

H106, American History since 1865

Instructor: Dakin Burdick
Section Number: 8540
Class time: 4:00-5:15 pm, Mondays & Wednesdays, Cavanaugh room 219
Office Hours: Immediately following class and on the discussion forum.
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History is the study of change over time, and the United States has changed a great deal since 1865. In 1865, it was a rural, agrarian and isolationist nation that had just survived a devastating Civil War. 3.9 million slaves (12.6% of the American population) had just been freed and the nation was struggling to educate and support them as citizens. Most of the rest of the population was British, Irish, German, or Spanish in background, and warfare still raged against the Plains Indians in the west. Women were still largely legal wards of their husbands and their families. People traveled by horse, boat or train. Thanks to the new German breweries, refrigeration was beginning to make inroads, but “iceboxes” were still mostly stocked with cubes of frozen lake water cut during the winter months and saved in sawdust until the summer. The study of the last one hundred and forty years is fascinating not only for the amount of change that has taken place, but also because that change directly shaped our lives today. During this class we will have three primary objectives:

- ✓ To better understand the general flow of events from 1865. Through the writing of your journal and by writing the final paper, you will create your own understanding of modern American history.
- ✓ To practice some of the analytical skills used by historians. By working on the webquests and on classroom exercises, you will practice the interpretation of evidence and argument, professional skills of the historian.
- ✓ To improve your writing skills. In all of the webquests, papers, and journal entries, you will practice writing that can interest and inform a variety of readers.

Here are a few things to keep in mind over the semester:

1. **History is more than memorization of facts.** Learning a basic chronology and being able to describe specific events of importance in American history is only the first step in actually doing history. History is the stories of everyone who came before us, and many have something to teach us about ourselves. It is in learning those stories and interpreting them for ourselves that history becomes both relevant and interesting.
2. **Historical “facts” often change.** Historians construct their own understanding of the past through their selection and interpretation of evidence of all types. Those constructions vary among individuals and among eras, so the story of history is always changing. But the skills of the historian remain much the same and can also be transported to other pursuits.
3. **History is for everyone, but not everyone writes history.** It is said that history is written by the powerful, and that the disadvantaged often fall between the cracks of history books. Remember as you read to look between the lines for evidence that tells us about the “other,” the person whose voice

is not being heard. It is the historian's job to tease out the story of *all* of the people from the evidence that has been preserved.

Required Texts:

- Riis, Jacob A., *How the Other Half Lives*. Penguin, 1997. ISBN: 0140436790
- Douglas, Susan J. *Where the Girls Are*. Three Rivers Press, 1995. ISBN: 0812925300
- Wright, Evan. *Generation Kill*. Berkeley Trade, 2005. ISBN: 042520040X

Optional Textbook

Most of the reading you will do in this class is in primary resources (ie. documents from the years we are studying), which will be discussed and enlarged upon in class. There is an online textbook at Digital History (http://www.digitalhistory.uh.edu/database/hyper_titles.cfm) if you want another resource to help bring the material together.

Using Oncourse: Part of this class will be online. In order to access the assignments and online elements of this class, you will have to login to IUPUI's course management system, called "Oncourse."

1. On your web browser, go to <https://oncourse1.iu.edu/portal>.
2. Click on the login button and enter your name and password. The button looks like this:



3. Enter your IUPUI username and password.
4. Look for the H106 tab and click on it. It looks like this:

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5. Be sure to look at the "Recent Announcements" and "Recent Discussion Items" boxes.
6. Explore the H106 site using the left hand navigation bar. "Help" is available at the bottom of the bar. In the Resources section in Oncourse, you will find the following documents:

- **concerning_plagiarism.doc** – MS-Word format document on plagiarism
- **identifying_tone.doc** – MS-Word document on identifying tone and bias within a reading
- **submitting_oncourse_assignments.ppt** – a PowerPoint presentation on how to submit an assignment in Oncourse
- **writing_tips.doc** – MS-Word document with various writing tips for this class

Discussion Forum/Online Office Hours: The discussion forum is a place for you to ask questions about class policies and topics, share resources, discuss upcoming assignments, and continue conversations begun in class. I urge you to take advantage of this resource.

Assignments and Grading:

The two lowest scores of your 15 webquests and 14 journals are dropped, which means you can earn a total of 1000 points throughout this course, broken down as follows:

12 Journals (worth 40 points each)	480 points
13 Webquests (worth 20 points each)	260 points
Classroom Participation (10 points each day)	280 points
First rough draft for final paper	40 points
Final paper	200 points
ePortfolio entry	40 points
TOTAL POINTS	1300 points

Journals (due Sunday night, 11:45 pm)

Each week you will prepare for class by reading the assigned material, developing your own identifications of relevant terms, and by writing short responses to questions about the readings *before* they are discussed in class. Your identifications and response questions make up your journal entry for each week. Submit the journal on Oncourse in the Assignments section.

Identifications (20 points total): In order to be able to discuss each period, there are certain key terms you will need to understand. I will give you a list of terms to prepare and you will research the term either on the web or in the library. You will write a 100 word identification of the term in your own words. These terms may be people, events, laws, concepts, places, etc. For each term, you should answer five questions:

- **Who:** Who is it? Who was involved in the event? Who passed the law?
- **What:** What is it? Define it as clearly as you can.
- **Where:** Where did they live? Where did the event take place?
- **When:** When did they live? When did the event take place?
- **Why:** Why is this term significant to the study of U.S. history? Why are we studying this person, place or thing?

Always assume the reader knows nothing about the topic, since you must demonstrate what you have learned.

Response Questions (20 points total): The other half of your weekly journal will consist of responses to questions about the readings. These will also be assigned in the Assignments section on Oncourse.

Webquests (due Tuesday night, 11:45 pm)

An essential element in historical work is the ability to interpret primary sources. Each week you will be given a different web-based assignment. This will usually be based around the reading of a primary source and will have you write a response to your reading of that material. The webquests will be discussed in Wednesday's class each week.

A lot of this class will involve work on the web. If you have questions about using the web, either submit a question in the discussion forum or email me directly. IUPUI's guide to using the web is found in "Inflite" at <http://inflite.ulib.iupui.edu/4/01goal.html>.

Final Paper

You will have a final paper of between 2,500 and 3,500 words due at the end of the course, which is intended to pull together what you have learned from the course. This paper will be in four parts:

1. **Research Question:** You will identify one trend or tendency you see in American life today that you wish to know more about. The paper you write throughout the semester will be based on that trend or tendency, so pick something you are very interested in. All research questions must be approved by the instructor, to make sure there is enough evidence to write the paper in this class. Here is a sample research question:

"Why did we go to war in Iraq?"

This question is too narrow, because the only evidence relating the war in Iraq will be at the very end of the class. A better question might be:

"Why does the United States go to war, and how has this changed since 1865?"

This allows you to bring in evidence from all wars we will look at, and allows you to demonstrate what you have learned from the class as a whole. It also examines change over time, which is the basis for historical studies. Other possible research questions might be:

- How has civil rights in America changed since 1865, and why?
- How has the American legal system changed since 1865, and why?
- How has the development of a global economy affected the American worker, and why?
- How has the government's role in the life of the American citizen changed since 1865, and why?
- How has the international standing of the United States changed since 1865, and why?
- How have gender relations changed in the United States since 1865, and why?
- In what ways does the President reflect the desires of the people, and in what way does he provide national leadership, and how has this changed since 1865?

2. **First Rough Draft:** Submit a rough draft of not less than 1000 words through Assignments on Oncourse. Use the "word count" function in MS-Word or whatever text editor you use. When writing the papers, keep these points in mind:

- Write for the reader. Write simple clear prose. Don't use big words when small ones will suffice.
- The prose should flow naturally. Try reading it aloud to a friend and correct anything that didn't make sense.
- These are academic papers, which are formal works and should not include slang or colloquialisms. Use language that is precise and clear.
- Use your own words and thoughts. Close the book before you write. If you look at what others have said on the web, close those windows before you write your own thoughts.

3. **Second Rough Draft:** Submit a rough draft of not less than 2000 words through Assignments on Oncourse, *and bring a copy of the paper to class.*
4. **Final Draft:** Submit a final draft of not less than 2,500 words and not more than 3,000 words through Assignments on Oncourse, *and bring a copy of the paper to class.*

Use the *Chicago Manual of Style*: All papers for this class should be written in Times New Roman font, size 12 regular, double-spaced, with a one inch margin on all sides. Citations and other conventions should agree with *The Chicago Manual of Style*, which is used by most historical journals. It is available at the University Library at the 2nd floor reference desk (PE1478 .C57 1993). A good web source for this style guide and others is http://www.lib.duke.edu/libguide/cite/works_cited.htm.

ePortfolio Entry

ePortfolio is being developed at IUPUI as a way of gathering data about student learning. At the end of the semester you'll be asked to pick the three webquests that you found most useful in learning how historians think in this class, and place those in an online matrix. Instructions on this will be given later in the semester.

Classroom Participation

This class should be a community of learners. Everyone should come to the class with an earnest desire to learn, and a respectful attitude towards their colleagues and instructor. Anything less interferes with the learning of everyone else in the class. Here are a few things to keep in mind:

- When discussing a topic, listen respectfully to what others have to say. Since this is a history class, each person will have his or her own interpretation of the evidence, and on some issues there will be strong feelings. Occasionally the topics in this course may lead to heated discussions over controversial perspectives. Remember that all students should feel free to speak their mind, but should also temper their speech and maintain a civil atmosphere.
- Each person has a responsibility to contribute his or her ideas to discussion. You should play an active role in the discussions and develop your ability to express your ideas. Do not remain quiet and let others speak for you.
- Let me know if you think something I say or do shows a lack of respect. I strongly believe that there should be mutual respect between instructor and students. Please communicate your concerns to me so that we can together keep the classroom friendly and helpful to everyone.

In grading classroom participation, everyone starts with 280 points out of a possible 280. *You can lose points (each class is worth 10 points) by not coming to class, coming late to class, leaving early, or by being discourteous to someone else in the class.*

Other Information

Make-ups, Illness: There are no make-ups for illness. Instead, your two lowest Journals and two lowest Webquests will be dropped when calculating the final grade.

Late assignments: It is important that you keep up with the coursework, so late assignments will drop

one letter grade each day they are late.

Extra credit: There is no extra credit for this course.

Administrative Withdrawal: A basic requirement of this course is that you will participate in class and conscientiously complete writing and reading assignments. Keep in touch with me if you are unable to attend class or complete an assignment on time. If you miss more than half our class meetings within the first four weeks of the semester without contacting me, you will be administratively withdrawn from this section. Our class meets twice per week; thus if you miss more than four classes in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

Academic Misconduct: Academic misconduct will *not* be tolerated and all cases will be reported. Examine the IU Code of Student Rights, Responsibilities, and Conduct at <http://life.iupui.edu/help/code.asp> and in particular examine the rules regarding academic misconduct at http://life.iupui.edu/help/docs/Part_3all.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 (see http://life.iupui.edu/help/docs/Part_4all.html#sanction). Please do not take such a huge risk with your academic career. Be aware that IUPUI faculty have access to Turnitin.com (<http://www.turnitin.com/static/home.html>), a web service that compares submitted texts to millions of paper in their database.

Academic Calendar, 2006: Can be found at <http://registrar.iupui.edu/enrollment/4062/cal4062.html>.

Class Schedule

This schedule is subject to change throughout the semester.

Day	Topic	Reading Assignment	Homework due the night before
Jan. 9	Introduction to class °Eid Al-Adhha begins tonight		
Jan. 11	Reconstruction		Webquest 1; Research question for final paper
Jan. 16	<i>Martin Luther King Jr. Day – No Classes</i>		
Jan. 18	New South		Journal 1; Webquest 2
Jan. 23	The Closing of the Frontier		Journal 2
Jan. 25	Industrial Growth		Webquest 3
Jan. 30	Labor		Journal 3
Feb. 1	Immigration & Political Machines		Webquest 4
Feb. 6	Rise of the Cities		Journal 4
Feb. 8	<i>How the Other Half Lives</i>	Riis	Webquest 5
Feb. 13	Populism		Journal 5
Feb. 15	Progressivism		Webquest 6

Feb. 20	Progressivism		Journal 6
Feb. 22	Imperialism		Webquest 7
Feb. 27	World War I		Journal 7; First rough draft of final paper
Mar. 1	Jazz Age		Webquest 8
Mar. 6	First New Deal		Journal 8
Mar. 8	Second New Deal		Webquest 9
Mar. 13	<i>Spring break – no class</i>		
Mar. 15	<i>Spring break – no class</i>		
Mar. 20	Origins of World War II		Journal 9
Mar. 22	World War II		Webquest 10
Mar. 27	The Cold War		Journal 10
Mar. 29	<i>Where the Girls Are</i>	Douglas	Webquest 11
Apr. 3	Civil Rights Movement		Journal 11; Second Rough draft of final paper
Apr. 5	Vietnam		Webquest 12
Apr. 10	Student Revolution		Journal 12
Apr. 12	Watergate Passover begins tonight		Webquest 13
Apr. 17	The Reagan Revolution		Journal 13
Apr. 19	Clinton		Webquest 14
Apr. 24	9-11 and after		Journal 14
Apr. 26	Iraq War	Wright	Webquest 15
May 1	Discuss final papers		Final Paper