

History H106/Summer II 2007/Dr. Ashendel  
Office: CA 506  
Office Telephone: 278-9020  
Office Hours: 9:30-10:30 Tuesday and by appointment  
Email: aashende@iupui.edu

Required Readings:

*Making America*, volume 2

*Out of This Furnace*

*Hard Times*

*Lyndon B. Johnson and American Liberalism*

The instructor may change this syllabus.

“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](http://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; 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.

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 study skills, therefore, no tape recorders are allowed.

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 on

this matter is found in the *IUPUI Bulletin 2004-06*, pp. 36-8 and at <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 situations. It is located in UC 002 or at [stuadvoc@iupui.edu](mailto:stuadvoc@iupui.edu)

Assignments: Students will take two 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*, a quiz over *Hard Times*, and a quiz over *LBJ and American Liberalism*. The study questions for those quizzes are part of this syllabus.

Grading:

2 examinations @ 100 points	200
3 quizzes @ 50 points	150
Total points	350

Grades are based on a straight scale: 350-339=A+; 338-327=A; 326-315=A-; 314-303=B+; 302-292=B; 291-280= B-; 279-268=C+; 267-257=C; 256-245=C-; 244-233=D+; 232-221=D; 220-209= D-; 208 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. **NO EXTRA CREDIT WILL BE OFFERED.**

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

June 25: Introduction to the Course/Reconstruction

Read: MA Chapter 16

June 26: Rise of Big Business

Read: MA Chapter 17

June 27: No Class

July 2: Workers and Farmers

Read: MA Chapters 18 and 20

July 3: Progressives

Read: MA Chapter 21 and *Out of This Furnace*

July 4: HOLIDAY—NO CLASS

July 9: Progressives/**QUIZ** on *Out of This Furnace*

July 10: Imperialism

Read: MA Chapter 20

July 11: World War I  
Read: MA Chapter 22  
July 16: **EXAM I**  
July 17: The 1920s  
Read: MA Chapter 23  
July 18: Depression and the New Deal  
Read: MA Chapter 24  
July 23: World War II  
Read: MA Chapter 25  
**QUIZ** on *Hard Times*  
July 24: Cold War  
Read: MA Chapter 26 and 27  
July 25: Civil Rights  
Read: MA Chapter 28  
July 30: Vietnam  
Read: MA Chapter 29  
**QUIZ** on *LBJ*  
July 31: 1960s  
August 1: 1960s and beyond  
Read: MA Chapter 30  
August 6: **EXAM II**

Study Guide for *Out of This Furnace*

Be sure to read the Afterward before the novel.

Part One: Kracha: What sorts 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 sorts 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 did things change in the Slovak immigrant community from one generation to the next? How did the meaning of the American dream evolve over the course of the book? Did the characters ever consider themselves truly "American?" Why or why not?

Study Guide for *Hard Times*

You are required to read through page 281, omitting the sections entitled, "Bonnie Labor Boy" and "Sixteen Ton."

1. "The March" describes the Bonus March on Washington, D.C. Who were the Bonus Marchers? What was their goal? Did they succeed? (MORE QUESTIONS NEXT PAGE)

2. “Hard Travelin’” describes the ways people looked for work during the Depression. What types of jobs did people find? How did they find those jobs? How did people acquire food? Describe life in the Civilian Conservation Corps.
3. How did the families in “Big Money” and “Old Families” respond to the Depression?
4. What strikes are depicted in “Three Strikes?” What happened?
5. How did the farmers who were interviewed for the section entitled, “The Farmer is the Man,” respond to possible and actual foreclosures? How did they try to raise farm prices? Did they join any organizations? If so, what were they?
6. Using evidence from “Concerning the New Deal,” how did the government develop some of its New Deal programs?

### 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?

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?