

History H106/Section 4560/Fall 2006/Dr. Ashendel
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Required Readings:

Making America, volume 2

Out of This Furnace

Lyndon B. Johnson and American Liberalism

The instructor can change this syllabus at any time.
“Reality often astonishes theory.” *Car Talk*

Course Description and Objectives: Despite all opinions to the contrary, history survey courses such as this one are not designed to make undergraduates jump through hoops or torture them with requirements to learn useless information and meaningless dates, all irrelevant to the students’ futures. Instead, a survey course is meant to give students a framework for understanding how both the present and future unfold within structures largely defined by the past. Even the fast-paced, technology-driven society we find ourselves in today has roots in historical precedents that are still shaping its development. This course will focus on the usual themes of politics and economics, but will also show how ordinary people shaped those forces. History is not just a mountain of facts, but is instead a sequence of interconnected events. Understanding those connections and explaining them through the use of facts is one way to sharpen your analytical skills, improve your ability to communicate with others, and, hopefully, to learn something to apply to your own life. These objectives are stated another way as the IUPUI Principles of Undergraduate Learning: www.iupui.edu/~history/principlesundergradlearning.htm. We will also discuss these on the first day of class. More specifically, class objectives include: understanding the consequences of the Civil War for all regions of the country; analyzing the rise of big business and labor unions at the end of the nineteenth century; understanding the interplay between business and the federal government; analyzing the move from an isolationist foreign policy to one of intervention; analyzing the role of reform organizations; and finally, students will examine all events from multiple perspectives to understand how all segments of society influenced important events.

This section of H106 is open only to students enrolled in the Thematic Learning Community. This section of H106 will ground students in the content of the past. In addition, this class will meet on several Friday afternoons for visits to cultural resource institutions in the metropolitan area. In each case, the class will have an overview tour, meet with professionals who work with teachers, and engage in some type of group-based participatory exercise. Students should come away from the class with more appreciation for, and confidence in, their ability to make that historical content come alive by taking advantage of what cultural resource institutions have to offer to teachers and students.

Attendance: Attendance is required and will be taken at every class meeting. Consistent attendance will be used to determine borderline grades. Further, material covered in lecture is not necessarily covered in the required readings. Attendance at every class meeting will result in a better grade for the course.

Classroom procedures: Please arrive on time. If you must arrive late, please enter the room quietly. Place all cell phones on vibrate or turn them off for the duration of the class. Please do not leave class early for other appointments. Listening and note taking are important life skills, therefore, no tape recorders are allowed without special permission from the instructor.

Cheating and plagiarism: Don't do it. You will earn a zero on the work in question. We will discuss plagiarism on the first day of class. The IUPUI student code of conduct pertaining to this matter is found in the *IUPUI Bulletin 2004-2006*, pp. 36-8 and <http://life.iupui.edu/help/code.asp>.

Other Services: If you have difficulties that might require accommodation for completion of the class, please contact me and Adaptive Educational Services, CA 001E. The staff can arrange assistance. The Student Advocate Office can guide you to departments and people, familiarize you with university policy and procedures, and give you guidance on a wide variety of problems. It is located in UC 002 or at stuadvoc@iupui.edu.

Assignments: Students will take three examinations. These examinations will consist of 6 identifications and an essay question. A study guide will be distributed in class one week prior to each exam. The study guide will include 13 possible identifications and at least 3 possible essays. The actual exam will be taken directly from that study guide. There will also be a quiz over *Out of This Furnace* and *LBJ and American Liberalism*. The study questions for those quizzes are part of this syllabus. Students will also produce a paper (minimum of four pages) on a historical figure from Indiana. Students will also attend 3 of 5 scheduled site visits.

Grading:

3 examinations @ 100 points	300
2 quizzes @ 50 points	100
1 paper @ 50 points	50
3 site visits @ 50 points	150
Total points	600

Grades are based on a straight scale: 600-580=A+; 579-560=A; 559-540=A-; 539-520 = B+; 519-500=B; 499-480=B-; 479-460=C+; 459-440=C; 439-420=C-; 419-400=D+; 399-380=D; 379-360=D-; 359 and lower = F. A zero has a greater negative impact on your final grade than at least some attempt to complete an assignment. Makeup examinations and quizzes are strongly discouraged. Makeup quizzes WILL NOT be taken from the study guide. No makeup exam or quiz will be given without documentation proving an extreme emergency. Documentation includes doctors' forms, funeral notices, accident reports, and similar verifiable papers. The instructor reserves the right to refuse to grant a makeup exam or quiz if the documentation is not presented or is deemed invalid. If a

makeup exam or quiz is approved it must be completed within one week of the original exam or quiz. Incompletes are strongly discouraged and rarely given. It is not fair to the rest of the class to request extra time to complete the work.

Schedule of lecture topics, readings, quizzes, and examinations. Please complete the readings before class.

August 24: Introduction to the Course/Reconstruction

Read: MA Chapter 16

August 29: Reconstruction

August 31: The Rise of Big Business

Read: MA Chapter 17

September 5: The Rise of Big Business

September 7: Labor

Read: MA Chapter 18

September 12: Labor

Read: *Out of This Furnace*

September 14: **QUIZ** *Out of This Furnace*

September 19: Farmers

September 21: Progressives

Read: MA Chapter 21

September 26: **EXAM I**

September 28: Imperialism

Read: MA Chapter 20

October 3: Imperialism

October 5: World War I

Read: MA Chapter 22

October 10: The 1920s

Read: MA Chapter 23

October 12: The Depression

Read: MA Chapter 24

October 17: The New Deal

October 19: The New Deal

October 24: **EXAM II**

October 26: World War II

Read: MA Chapter 25

October 31: The Cold War

Read: MA Chapters 26 and 27

November 2: The Cold War

November 7: The 1950s

Papers Due

November 9: The Civil Rights Movement

Read: MA Chapter 28

November 14: The Civil Rights Movement

November 16: Vietnam

Read: MA Chapter 29

November 21: Vietnam

November 23: **HOLIDAY NO CLASS**

November 28: The 1960s

Read: MA Chapter 30 and *LBJ and American Liberalism*

November 30: **QUIZ** on *LBJ*

December 5: The 1960s

December 7: That 70s Decade

FINAL EXAM TUESDAY DECEMBER 12 3:30-5:30 PM

Study Guide for *Out of This Furnace*. Be sure to read the Afterward before the novel.

Part One: Kracha: What sort of jobs did Kracha do in America? What was the pay? How stable were those jobs? Where and under what conditions did he live? What did people in the immigrant community do for fun?

Part Two: Mike: How did Mike and Mary make money? Why did Mike buy the desk? What was the point of Mike's drunken tirade to Bodner?

Part Three: Mary: What sort of choices for work and housing did Mary have? What did her son, Johnny, do to try to help his mother?

Part Four: Dobie: How did the Depression affect their lives? How did the union slowly organize in Dobie's town? How did the headquarters of the Union, the government, and the company try to prohibit unionization?

Overall question: How do things change in the Slovak immigrant community from one generation to the next? How does the meaning of the American dream evolve over the course of the book? Do the characters ever consider themselves truly "American"? Why or why not?

Study Guide for *Lyndon B. Johnson and American Liberalism*

You do not have to read the documents section of the book.

Chapter 1: Describe LBJ's early years. How did LBJ participate in New Deal activities?

Chapter 2: What were three new areas of focus for liberals in the late 1940s and 1950s?

How did LBJ function as Senate majority leader? What changes did he make in the office? How did the Democratic Senate work with the Republican president? How did Johnson deal with racial issues in the 1950s?

Chapter 3: What were LBJ's views on racial policy and Vietnam as vice-president?

How did he respond to poverty programs introduced to him when he became president?

How did he persuade Congress to pass the Civil Rights Act of 1964? What was the political response of the South?

Chapter 4: What was the philosophical basis of the Great Society? How did LBJ pursue his programs with Congress? Describe some of the Great Society programs. What sorts of problems did some Great Society programs encounter? Why didn't the middle-class think the Great Society benefited them when it actually did?

Chapter 5: What was the impetus for the Voting Rights Act of 1965? Why did universalism appear not to work with the civil rights problems? How did the EEOC change in the late 1960s?

Chapter 6: What principles and ideas shaped LBJ's attitude toward Vietnam? Briefly explain the activities of the presidents before LBJ in Vietnam. Why did LBJ get the United States more involved in Vietnam? What problems did soldiers face in Vietnam? What was the credibility gap? (continued on next page)

Chapter 7: What were the economic consequences of funding both the Vietnam War and social programs? Why did people leave the “liberal coalition?”

Overall Question: What were LBJ's greatest successes? Greatest failures? Looking at his entire career, was it a success? Why or why not?

Paper assignment: Each student will complete a 4-page paper (minimum) on a historical figure from Indiana. A list of possible subjects will be distributed in class. Your paper will be typed, doubled-spaced in 12-point font (no more, no less), and have one-inch margins on all sides of the page. Footnotes or endnotes will be done following Chicago Manual of Style/Turabian guidelines. Guides to this citation style are available in the library and online. You must use at least 2 sources. Papers are worth 50 points. 5 points will be deducted from the paper for each day it is late. Papers will be due at the beginning of class. No email submissions will be accepted. I will read rough drafts and offer comments for improvement.

Friday site visits: We have arranged 5 site visits to local cultural resource institutions in the Indianapolis area. These site visits will involve interactions with experts in the field of history outside of the university and will include some type of activity to not only stimulate your way of thinking about history outside of the classroom but also to offer you some indication of activities that might be appropriate for you to conduct with the classes you will someday teach. These visits include:

Indiana Avenue/Historic Landmarks	September 8/Rain date September 22
Crown Hill Cemetery	October 6
Indiana Medical History Museum	October 20
Benjamin Harrison Home	October 27
Indiana State Museum/Legacy Theatre	November 3

Students are required to attend 3 of the 5 visits. You will earn 50 points for each completed visit and the associated small activity. You must both attend and complete the small project to earn the 50 points. You may complete 1 extra trip to earn extra credit for the class (10 points). I expect that you will make every effort to attend the field trips for which you sign up. The institutions we will visit have agreed to provide considerable staff time to make your experiences worthwhile. We will attend these visits with the other H106 section for teachers in training. The maximum capacity for each trip will be 25 students. Let me know well in advance if you are unable to attend a trip so someone else can take your place. You are responsible for your own transportation. Please note that the Indiana Avenue activity and Crown Hill Cemetery both require a great deal of walking. A rain date has been scheduled for the Historic Landmarks activity. If it rains at the Crown Hill visit you will need an umbrella as we WILL complete the visit.