

## AMERICAN HISTORY II: U.S. History since 1865

History H106 - Section 4559 (3 credits)

Fall 2006, Tuesdays & Thursdays, 12 noon to 1:15pm

Cavanaugh Hall 215

Instructor: Dr. Nancy M. Robertson  
Office Hours: Tuesdays, 1:30-2:30 pm  
Thursdays, 10am to 11am  
**And by appointment**

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But in a pinch: nmrobert@iupui.edu

*“The problem with history is that it’s written by college professors about great men. That’s not what history is. History’s a hell of a lot of little people getting together and deciding they want a better life for themselves and their children.” —Bill Talcott in Studs Terkel, Working*

### I. COURSE DESCRIPTION

History 106 is a survey of American history from the end of the Civil War (1865) until the present (2006). There are a number of ways that different historians approach the study of history. This class relies on a “social history” approach. Social history is sometimes referred to as “history from the bottom up” because it looks at the daily lives of average people to understand the larger social forces that shaped their lives. Social historians also look at how those “average” people worked to change their society. To understand the history of the United States, you need to analyze *both* individual people and the larger trends they were part of. We will focus on the historical trends of expansion, economic development, urbanization, changes in legal and civil rights, immigration and migration, and government intervention.

There are three sets of questions that we will pay particular attention to:

- ▶ What are the relationships between: different groups of Americans? different regions of the country? the U.S. and the rest of the world?
- ▶ How have Americans understood the role of government (especially the federal government)? What did different people think that the role of government *should* be?
- ▶ How did/do people change their society? How did/do they make history?

Classes will include discussion as well as lectures. Reading assignments will entail a variety of primary sources. **The material is to be read for the class that is listed on the syllabus.** Come prepared to talk about the issues raised by the readings and lectures.

### II. COURSE OBJECTIVES

Lectures, discussions, and written assignments are designed to help students learn how to analyze documents from the past, take a position on a historical question, use evidence to support their views, and express their insights to others. The focus is on analyzing *why* things happened as much as learning what happened. Gaining these abilities helps not only in understanding American history, but also in improving the critical thinking and communication skills essential to doing well both in school and in the future. These course objectives relate to the “Principles of Undergraduate Learning” established to identify what all IUPUI students are expected to have mastered by graduation. You can find more about the Principles at:

<http://www.iupui.edu/~history/ugprinciples.html>

### III. REQUIRED MATERIALS

The books can be purchased at the Cavanaugh Hall bookstore or Indy's College Bookstore. **You MUST bring FERNLUND (or a copy of the relevant pages) or BELL to class** when they appear on the syllabus for that session. You may also want to bring the textbook (HENRETTA).

- ▶ James A. HENRETTA, David Brody, & Lynn Dumenil, *America, A Concise History*, v.2 (since 1865) 3rd ed. (Boston: Bedford/St. Martin's, 2006). Please get this edition.
- ▶ Kevin J. FERNLUND, *Documents to Accompany America's History*, v.2: since 1865. 5th ed. (Boston: Bedford/St. Martin's, 2004).
- ▶ Thomas BELL, *Out of This Furnace* (New York: Little Brown & Co., 1941; reprint edition: Pittsburgh, University of Pittsburgh Press, 1976).

In a pinch, there is a copy of each book on **Reserve** in the Library. But do not count on it as your only copy because more than 100 students will be using these textbooks.

On **Reserve**, you will also find a copy of:

- ▶ the videos or DVDs that will be shown in class. If you miss a class when something is shown, you are responsible for watching it on your own time.

### IV. COURSE REQUIREMENTS

Below is an overview of the assignments for the course with tentative due dates. A more detailed explanation for each will be handed out and we will discuss them in class before they are due.

- ▶ Three short assignments based on assigned documents; generally these will be in FERNLUND. Each paper will be worth 5% of the final grade (for a total of **15%** of final grade).
- ▶ Midterm examination, scheduled for **Tues., 10/17 (20%** of final grade).
- ▶ Final examination, scheduled for **Thurs. 12/14, 1pm-3pm (20%** of final grade). Both exams will consist of an essay question (or questions) as well as short-answers or multiple-choice. A study guide will be handed out ahead of time.
- ▶ A medium-length (3-4 page) paper, due **Tues. 10/3 (15%** of the final grade).
- ▶ A longer (5-6 page) paper on a historical question of your choice (approved by the instructor), which uses at least three primary sources and covers at least 90 years of American history since 1865. It will be due **Tues., 11/28 (25%** of the final grade).
- ▶ Completion of reading by the assigned date, pass/fail assignments, reading quizzes, ungraded written assignments in class, and participation in class discussions. Each person starts with a B- for this portion of the course grade. You can raise this grade by participating thoughtfully in class which requires attending, being prepared, and contributing useful questions, ideas, or opinions. This portion of your grade can be lowered if you miss the assignments or do not attend or participate in class. Frequent tardiness or early departures may also affect this part of your grade. If you are uncomfortable talking in class, contact me and I can give you some helpful hints (**5%** of final grade).

***Please note these requirements for ALL written work for this course.***

- ▶ Written assignments are due at the START of class.
- ▶ Work is also to be submitted electronically to the "drop-box" on ONCOURSE.
- ▶ If you use a source (either for a quotation or information), you **MUST** provide the appropriate citation; instructions for doing so will be posted on ONCOURSE.

#### IV. COURSE REQUIREMENTS (cont.)

- ▶ ALL work must include a section listing any additional sources that you consulted. The “Additional Sources Consulted” section covers **any and all** sources (except the assigned books) whether or not you used the source in the final assignment. Sources include internet, reference works, and people, as well as more conventional materials. The section must provide FULL bibliographic information. Instructions will be posted on ONCOURSE. *If you did not consult any other source, make that clear.*

#### V. COURSE POLICIES

##### ATTENDANCE:

- ★ Regular attendance for the full class period is expected in this class. You are allowed **three** (3) absences in the course of the semester (although you are expected to stay on top of the reading). You do not have to offer a reason or an excuse for your absence. These absences allow for emergencies, family needs, celebrations, or job requirements. Frequent tardiness or repeatedly leaving early will count toward the three absences.
- ★ If you miss more than three classes (for any reason), your final exam may be cumulative so that you can demonstrate mastery of the material for the classes you missed.
- ★ In the case of a severe illness or other prolonged difficulty, I will need official documentation.

##### LATE OR MISSED WORK:

- ▶ Extensions for due dates for assignments are granted only if you contact me BEFORE the deadline. Extensions are not automatically given. You should be sure to get from me IN WRITING a note indicating that I agreed to the later date; include that note when you hand your paper in.
- ▶ Material that is handed in after the start of class on the due date (or extended due date) will generally be marked down for each day it is late. Days means days of the week, not class sessions.
- ▶ In addition, the examples used in late written work cannot be examples discussed in class.
- ▶ Work that is handed in late will not necessarily be returned with on-time work.
- ▶ Make-up exams are offered only at the discretion of the professor.

##### REWRITING PAPERS:

If you want to rewrite an assignment, you MUST:

- ▶ Speak with me first.
- ▶ Hand in the original version when you submit the rewrite (and any comments I made).

##### INCOMPLETES:

IUPUI’s policy on incompletes states they are only for students who have completed 75% of the course requirements and have been prevented by significant or unanticipated events from finishing the class.

## V. COURSE POLICIES (cont.)

### WITHDRAWING FROM CLASSES:

If you decide to drop the class, please note that you *must* submit an official “drop slip” to the registrar (signed by the appropriate people). University policy requires assigning an “F” to a student who stops showing up *even if that student has told the professor that she or he plans to withdraw*.

### INTELLECTUAL HONESTY:

Developing your intellectual skills is possible only when you actually do the work assigned. We will have a longer discussion of intellectual work, academic integrity, and plagiarism and there will be a more detailed statement on ONCOURSE which you should consult. Plagiarism and/or cheating will, at a minimum, entail a grading penalty for the work in question and be reported to the appropriate dean’s office. The latter step may mean additional disciplinary action by the University. The University’s policy on plagiarism, as stated in the *IUPUI Campus Bulletin, 2004-2006* (p.37-38) is:

A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. Quotes another person’s actual words, either oral or written;
- b. Paraphrases another person’s words, either oral or written;
- c. Uses another person’s idea opinion, or theory; or
- d. Borrows facts, statistics, or other material, unless that information is common knowledge.

You can find the *IUPUI Student Code of Conduct* on line at:

<http://life.iupui.edu/help/code.asp>

Please note the requirement for written work about “Additional Sources Consulted” above. You may also talk with me if you have questions about what is or is not permissible. Academic integrity is important to establish a level playing field for all students; to maintain it, I will use whatever means necessary (including Turn-it-in) to detect violations.

## VI. CLASSROOM GUIDELINES

To enhance the learning process for all students in this course, there are a few basic guidelines that will govern classroom etiquette.

- ▶ Please bring to class the syllabus, handouts about upcoming assignments, and documents (if listed on ONCOURSE for a class session).
- ▶ We will start and end each class on time. If circumstances mean that you must arrive to class late or leave early, please do so with a minimal amount of disruption. In this classroom, it is difficult to arrive late without disrupting other students. We go by the clock in this room.
- ▶ Turn off or mute cell phones, pagers, and beepers before class begins.
- ▶ I welcome questions (although I may sometimes put you “on hold” until I conclude my point). **Private conversations between class members while I am lecturing or your classmates are talking are not permitted.** They are rude and disrupt the learning environment for others.

## VII. LOGISTICS & RESOURCES

**Make use of the Resources of the Writing Center** (CA 427; 274-2049; grammar hotline 274-3000). Your tuition and fees pay for this service. Appointments are usually required and it gets busy around exam time. They can work with you one-on-one to improve your writing.

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 physical disability 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 about this or other necessary accommodations. You can reach them at 274-3241.

It is often useful to **talk over assignments or study for exams with other students**. But each of you is to write your own, distinct paper or exam. You will want to use different examples or use examples differently in order to be clear that you have written a unique piece. If you have questions about what is appropriate collaboration, please check with me AHEAD of time.

I cannot stress too heavily the usefulness of planning ahead, saving work on your computer OFTEN, making backups (on diskettes), and printing out your paper early. Keep a **back-up copy of any written work** that you do not want to rewrite.

Information for this class will be on ONCOURSE. Generally I post the overview for the lecture, a list of important terms to know, announcements, changes in the syllabus or due dates, and some handouts. **I expect that all students in this class will access ONCOURSE regularly**. Generally, I will post materials for Tuesday's class by 7pm the preceding Friday and for Thursday's class by 7pm the preceding Tuesday. I encourage you to set your ONCOURSE options to let you know when you have ONCOURSE mail. If you have any difficulties with ONCOURSE, please contact me as soon as possible.

If you are hesitant to ask questions during class, **see me** during my office hours or **e-mail me**.

I have voice mail that is on twenty-four hours a day. You are welcome to call me should you need to do so. If you leave a phone message, speak slowly and clearly, provide a phone number where you can be reached, and state times when you will be at that number. I will respond to **e-mail or voice mail** messages within 48 hours (except for messages sent after 12:00 noon on Friday, to which I may not respond until sometime on Monday).

It is your responsibility to check classmates and ONCOURSE for materials from a class you miss. You need to contact me as soon as possible to make arrangements for late written work.

If you submit an assignment to me outside of class (by e-mail), you should also bring a hard copy with you the next time you come to class. I will let you know when I receive the email. If you don't hear from me within 24 hours, contact me again. E-mail does not always get through and papers can get lost; you need to be sure that I receive your paper.

You are entitled to an e-mail account through IUPUI. I realize that many of you prefer to use another provider for e-mail and web work. The University encourages you to set up your IUPUI account to forward information to your other accounts. It means that you can easily access information from the University. If you need help setting up the account or forwarding mail, contact:  
<http://itaccounts.iu.edu>

Please note that, according to University policy, you are, ultimately, responsible for activity on your computer account.

## VIII. SCHEDULE OF CLASS MEETINGS

The syllabus is tentative and subject to change. Adjustments will be announced in class and posted on ONCOURSE. It is your responsibility to stay on top of changes.

*There is a University web page that will let you know if the campus is closed for snow:*  
<http://registrar.iupui.edu/adverseweather.html>  
You can also call: 317/278-1600

8/24: Brief overview of course. Receive syllabus and first assignment.

### **BUILDING AND RE-BUILDING A NATION, 1860s to early 1900s**

How did the United States become unified?

- 8/29: Political Reconstruction: How to rebuild the nation after the Civil War?  
HENRETTA, ch. 15; also Appendix, D20-D21 for the 13th, 14th, and 15th Amendments.  
Document—Handout: “Shall I trust these men?” -- **written assignment.**
- 8/30: *Last day to withdraw and receive a 100% refund.*
- 8/31: Emancipation: What is necessary for people to be free and equal?  
Document—HENRETTA: Jourdon Anderson, “Relishing Freedom,” 447.
- 9/5: The legacy of Reconstruction: How did people try to get change when the government did not help?  
HENRETTA, ch. 19: 581-587, incl. maps on 463 and 585.  
Document—TBA
- 9/7: The West: How were the regions integrated?  
HENRETTA, ch. 16.  
Document—TBA
- 9/12: Industrialization, pt. 1: How did industrialization affect the U.S.?  
HENRETTA, ch. 17: 505-514, note map on 511.  
Also ch. 19: 571-572 and the graph on p. A-3 in the Appendix.  
Document—TBA
- 9/14: Industrialization, pt. 2: What was industrialization like for workers?  
HENRETTA, finish ch. 17: bottom 514 to end.  
BELL—Part One, “Kracha” (pp. 3-117).

### **MODERN AMERICA and THE WORLD, 1880s-1920**

What did it mean to be an American (at home and abroad)?

- 9/19: Immigration and Urbanization: Who is an American?  
HENRETTA, ch. 18, incl. charts on 517, 536, maps on 538, 553.  
Also ch. 19: 576-577.  
Statistics on urbanization and immigration—ONCOURSE  
BELL—Part Two, “Mike Dobrejak” (pp. 119-208).
- 9/19: *Last day to withdraw and receive any refund.*
- 9/21: Progressivism: What were the problems of a modern society?  
HENRETTA, ch. 20.  
Document—TBA

## **MODERN AMERICA and THE WORLD, 1880s-1920 (cont).**

- 9/26: Progressivism: What were the possible solutions?  
HENRETTA: ch. 19: 578-top of 581; ch. 20: 600-604, maps on 603 and 623.  
Document—TBA
- 9/28: Progressivism: Who gained the most (and why)?  
BELL—Part Three, “Mary” (pp. 209-258).
- 10/3: Imperialism and the U.S.’s growing role in the world: How and why did the U.S. expand overseas?  
HENRETTA, ch. 21, esp. chart on 633, and maps on 596, 650-651.  
Document—TBA  
**MEDIUM-LENGTH PAPER DUE.**
- 10/5: World War I: “Over There”: What was the U.S.’s role in the war?  
HENRETTA, ch. 22: 662-673, 683-687, incl. maps on 664 & 685.  
Document—TBA
- 10/10: WWI: Over Here: How did WWI affect the country?  
HENRETTA, ch. 22: 674-683, 687-690, incl. map on 677.  
Document—ONCOURSE: Recruiting posters
- 10/12: The 1920s: What was the second industrial revolution?  
HENRETTA, ch. 23—pay particular attention to maps, chart, visuals, and personal accounts  
Document—TBA
- 10/17: **MIDTERM** (covering the material through 10/12—the 1920s).

## **BUILDING THE AMERICAN CENTURY, 1930s-1950s**

How did America become a superpower?

- 10/19: The Great Depression: What happened? How did people respond?  
HENRETTA, ch. 24.  
Document—TBA
- 10/24: The New Deal, pt. 1: What should the federal government do in hard times?  
HENRETTA, ch. 25.  
Document—TBA
- 10/26: The New Deal, pt. 2: Who supported the New Deal?  
BELL—Part Four, “Dobie” (pp. 259-413).
- 10/31: World War II: the World at War: How did the Allies win?  
HENRETTA, ch. 26: 780-787, 799-811, incl. maps on 786 & 800-801, 804-805.  
Document—TBA
- 11/2: World War II: the Homefront: How did WWII affect the U.S.?  
HENRETTA, ch. 26: 787-798, incl. map on 798.  
Document—TBA
- 11/7: Cold War America: How did U.S./U.S.S.R. relations shape the world?  
HENRETTA, ch. 27: 816-831, 842-847.  
Document—TBA
- 11/9: The Affluent Society: What created the American way of life?  
HENRETTA, ch. 27: 831-839; ch. 28: 848-860, esp. map 853.  
Document—TBA

## OTHER VISIONS OF AMERICA, 1950s to the present

What were the challenges to the American Way?

- 11/14: Other Americas: How did African Americans build an effective movement for change?  
HENRETTA, ch. 27: 839-842; ch. 28: 860-874, esp. map on 866.  
Document—TBA
- 11/14: *Last day to withdraw: advisor's and instructor's signatures are necessary.*
- 11/16: The 1960s: What was the impact of the civil rights movement on all Americans?  
HENRETTA, ch. 28: 874-879.  
Document—TBA
- 11/21: Vietnam: What was/is the legacy of this war?  
HENRETTA, ch. 29.  
Document—TBA
- 11/23: NO CLASS - THANKSGIVING
- 11/28: The 1970s, one view: Why was it an age of limits?  
HENRETTA, ch. 30: 915-927, esp. chart on 924, visuals on 923 & 926.  
**LONGER PAPER DUE.**
- 11/30: The 1970s, another view: What else happened?  
HENRETTA, ch. 30: 928-945.  
Document—TBA
- 12/5: The Reagan-Bush I Years: What was the Reagan Revolution?  
HENRETTA, ch. 30: 942-945; ch. 31: 946-967.  
Document—TBA
- 12/7: The Clinton-Bush II Years and **Course Review**  
Who is an American? What is America's place in the world?  
How will people in the future look at our times?  
HENRETTA, ch. 31: 967-982  
Document—TBA

**Thursday, December 14<sup>th</sup>, 1pm-3pm: FINAL EXAM**

Different *time*, but the *location* will be the same.