Objectives: This course will survey the history of Indiana from its beginnings to the present. It will focus on significant topics and events in the state's history, organized within a broad chronological framework. We will give considerable attention to change over time—the transition from a largely rural, agrarian, frontier society to a more urban, urbane, industrial (even post-industrial) one. The course will also, however, explore some continuities in Hoosier history, as well as ways in which the state is distinctive. Students will be exposed to a variety of historical literature, and to primary research materials. These objectives are consistent with several of the goals enunciated in IUPUI's "Principles of Undergraduate Learning." The text of the “Principles” is at: <www.jaguars.iupui.edu/gened/gnedprin.htm>

Prerequisites: None. However, students will be expected to be familiar with the general contours of United States history. In discussing Indiana's experience during the Great Depression, for instance, I will assume you have basic knowledge about the depression and its effects nationally.

Requirements: Regular class attendance and participation in discussion; a mid-term exam and a non-comprehensive final exam (essays and short-answer IDs based on both reading assignments and lectures); and four written assignments: 1) discussion of a state Historic Site or Historic Marker [100 points]; 2) an analysis of one enumeration district from the 1900 census of Indpls/Marion County [200 points]; 3) a short description and analysis of a contemporary newspaper account of a notable event [100 points]; and 4) a synopsis and evaluation of one or two chapters from either Middletown or Middletown in Transition [100 points]. Completion of all exams and all written assignments is required of all students, including those taking the class on a Pass/Fail basis. If you do not take both exams and submit all four written assignments, you will fail the course.

Grading: Each exam will count for one-third of the final grade; the written work will comprise the other third. Improvement counts. So does literacy. In cases where a semester grade comes down to a borderline decision (between a C+ or B-, for instance), regular attendance and participation in discussion will be taken into account.

There will be an "extra credit" option that will involve doing a book review. Details to follow.

Papers are due, and exams will be given, on the dates indicated. Unless prior arrangements have been made, I will schedule make-up exams or accept late papers only in cases of documented illness or other unanticipated emergency.

University policy is that grades of "Incomplete" should be assigned only to students who have successfully completed most of the course work and who have been prevented by significant and unanticipated circumstances from finishing all requirements. Removal of "Incomplete" grades is often troublesome for both student and instructor, and I shall be reluctant to assign them.
Plagiarism (including the use without attribution of materials found on the internet), cheating on exams, and other forms of intellectual dishonesty will result in a failing grade on the work in question and may lead to disciplinary action by the university. Consult the IUPUI Campus Bulletin, 2004-2006, p. 36.

**Miscellaneous:** The ability to take good notes is a useful skill, and one that improves with practice. I therefore ask that students not record my lectures. If a hearing impairment or other circumstance prevents you from taking notes without a tape recorder, please visit the office of Adaptive Educational Services in CA-001E and have them contact me.

I have voicemail that is on twenty-four hours a day, and you are welcome to call should you need to do so. Note, however, that I will not play "phone tag." If you leave a voicemail message, speak slowly and clearly, provide a phone number where you can be reached, and indicate when you will be at that number.

Class begins promptly at 10:30 a.m. Please be on time. As you can see, in this classroom it is difficult to arrive late and find a seat without disrupting the proceedings.

I welcome questions at any time (although I may sometimes put you "on hold" until I conclude a particular point or topic). I do not, however, welcome private conversations between class members while I am lecturing. In addition to being rude, such conversations are distracting for other members of the class.

Unless you anticipate receiving a call that qualifies as a true emergency, please turn off or mute cell phones and pagers before class begins.

**Texts:**

- **MADISON**  James H. Madison, *The Indiana Way*
- **GRAY**   Ralph D. Gray, *Indiana History: A Book of Readings*
- **ARNOLD**   Eleanor Arnold, *Buggies and Bad Times*
- **IMH**   Available on-line at the Indiana Magazine of History website.

  > Go to     < www.indiana.edu/~imaghist>
  > Click on “Online Resources” (toward top of page)
  > Scroll down and click on “Classic articles”
  > Click on “Frequently Requested Articles”

- **COURSE PACK (CP)**   Most of the additional reading assignments noted below will be included in a Course Packet available at the IUPUI bookstore.
# Tentative Course Outline and Assignments

## August

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
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<tbody>
<tr>
<td>23</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Prehistory and Prehistoric Peoples</td>
<td>Madison, 3-10; Gray, 1-8, 15-22; IMH (Piersen)</td>
</tr>
<tr>
<td>30</td>
<td>Contests for Empire</td>
<td>Madison, 10-19; Gray, 29-35</td>
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</tbody>
</table>

## September

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
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<tbody>
<tr>
<td>4</td>
<td>No Class (Labor Day)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The American Revolution in the West</td>
<td>Madison, 20-35; Gray, 36-58</td>
</tr>
<tr>
<td>11</td>
<td>From Territory to State - I</td>
<td>Madison, ch. 3; Gray, 59-92; CP 1, 2</td>
</tr>
<tr>
<td>13</td>
<td>From Territory to State - II</td>
<td></td>
</tr>
<tr>
<td>18, 20</td>
<td>Pioneer Settlement, Economy, Transportation</td>
<td>Madison, ch. 4-5; Gray, 93-100, 121-142; CP 3; IMH (Larson/Vanderstel)</td>
</tr>
<tr>
<td>25, 27</td>
<td>Pioneer Community Life: Religion, Education, Government, Politics, Race</td>
<td>Madison, ch. 6; Gray, 116-121; IMH (Carmony/Elliott)</td>
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</tbody>
</table>

## October

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
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<tbody>
<tr>
<td>2</td>
<td>Antebellum Politics; Constitution of 1851</td>
<td>Madison, ch. 7; Gray, 100-6.</td>
</tr>
<tr>
<td>4, 9</td>
<td>Civil War Era</td>
<td>Madison, 193-205; Gray, 143-171; CP 7</td>
</tr>
<tr>
<td>11</td>
<td>MID-TERM EXAM</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Indiana in Transition (Ila): Education, Religion, Reform, and the &quot;Golden Age&quot;</td>
<td>Madison, 179-92 + ch. 11; Gray, 192-200, 250-60</td>
</tr>
</tbody>
</table>

**Due NLT October 23:** Historic Sites/Markers Assignment

## November

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
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</thead>
<tbody>
<tr>
<td>30</td>
<td>Discussion of 1900 Census Assignment</td>
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</table>

**Due October 30:** 1900 Census Assignment
<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Topic and Readings</th>
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</table>
| November 1 | Indiana and the Era of World War I  
Read: Gray, 213-235, 244-248; CP 5; Arnold, 29-52-62-78 |
| 6, 8 | The 1920s  
Read: Madison, 262-274, 288-295; Gray, 290-312; CP 6; Arnold, 79-90 |
| 13, 15 | Depression and New Deal  
Read: Madison, 295-302; Gray, 323-35, 341-49; CP 7, 8; Arnold, 91-126 |
| 20 | World War II and the Indiana Home Front (I)  
Read: Gray, 350-357 |
| 22 | NO CLASS (Thanksgiving Break) |
| 27 | World War II and the Indiana Home Front (II)  
Read: CP 9; Arnold, 127-162 |
| 29 | Indiana in Transition Again (I)  
Read: Madison, ch. 12 and pp. 274-287, 302-317; Gray, 313-323, 371-377; CP 10 |
| December 4, 6 | Indiana in Transition Again (II)  
Read: CP 11, 12, 13 |
| 11 | Recent Trends  
Read: Madison, ch. 15; Gray, ch. 11 |
| 18 | FINAL EXAM  10:30 a.m. - 12:00 noon |
1900 Census Assignment

This exercise will give you an opportunity to "do history" by examining and analyzing a source that has been widely used by historians of the United States (and especially by state and local historians) during the past twenty years--the manuscript schedules of the decennial Census of Population. These documents, filled out by the census enumerators as they made their rounds, provide a wealth of detailed information about particular areas at a specific moment in time--a sort of historical "snapshot."

For this assignment you will select an "enumeration district" (ED) from the 1900 Census of Population of Marion County, Indiana. The schedules, which are reproduced on five rolls of microfilm (numbered 387-391), are available in the microforms area of the Reference Room in University Library. The call # is HA 361.5 1900. (Alternatively, this material is also available in the Genealogy Section of the Indiana State Library at the corner of Senate Avenue and Ohio Street.) The ED numbers are in the upper right-hand corners of the schedules. Select one ED from those listed on the next page.

Examine the information recorded for the ED and then prepare an analysis (4 pages maximum) of the district. (Feel free to use words like "neighborhood" or "area" rather than the awkward "enumeration district" if you prefer, keeping in mind that ED boundaries, especially in the city, were somewhat arbitrary and may not have defined a natural neighborhood.) Your description and discussion of the ED may include (but is not limited to) consideration of the following:

--Location of the area, if possible (for Indianapolis, note street names/house numbers along left margin)
--Racial/ethnic composition of the district
--Occupational/social status of the residents (analyzed, perhaps, by race and ethnicity)
--Women's roles
--Extent of homeownership
--Schooling patterns
--Any interesting institutions located within the district
--Anything else you observe that helps to describe the district and its residents at the turn of the century

Though not required, you may find it useful to read the following brief article before beginning your work: "The 1900 Federal Census: A Note on Availability and Potential Uses," Indiana Magazine of History, 74 (June, 1978), 146-152.

Due October 30
ED = Enumeration District (number in upper right hand corner)

Indianapolis

ED 55  (Roll 388)
ED 57  (Roll 388)
ED 134 (Roll 389)
ED 141 (Roll 389)

Marion County outside of Indianapolis

ED 193  (Roll 391) [Sheet 11B is blank but the ED continues.]
{If you happen to live in Lawrence Township or frequent the Castleton area, you might find this ED of interest.}

ED 195  (Roll 391) [Sheet 12B is blank but the ED continues.]
{If you happen to live on the south side and/or are familiar with the Southport area, you might find this ED of interest.}

ED 203  (Roll 391)
{If you spend your Saturday nights at the Patio or the Vogue, you might find this ED of interest.}
Newspaper Assignment

Select one of the following events and read contemporary accounts of the incident in an Indiana newspaper—or, if possible, newspapers. (University Library has some Indianapolis newspapers on microfilm, though not every date is covered; the Indianapolis-Marion County Public Library has more-or-less complete runs of the major Indianapolis papers; and the Indiana State Library has papers from Indy as well as microfilm of newspapers from all over the state.) Note that the date indicated is the date of the event; coverage, however, may not begin until a day or two later and may continue for several days thereafter.

Prepare an essay of no more than three double-spaced, typewritten pages. The first one-third to one-half of your essay should simply provide a summary description of the historical event as recounted in the articles you consulted. The remainder of the essay consists of your analysis of the coverage. Does it seem accurate? Fair? Thorough? Do you find anything unusual or surprising about the newspaper’s treatment of the story? Are there ways in which the coverage differs from the manner in which the print media today might deal with the same story?

Indicate somewhere in your essay, either as a heading or as a part of the text, the name(s) of the newspapers you read, the dates of the issues you consulted, and the library where the newspapers were consulted. Due on dates indicated.

Due October 4
The firing on Ft. Sumter (and Indiana’s response during the following week or so) [April 12, 1861]

Due October 9
Morgan’s Raid (and Indiana’s response) [July 8-13, 1863]

Due October 16
Benjamin Harrison’s election as president [November 6, 1888]

Due October 25
Dedication of the Soldiers and Sailors Monument [May 15, 1902]

Death of Lew Wallace [February 15, 1905]

First running of the Indianapolis 500 [May 30, 1911]

Due November 1
Death of James Whitcomb Riley [July 22, 1916]

Due November 6
Conviction of D. C. Stephenson [November 14, 1925]

Due November 15
Paul McNutt’s election/inauguration as governor [November ?, 1932 and January 9, 1933]

Wendell Willkie’s acceptance speech in Elwood [August 17, 1940]
Due November 27
Death of Ernie Pyle [April 18, 1945]

Due November 29
Death of Booth Tarkington [May 19, 1946]

Due December 14
Crispus Attucks H.S. wins state basketball tournament in 1955 and 1956
[March 19, 1955 & March 17, 1956] {In addition to other papers, be sure to look at the *Indianapolis Recorder*.}

Due December 6
1964 Democratic primary (Welsh v. Wallace) [May 5, 1964]

Death of Wes Montgomery [June 15, 1968]
Sign-up Sheet for Newspaper Assignment

Firing on Ft. Sumter (due Oct. 4)
1. 
2. 
3. 

Morgan’s Raid (due Oct. 9)
1. 
2. 
3. 

Benjamin Harrison’s election as president (due Oct. 16)
1. 
2. 
3. 

Dedication of Soldiers and Sailors Monument (due Oct. 25)
1. 
2. 
3. 

Death of Lew Wallace (due Oct. 25)
1. 
2. 
3. 

First running of the Indianapolis 500 (due Oct. 25)
1. 
2. 
3. 

Death of James Whitcomb Riley (due Nov. 1)
1. 
2. 
3. 

Conviction of D. C. Stephenson (due Nov. 6)
1. 
2. 
3. 

Paul McNutt’s election/inauguration as governor (due Nov. 15)
1. 
2. 
3. 

Wendell Willkie’s acceptance speech in Elwood (due Nov. 15)
1. 
2. 
3.
Death of Ernie Pyle (due Nov. 27)
1.
2.
3.

Death of Booth Tarkington (due Nov. 29)
1.
2.
3.

Crispus Attucks H.S. wins state basketball tourney (due Dec. 4)
1.
2.
3.

1964 Democratic primary election (Welsh v. Wallace) (due Dec. 6)
1.
2.
3.

Death of Wes Montgomery (due Dec. 6)
1.
2.
3.
Middletown/Middletown in Transition Assignment

Copies of *Middletown: A Study in American Culture* (1929) and *Middletown in Transition: A Study in Cultural Conflicts* (1937) are on reserve in the University Library. These volumes, classics in American social science, were based on in-depth examinations and analyses of Muncie, Indiana, in the 1920s and 1930s. They have been widely cited since their initial publication (often by historians), and used as a "baseline" for many subsequent "Middletown" studies.

Select either book for this assignment; the choice is yours.

**Middletown** (mid-1920s)

Begin by scanning the Table of Contents and reading the Lynds’ Introduction (chapters I, II, and III). Then select two of the following chapters (the paired chapters, listed in parentheses, count as one) to read and evaluate:

(IV + V) (IV + VII) X XII XIV XVI

**Middletown in Transition** (mid-1930s)

Begin by scanning the Table of Contents and reading the Preface and Chapter I. Then select two of the following chapters to read and evaluate.

II-"Getting a Living"

IV-"Caring for the Unable During the Depression"

V-"Making a Home: The Arena for Private Adjustment"

VI-"Training the Young"

Prepare a 3-4 page paper (typewritten, double-spaced) in which you

>>> provide a brief synopsis of the Lynds’ findings as reported in the chapters you read

>>> relate those findings, when possible, to other reading you have done about the 1920s or 1930s

>>> discuss any results of the study that you find particularly noteworthy, surprising, or insightful

>>> explain why you think the book is (or is not) a useful source for students of 20th-century Indiana history

**Due November 8 (Middletown) or November 15 (Middletown in Transition)**
Historic Sites and Markers Assignment

As is true of most states, the State of Indiana (that is, state government) assumes some responsibility for preserving and commemorating aspects of the Hoosier past. An obvious, high-profile example is the new Indiana State Museum, located just a few blocks from the IUPUI campus.

Less well known is the fact that the State Museum is also responsible for a number of Historic Sites scattered throughout the state. In addition, the Indiana Historical Bureau is responsible for working with communities and organizations that wish to secure official state Historic Markers to recognize a person, institution, or event deemed to be historically significant.

Select a Historic Site or Historic Marker. (For markers, choose one from the county where you currently reside, or the county in which you grew up, or a county with which you have some other connection.) In a 2-3 page paper: 1) explain what the site is or what is being commemorated by the marker; 2) discuss why you believe the person/institution/place/event was judged to be worthy of official recognition; and 3) explain why you do or do not agree with that assessment.

These papers do not need to be footnoted, but you must include a bibliography of sources consulted. You must list at least two sources other than the web sites given below, and one of them must be a printed source (that is, bound between two covers, not on-line).

Due at any time up to October 23. (Earlier is better. If you wait until 10/23, you will have another major assignment due just a week later.)

---

Historic Sites

<www.in.gov/ism/>

>> Click on “State Historic Sites” (right side of page)

>> Click on the name(s) of the site(s) in which you are interested

---

Historic Markers

<www.statelib.lib.in.us/www/ihb/markers/index.html>

>> Go to the “Find a Marker” box in the center of the page

>> Click on “Find Markers by County”

>> Click on the individual county (or counties) you are interested in
Prepare a 3-4 page review of one of the following titles (or some other nonfiction book dealing with Indiana history preapproved by the instructor). See the attached instructions for preparing the review.

The three mandatory written assignments in the class are worth 500 points (1900 census=200; Middletown=100; newspaper=100; site or marker=100). At the end of the semester I will take your point total and divide by 5 to convert to the usual 100 point scale. Thus, a student who had accumulated 450 points would get an A- for the written work (450 divided by 5 = 90 = A-).

The extra credit book review is worth a maximum of 200 additional points. In the case of a student who does the book review, I will take the point total at the end of the semester and divide by 7 rather than 5. The book review is thus "extra credit" in the sense that it provides an additional opportunity to do good work in the class (perhaps to counteract a poor grade on one of the other assignments). But doing the book review will not automatically improve your grade. Doing a poor review could, in fact, actually lower your overall grade on the written work. Again, this is "extra credit" in that it gives you one more chance to do a good job.


Robert G. Barrows, Albion Fellows Bacon: Indiana’s Municipal Housekeeper (2000) [Evansville native who was an influential social reformer during the first 30 years of the twentieth century.]

Darrel E. Bigham, We Ask Only a Fair Trial: A History of the Black Community of Evansville, Indiana (1987)


Ray Boomhower, The Country Contributor: The Life and Times of Juliet V. Strauss (1998) [Journalist from Rockville who eventually wrote a column for the Ladies’ Home Journal; also instrumental in saving what is today Turkey Run State Park.]


Andrew R. L. Cayton, Frontier Indiana (1996)

Thomas D. Clark, Indiana University: Midwestern Pioneer [any one volume of vols. I, II, III]


Lawrence S. Connor, Hampton Court: Growing Up Catholic in Indianapolis between the Wars (1995)


Dean R. Esslinger, *Immigrants and the City: Ethnicity and Mobility in a Nineteenth-Century Midwestern Community* [South Bend] (1975)


Paul Fatout, *Indiana Canals* (1972)


George W. Hilton, *Monon Route* (1978) [When it was a railroad instead of a jogging path.]

James B. Lane, "City of the Century": *A History of Gary, Indiana* (1978)


Randy Roberts, "But They Can’t Beat Us": *Oscar Robertson and the Crispus Attucks Tigers* (1999)
Morton M. Rosenberg and Dennis V. McClurg, *The Politics of Pro-Slavery Sentiment in Indiana, 1816-1861* (1968)
G. R. Tredway, *Democratic Opposition to the Lincoln Administration in Indiana* (1973)
Stephen A. Vincent, *Southern Seed, Northern Soil: African-American Farm Communities in the Midwest, 1765-1900* (1999)[In spite of the "Midwest" in the title, this is principally about two rural black settlements in Indiana.]
[George Winter], *The Journals and Indian Paintings of George Winter* (1948)
Mary Ann Wynkoop, *Dissent in the Heartland: The Sixties at Indiana University* (2002)
Guidelines for Extra Credit Book Reviews

For starters: Typewritten, one-inch margins, double-spaced. No title page, covers, folders, binders, paper clips. Type your name in the upper right-hand corner of the first page, staple in the upper left-hand corner.

Heading: At the top of page one (2-3 spaces below your name) provide the complete bibliographic citation. For example:


Content: While there are no hard and fast rules for writing good historical book reviews, try to adhere to these general guidelines. Remember, first, that you are writing a critical analysis of the book, not merely a summary. ("Critical" here does not necessarily mean "unfavorable" or "harsh," but rather "exercising careful judgment or judicious evaluation."). And, second, you should assume that your reader has not read the book and knows nothing about it.

Begin with a summary. Who wrote the book (and, to the extent that you can find out, what are his or her qualifications for writing it)? What is the book about? Who is its intended audience? The summary should take up perhaps one-third (and no more than one-half) of the review.

Then analyze and evaluate the book. What is the author trying to say? How well does he say it? What sources does the author use? (And are there sources that she should have used but did not?) What are the book's successes and achievements? What are the book's flaws or failures? What would make it better? Finally, should a sensible person with a limited amount of time bother to read this book?

Use specific examples to illustrate key points in your review, with brief quotations as appropriate. Don't use footnotes; simply identify the source of quotations with page numbers in parentheses following the quote. Example:

As the author concludes, "evolution, not revolution, was the route taken in Indiana" (321).

If you want to get a "feel" for this, read some reviews in any recent issue of the Indiana Magazine of History or the Journal of American History.