

**H106: American History II, U.S. 1865-Present  
Sec. 21978**

Dr. Ryan Anderson

CA217: T/TH 12:00 – 1:15

Office Hours on T/TH 9:00-10 and by appointment

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**Introduction**

Why is it that people argue who is a true “American?” Have we, as a nation, ever agreed on what that means? What roles have work, play, class, race, ethnicity, and gender played in defining “American?” These are the issues that we will address this semester. To help the cause, I will provide you with materials (reading, primary sources, music, art, and lectures) that balance nuts and bolts historical data and topical information. This class is based in neither a “Grand Narrative,” nor an interpretive story: it rests some where between these two poles.

We have two primary goals this semester: **learning the historical knowledge befitting a college educated person and/or a person preparing for upper-division courses in history and developing higher order reading, thinking, and writing abilities.** As you might realize by this point, I expect the burden of learning to fall on your shoulders. My job is to act as a facilitator and yours is to take advantage of the tools I provide. In short, the quality of your grade depends on demonstrating the ability to acquire an education.

**Texts**

John Mack Faragher, *Out of Many*, Vol. II [ISBN: 0131951289]

Robert Marcus, *America Firsthand*, Vol. II [ISBN: 0312403623]

Samuel Hynes, *The Growing Seasons* [ISBN: 0142003964]

**Attendance**

I will take attendance and expect you not to miss class. You may not sign in if you enter class after the roll sheet passes. While I do not assign a point value for good attendance I will use it as a determining factor if you are within a point or so of a higher letter grade.

**Grading**

**There is no curve.**

Grading Scale

Midterm: 100 points

360 to 400 A

Final: 100 points

320 to 359 B

Long Essay: 100 points

280 to 319 C

Short Essays: 50 points each

240 to 279 D

Below 239 F

The two tests consist of an in-class essay and short answer identification questions taken from lecture and outside reading. **You are responsible for bringing your own blue books.**

## Long Essay

Your Long Essay will come from your reading of Samuel Hynes, *The Growing Seasons* and requires that you employ lecture and textbook material. It will be 3-5 pages in length and is due during week twelve. You must adhere to the formatting guidelines and rules for writing posted online. **The essay must be submitted as an attachment via Oncourse CL. If you email the paper, cut and paste it into Oncourse CL's message box, or turn in a hard copy, your grade will suffer.** I will provide you with the actual essay topic later this semester.

## Short Essays

Over the course of the semester, you will write two, 250-500 word informal essays discussing the readings from Robert Marcus, *America Firsthand*. **Everyone in the class must turn in "Short Essay Assignment One," due during Week Four.** You may pick which of the remaining three assignments you want to write after that. Keep in mind that there will be no extensions granted and no backtracking allowed. Each is worth from 0-50 points. Students may revise and resubmit their **first essay** after addressing my comments and try to better their work and grade. The purpose of these essays is to stimulate thinking about issues, questions, and problems raised by our study of American History. Over the course of the semester, you will discover, develop, and clarify your own ideas. You should do the appropriate reading and reflecting; then sit down and **answer one of the questions provided for that week.** Questions are prepared for only **four (4) weeks**, so be sure to plan which weeks you are going to write. The source you should use is listed before the question. See our class page on Oncourse CL for due dates and for submission. Please consult the formatting guidelines provided online. **The essay must be submitted as an attachment via Oncourse CL. If you email the paper, cut and paste it into Oncourse CL's message box, or turn in a hard copy, your grade will suffer.**

Please note that you must use Oncourse CL when submitting your Long and Short Essays. If you do not know how to use the assignment submission tools, it is your job to learn. Here is some information from IT to consult if you need a refresher:

*You can learn to use Oncourse CL on your own. Check out the feature demos and "Oncourse CL essentials" documents. Follow the Training & Support link on the Oncourse login page at: <http://oncourse.iu.edu/>*

*Questions? Contact UITS IT Training & Education at: [ittraining@iupui.edu](mailto:ittraining@iupui.edu) or 274-7383*

## Other Issues

Don't plagiarize or cheat. That means: don't write in conjunction with a classmate; don't Google the book title and "borrow" from other people; don't pay someone else to write it or accept a paper written by someone else; and if you've read the book and written a paper on it before (this means don't borrow directly from informal essays for the out-of-class essay), you must write a new paper. If you do any of these things or anything else dishonest (read up on the university policy if you're cloudy on what that means), **you will receive a zero with no chance of redemption.** I'll revisit this topic later in the semester to make sure I am explicitly clear.

If you must be absent for reasons of extreme emergency on the day of the test, you are required to contact me before the test starts to arrange a makeup. If you miss a test and don't contact me, your possible grade will drop one letter per school day.

I heartily encourage you to ask questions and participate in the conversation regarding course material, either in or out of class. You will learn more during your time in here (and beyond) if you consider contrary views and engage in conversation with the people who hold them. It goes without saying, that everyone in this class will receive equal respect. If you comport yourself in a manner that does not befit a university classroom, you will be excused.

Please keep in mind that you are not here alone: turn off your cell phones, do not read the newspaper or do homework in class, and if you're late, please enter in an unobtrusive fashion and take the nearest available seat. **To put it plainly, do nothing that will hinder your colleagues' education.**

## Course Calendar

### **Week One: 1/8-1/12**

Introduction  
Reconstruction

### **Week Two: 1/15-1/19**

Rich Folks and the Industrial Growth Spurt  
New Classes

### **Week Three: 1/22—1/26**

The Progressives and Adjusting America  
TR, Taft, and Wilson: Presidential Activism

### **Week Four: 1/29-2/2**

New Immigrants and African Americans on their Own  
The Culture of Realism  
*Short Essay Assignment #1*

### **Week Five: 2/5-2/9**

The Great War  
The First Red Scare and the KKK

### **Week Six: 2/ 12-2/16**

Harding, Coolidge, and the Business of the 1920s  
The Harlem Renaissance

### **Week Seven: 2/19-2/23**

All That Jazz  
The Traditional Twenties  
*Short Essay Assignment #2*

### **Week Eight: 2/26-3/2**

Midterm on 2/27  
The Depression: Hoover vs. FDR

### **Week Nine: 3/5-3/9**

Living Depressed  
The Second New Deal and the Coming of the War

### **Week Ten: 3/12-3/16**

*Spring Break*

### **Week Eleven: 3/19-3/23**

WWII and Homefront Shockwaves  
America becomes the Police

### **Week Twelve: 3/26-3/30**

Red Scare Redux  
Consumerism and Class in the 1950s  
*Long Essay on Hynes Due*

### **Week Thirteen: 4/2-4/6**

The Dangerous 1950s  
The Civil Rights Movement I  
*Short Essay Assignment #3*

### **Week Fourteen: 4/9-4/13**

Civil Rights Movement II  
Youth and the 1960s

### **Week Fifteen: 4/16-4/20**

Vietnam and Troubling Times  
Nixon and America's Loss of Faith

### **Week Sixteen: 4/23-4/27**

Success and Failure in the 1980s  
The Grungy 1990s  
*Short Essay Assignment #4*

### **Week Seventeen: 4/30—5/4**

*Final Exam: May 1 @ 10:30*