Welcome to H106. In this course we will explore major changes in American society during the second half of the country’s history, from after the Civil War to the present. We will be learning about how people like us—or not at all like us—attempted to solve problems, how they sought, held onto, and sometimes lost power, and how their decisions shaped the modern world. Because it is a history class, we will be examining the events, issues, and choices of the past in their own contexts of time and place. We also will find many ways in which these events, issues, and choices can help to illuminate the present time. History, after all, is relevant today. It is about our identity, it is about power, and it reveals how the world works.

You will discover that history broadens your perspective and enables you to see past and current situations from multiple viewpoints. This capacity is crucial in our present global society and economy where diverse cultures must find ways to work together. As we read, write, and discuss our way through the semester, your analytical skill and ability to understand ambiguity, and contradiction should grow. Together we will develop the skills articulated in the IUPUI Principles of Undergraduate Learning (http://www.iupui.edu/academic/undergrad_principles.html) — especially “communication,” “critical thinking,” “intellectual adaptiveness,” and, of course, “understanding society and culture.”

The major themes we will address in this class are liberty, equality, and power. As our textbook notes, the political ideals or founding principles of liberty and equality have exerted enormous influence on American politics, economics, society, and culture. We will elaborate on changes in America over time and connect them to our themes using a mixture of lectures, discussions, and group activities drawing on our textbook, other assigned readings, and a variety of materials such as documentaries, music, maps, newspaper articles, political cartoons, film, advertisements, and statistics.

Three primary goals for the semester will be to:

Understand currents of history from 1865 to the present and how they shaped and continue to affect our world today

Practice the analytical and interpretive skills that historians use and which have applications in all humanities and scientific disciplines, as well as in business, medicine, finance, law, policymaking, politics, and many other professional fields

Improve your writing and verbal communication skills and reading comprehension

Readings
The following three books are required; all are available at the IUPUI bookstore:

Anne Moody, *Coming of Age in Mississippi* (1968)

Our textbook, the concise edition of *Liberty, Equality, Power*, provides a solid overview of American history from the Civil War to the present. For each week I have assigned a chapter or two from the textbook as background for the lecture, discussions, activities, and additional readings of the course. You are expected to have completed the assigned readings before the class period for which they are listed. T. H. Breen’s *The Power of Words* is our documentary reader. That means it is a collection of primary sources, such as newspaper articles, legal briefs, letters, speeches, personal diaries, and government reports. Anne Moody’s book, *Coming of Age in Mississippi*, is a fascinating autobiography that we will be discussing later in the course. There will be a paper assignment based on Moody’s book due before Thanksgiving. On occasion we will read and discuss additional articles or other documents that I will make available in class.

**Assignments and Grading Policy**

You will write one paper and take one midterm, one final exam, and three quizzes in this course. The two exams will consist of several ID essays and one longer essay. The quizzes will include a few ID paragraphs—to give you the opportunity to practice in-class essay writing—along with some multiple choice questions—to let you demonstrate that you have understood the readings, lectures, and discussions.

The IDs will be based on readings and lectures and require you to write a paragraph (about six or seven sentences) about a given term, such as a person, event, or concept. In these paragraphs, you should define the term in place and time, or who, what, where, when, and, most importantly, why. This type of assignment will help you learn to communicate information on a given topic in a concise manner and to marshal evidence to advance an argument. In each ID paragraph, you also should explain why this particular person, event, or concept is significant or how he/she or it is related to larger themes in history. By considering why a specific term is significant, you will be working on your analytical and critical thinking skills.

ID paragraphs are the building blocks of the longer essays. Such essays are evaluated according to organization (we will work on writing outlines together in class), how you have based your analysis and interpretation on relevant evidence, how well that information is presented, and whether or not the essay answers the given question(s).

**Calculating your grade**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>3 quizzes</td>
<td>20%</td>
<td>20 points each = 60 points</td>
</tr>
<tr>
<td>midterm exam</td>
<td>20%</td>
<td>60 points</td>
</tr>
<tr>
<td>final exam</td>
<td>25%</td>
<td>75 points</td>
</tr>
<tr>
<td>4-5 page paper</td>
<td>15%</td>
<td>45 points</td>
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<tr>
<td>Attendance &amp; effort*</td>
<td>20%</td>
<td>60 points</td>
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* Includes response papers, in-class activities, etc.  (Total of 300 points)

**Grade Explanations**

A—Outstanding. Student’s work demonstrates mastery of the course materials. Written work shows the ability to synthesize and analyze course materials, and all analyses are based on evidence as provided in readings and lectures. Essays are well organized and consistently connect individual terms to other historical events and processes as well as course themes.

B—Above average. Student’s work demonstrates an understanding of course materials, but displays some difficulty organizing materials or placing terms in the broader context of historical events and processes or
course themes.
C—Average. Student’s work demonstrates an understanding of most course materials, but does not
integrate lecture and reading materials well and has difficulty organizing material and/or placing terms in the
broader context of historical events and processes or course themes.
D—Below Average. Student’s work shows a weak understanding of course materials and/or has other
serious shortcomings in synthesizing and analyzing materials.
F—Failing Grade. Student’s work demonstrates a clear lack of understanding of course materials.

Attendance and Effort
Attendance is mandatory. I expect you to attend class, arrive on time, and participate in class
activities in a manner that demonstrates respect for your fellow students, the university, and me.
Initially, I will call the roll. Thereafter, I will circulate an attendance roster during the class for you
to sign. You are free to miss class a total of four times during the semester. Save these free
misses for unforeseen circumstances that might arise later this fall. Regardless of the reason
for your absences, I will begin to lower the attendance/effort portion of your grade if you miss
more than four sessions for reasons other than documented medical emergencies. You are
responsible for lectures you miss and should ask a classmate or two for her/his notes. Quizzes,
exams, and assignments can only be made up if you present documentation that satisfactorily
excuses your absence.

Academic Integrity
Guidelines for what constitutes academic misconduct, including cheating, fabrication, and
plagiarism and how such situations will be handled are in The Code of Student Rights,
Responsibilities, and Conduct <http://bulletin2000.iupui.edu/introduction/code.html>. Violations of these
rules will result in at least a grade of "F" (0%) for the assignment in question, and may result in
an "F" for the course or even expulsion from the university.

Withdrawals and Incompletes
See <http://registrar.iupui.edu/withdraw.html> for IUPUI’s policy on withdrawing from a class. See
<http://registrar.iupui.edu/incomp.html> for the university’s policy on grades of incomplete.

Student Disabilities
If you have special needs that might require modification of instruction or assessment, please
notify me and/or contact the Office of Adaptive Educational Services at IUPUI. Visit the office
website for eligibility requirements at <http://life.iupui.edu/aes/> or call 317-274-3241 (TDD/TTY:
317-278-2050). Email: <aes@iupui.edu>

Changes in Syllabus
Please note that this syllabus is subject to revision at any time.

Schedule

<table>
<thead>
<tr>
<th>WEEK 1</th>
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<tbody>
<tr>
<td>W, Aug. 23</td>
<td>Introduction &amp; Course Objectives</td>
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<table>
<thead>
<tr>
<th>WEEK 2</th>
<th></th>
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<tbody>
<tr>
<td>M, Aug. 28</td>
<td>Reconstruction after the Civil War</td>
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<tr>
<td></td>
<td>Murrin, Chpt. 17; Ex-Slave Interview handout</td>
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| W, Aug. 30 | Conquest of the Far West |
|            | Murrin, Chpt. 18 |

<table>
<thead>
<tr>
<th>WEEK 3</th>
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<tbody>
<tr>
<td>M, Sept. 4</td>
<td>Labor Day (No class.)</td>
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</table>
W, Sept. 6  Farmers and Workers  
Murrin, Chpt. 19; Breen 5:7 “People Party’s Platform”; Breen 5:8 “Cross of Gold”

WEEK 4  
M, Sept. 11  Film  
Murrin, Chpt. 20

W, Sept. 13  Industrial Supremacy and Business  
Response sheet for Monday’s film due; Quiz 1; Breen 3:1 “Wealth”

WEEK 5  
M, Sept. 18  Immigration and Urban Life  

W, Sept. 20  Rise of Labor  
Murrin, Chpt. 21

WEEK 6  
M, Sept. 25  Progressivism  
Breen 6:2 “Other People’s Money and How the Bankers Use It”; Breen 6:4 “Report of Vice Commission”; Breen 6:8 “Getting Out the Vote”

W, Sept. 27  American Empire  
Quiz 2; Murrin, Chpt. 22; Breen 5:4 “Business World vs. the Politicians”; Breen 5:5 “3rd Annual Message to Congress”

WEEK 7  
M, Oct. 2  The War to End all Wars

W, Oct. 4  Peace Abroad and Peace at Home  
Murrin, Chpt. 23; Breen 7:6 “Letters from the Great Migration”

WEEK 8  
M, Oct. 9  Prosperity and Conservative Rule  
Murrin, Chpt. 24; Breen 7:1 “Campaign Speech”; Breen 7:2 Purinton’s “Big Ideas from Big Business”; Breen 7:4 “Middletown”

W, Oct. 11  Midterm Exam

WEEK 9  
M, Oct. 16  The Great Depression  
Murrin, Chpt. 25; Breen 8:1 “Editorial on Economic Conditions”; Selections from Studs Terkel, Hard Times

W, Oct. 18  A New Deal  

WEEK 10  
M, Oct. 23  The Road to War  
Murrin, Chpt. 26; Breen 9:1 “Annual Message to Congress”; Breen 9:2 “Lindbergh’s Radio Address”

W, Oct. 25  America in World War II
WEEK 11
M, Oct. 30  Victory and the Origins of the Cold War
Quiz 3; Murrin, Chpt. 27; Selections from Studs Terkel, The Good War; Breen 10:2
"Long Telegram"

W, Nov. 1  Containment at Home
Breen 10:4, Gerstell’s “How You Can Survive an Atomic Bomb Blast”

WEEK 12
M, Nov. 6  Affluence and Discontent in the 1950s
Murrin, Chpt. 28; Breen 10:6 "The National Style"; Breen 10:7 “Young Mother”;
Breen 10:8 "Essay on Teen-age Consumption"

W, Nov. 8  Race and Civil Rights
Paragraphs on Moody due; Moody, Parts 1-3

WEEK 13
M, Nov. 13 Race and Civil Rights
Moody, Part 4; Breen 11:1 “Letter from Birmingham Jail”; Breen 11:2 “The Ballot or
the Bullet”

W, Nov. 15  War in Vietnam
Breen 12:1 “Press Conference”; Breen 12:3 “A Time to Break the Silence”

WEEK 14
M, Nov. 20  War in Vietnam
Paper on Moody due; Murrin, Chpt. 29

W, Nov. 22  Thanksgiving recess begins. (No class)

WEEK 15
M, Nov. 27  Protest in the Sixties
Murrin, Chpt. 30

W, Nov. 29  Feminism and Multiculturalism
Breen 13:2 “Remarks upon Signing the Immigration Bill”; Breen 13:3 “Testimony
before Congress”; Breen 13:4 “Asian Influx Alters Life in Suburbia”

WEEK 16
M, Dec. 4  Conservatism at Home: Nixon, Reagan, and the New Right
Murrin, Chpt. 31; Breen 14:1 “First Inaugural Address”; Breen 14:2 “The Supply-
Side Revolution”

W, Dec. 6  Global Politics at the end of the 20th Century
Breen 16:1 “The Work of Nations”; Breen 16:2 “A Declaration of Sustainability”;
Breen 16:3 “Social Responsibility: A Conservative View”

WEEK 17
M, Dec. 11  Revisiting the themes of Liberty, Equality, and Power

F, Dec. 15  Final Exam (8:00 to 10:00am)