS

Been in the Storm So Long: The Aftermath of Slavery. By Leon Litwack. (N.Y.: Alfred A. Knopf, 1979. 651 pages, selected bibliography.)

With the thorough examination of the slave experience by historians in the last decades it now seems appropriate that attention be given to the perhaps more arduous task of reconstructing the aftermath of slavery: how the news of emancipation was received by the enslaved black men and women, its effects on the relations of whites and blacks, north and south, and what role the circumstances had in the shaping of that most critical period in the late 19th century America, the Reconstruction era. We have before us a work that not only attempts the above but also tries to synthesize the most recent scholarship on slavery so as to provide a continuity between the ante-bellum era and the post-bellum reconstruction. Leon Litwack's *Been in the Storm So Long* is at once a model of synthesis, a product of prodigious research, and a deftly drawn narrative. It is a work that surely will be referred to for many years to come.

And yet throughout the work there is uneasiness that grows in the reader's mind. It is certainly not in the scholarship; that is impeccably sound in its use of primary sources, the vast body of secondary literature, and the author's own historical judgment.

The uneasiness comes basically, to this reviewer, from the synthetic narrative style used in explaining the aftermath of slavery. In attempting to "recreate a profound human drama," Litwack has attempted to delineate every action, explain every motivation, and describe every emotion that courses through blacks and whites during the Civil War, through to its end and up to the beginning of reconstruction. It is indeed an awesome task and in most cases, Litwack pulls it off.

The book is divided into ten solid chapters, recounting "The Faithful Slave," "Black Liberators," "Kingdom Coming," "Slaves No More," "How Free is Free," "The Feet of Freedom: Moving About," "Back to Work: Old Compulsions and the New Dependency," "The Gospel and the Primer," and "Becoming A People." The first three chapters tell us of the war and the tensions and ambiguities it created within blacks and whites. Three chapters provide a stirring picture of what freedom meant to the newly emancipated black and, again, the ambiguities such freedom brought for all when involved in peculiar institutions. The final chapters describe the slow, painful adjustment of emancipation; the realization that freedom brings responsibilities and the attempt of black people to gain land, education and reconstruct the new community.

All of these attempts, of course, met with varying degrees of hostility, from slaveholders, poor whites, and even the federal government. It is Litwack's great achievement that he keeps the narrative moving along, all the while giving us insights into the complicated relationships that occurred between blacks and whites. Ultimately though, it is this narrative based on the synthesis of different ideas that proves to be Litwack's leap. In short, it appears that a 651 page book could have been considerably shortened with a rigorous conceptualization of the task before hand. A brief examination of the first chapter highlights this problem more clearly.

Frings stated in his preface that throughout the war the blacks and whites "interacted in ways that dramatized not only a mutual dependency but the frightening tensions and ambiguities that had always characterized 'peculiar institutions'." Litwack reconstructed those tensions and ambiguities in "Faithful Slaves" (chapter 1). He covers not only the fears and anxieties of whites; feared slave uprisings and death, but describes the inability of blacks to effectively organize for such uprisings. Here and throughout the book Litwack draws upon Eugene D. Genovese's contention that slaves lacked the political consciousness that would organize such an uprising. As Litwack describes it there are four reasons for the lack of this activity:

1. The familial ties of the slaves; revolting might harm their families.
2. The effective pull of religion.
3. Faith in the Union Armies to defeat the south.
4. The overriding relationship of the slave to the master.

This last reason is very important and very problematical for Litwack. In describing this reason Litwack shows clearly how slavery had created such "intimate and tension filled ties" that over long periods of time created a balance (however unjust) between the races. With the inception of the Civil War, such a balance was thrown into disarray. For blacks the deep desire for freedom had burst forth after years of passive resistance and subtle or blatant accommodation to the slave system. For slaveholders, however, these were years in which fears and repressions were released. The fear of dark-skinned peoples and repressed notions of Black humanity had resulted in whites viewing Black people as objects to be trained, converted, and profited from culturally, religiously, and economically. Litwack shyly accounts for all of this, placing each group's perception and understanding of the situation side by side. Marshalling facts and evidence to support his contention Litwack affected slave and master, confederate and Yankee.

And that is just the problem, the earnest effort to counterpoint every action, thought and motivation results in an elaborate and insightful mosaic that in the end is very static. If there is any real explanation of momentum or dynamic process of social change, it is hidden under an overwhelming blanket of facts, countervailing points of view, and cautious judicious assessment.

In the end, Leon Litwack has provided historians with a detailed narrative of the aftermath of slavery. It is a synthesis that tries to account for the wide diversity of concepts that have appeared in slavery studies for the last twenty years. In its attempt, largely successful, to arrive at a consensus history of the Civil War and emancipation period, however, it has eschewed the important theoretical question which seeks to answer the question "why?" Thus, *Been in the Storm So Long* should not be the final word but surely the first in what, hopefully, will open the doors to other historians trying to reconstruct one of the most important transition periods in American and Black history.

State University of New York at Oneonta

Charles T. Haley

Defenders of the Race: James Theodore Holly, Black Nationalist Bishop. By David W. Deen. (Boston: Lambert Press, 1979. iii + 150 pp. Plus notes bibliography. Inven. \$14.95)

This slim but informative volume narrates the life and labors of James Theodore Holly to make Haiti "a strong, powerful, enlightened and progressive Negro nationality." The author uses this theme in chronicling Holly's activities from his birth, October 3, 1829, to

Student Name _____

Section of History _____

Title of Book _____

Author=

Publication Date:

Approval

Date:

Dr. M. Sammye Miller

Professor of Record _____

Signature

WINTER SESSION 2020

January 2	University Reopens
January 2	Winter Session Classes Begin
January 2 & 3	Winter Session Late Registration
January 6	Last Day to W/D from Winter Session
January 20	Martin Luther King Jr. Holiday (No Classes)
January 22	Last Day of Winter Classes
January 24	Final Winter Grades Due by 5 p.m.

SPRING SEMESTER 2020

January 27	First Day of Classes (Regular and 1 st Eight Week Session)
January 27-February 7	Late Registration
February 7	Last Day to Add/Drop, or Register for Classes
February 5	Spring 2020 Convocation
February 13 and 14	English Proficiency Exam 1 st Eight Week Session
February 14	Last Day to Apply for May 2020 Graduation
February 14	Last Day to Withdraw 1 st 8 Week Courses
March 2	Last Day to Remove Fall 2019 Incomplete Grades for Undergraduates
March 6	Graduate Comprehensive Qualifying Examination
March 9-13	Mid-Term Evaluation for Undergraduates
	Mid-Term Grades posted 72 Hours After Examination
March 15 - 22	Spring Break
March 23	Classes Resume
March 27	End of 1 st Eight Week Classes
March 30	2 nd Eight Week Classes Begin
April 3	Last Day for Add/Drop for 2 nd Eight Week Session
April 3 and 4	English Proficiency Exam 2 nd Eight Week Session
April 6-10	Advisement Week (Undergraduates)
April 10	Founder's Day
April 13	Last Day to Withdraw with (W) or Change From Credit to Audit
April 13	Summer/Fall 2020 Registration Begins
April 20	Last Day to Withdraw from 2 nd Eight Week Session
May 1-7	Final Exams for Graduating Seniors
May 8	Grades Due for Graduating Seniors by Noon
May 11-14	Graduation Clearance for Spring 2020 candidates
May 12	Last Day of Classes
May 13	Reading Day
May 14-21	Spring 2020 Final Exams for Non Graduating Students
May 14	Graduation Rehearsal
May 14	Last Day to Change Spring 2019 Graduate Incomplete Grades
May 15	May 2020 Graduation
May 20	End of 2 nd Eight Week-Session
May 22	Final Grades for All Students Due by 5:00 p.m.
May 23	End of the Semester

All dates are subject to change

Highlighted information is tentative and subject to change

