

University of Indianapolis
School for Adult Learning

History 299-AU3: Indiana History

3 Credit Hours

Summer Session III, Wednesdays, 6:00-9:45 p.m., (July 16, 23, 30, August 6, 13, 2008)

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Office Hours: T,W,R, 5:00-6:00; or by appointment

Welcome to Indiana History!!

Tips for Success in This Class:

- Attend all classes.
- Complete the reading and writing assignments on time.
- Maintain a positive attitude.

Course Description:

Survey of the history of the state of Indiana from settlement to the present era. Emphasis is placed on the political, economic, social, and cultural development of the state.

Course Rationale:

The study of history not only makes us better citizens, it also empowers us as individuals. Learning about how people in the past lived, how they made choices, in the context of the past, helps us better understand ourselves and our world. History also encourages us to think analytically and provides the opportunity for developing reading and writing skills. The history of our state allows us to explore the past in a more intimate way as we look at the development of our own society and the foundations for our own time. Most Hoosiers know something about this subject, but many aspects of Indiana's past remain unexamined.

Goals and Objectives:

The course will survey the major events and developments in Indiana History from exploration to the present. The student will be introduced to the kinds of questions historians ask about the past and the ways in which they construct arguments about and interpretations of history. While you will learn something about specific people, places and events, the primary goal is to get you to think about how and why things happened the way they did, in the context in which they did. Other goals such as encouraging critical thinking, understanding historical contexts, engaging other learners and reflecting upon the past are also part of our objectives.

Upon completion of the course, students will be familiar with some of the major interpretations of Indiana History. The course also provides the opportunity for students to hone their critical thinking and writing skills. It is the instructor's goal to share his passion and excitement about the past with the students.

University and Student Learning Goals:

In this course, successful students will:

- Develop and sharpen their ability to critically analyze information. This course is designed to fulfill the university learning goal of critical thinking.
- Practice their reading and writing skills.
- Develop their historical consciousness through inquiry and critical thought.

Themes and Arguments of the Course:

Throughout the course, four main themes will be emphasized: environment (the land and human interaction with it); people (who lived in Indiana, what they did); religious faith (belief in the supernatural and how it intersected with the rest of society and culture); and power (the struggle for it, who has it, who doesn't). In addition to these four main themes, the course will address the importance of demographics, capitalism, liberty, democracy, race, gender, and ethnicity in the development of Indiana's history. The central events of the past--elections, political movements, economic trends--will be dealt with, but from a variety of perspectives. In other words, while the themes and structure of the course will be very traditional, the content will not always be. I will make many arguments throughout the course, but will emphasize two broad, philosophical arguments: 1) Indiana is not only a geographic and political designation, but has been and continues to be an idea/image in American culture; 2) history is made up of individual historical actors, each making choices within the contingency of time and place (i.e. history is people, making choices, in context). The lectures will usually be based on biography, as we try to look through the eyes of an individual (or group of individuals) and see the world (Indiana) from their perspective. This class will be taught as an open narrative, designed to raise more questions than it "answers," allowing for a wide variety of perspectives, interpretations and criticisms. Other historiographical points of view will be considered in the various readings and discussions, but the main goal is to allow you, the student, to be the historian, to think about a number of significant questions and issues in a variety of ways and to come to your own conclusions about Indiana History.

Books:

The following books are required for the course and should be read according to the schedule below:

Madison, *The Indiana Way*
Gray, ed., *Indiana History*

Assignments, Attendance, Grades:

1. Attend class, take effective lecture notes and participate in class discussions. Attendance almost always will be taken and is required. More than one (1) unexcused absences will result in the loss of all attendance/participation points. Excessive absence will result in an "F" for the course. 100 points (50 points attendance, 50 points participation).
2. Complete reading assignments on schedule. The readings should be read **BEFORE** the class meeting in which they are listed. You will use Madison, *The Indiana Way*, as a textbook and should try to read the entire book by the third class meeting.
3. Take a final exam. This will consist of a take-home essay that must be typed, double-spaced. 100 points.
4. Complete two writing assignments over readings in the Gray, *Indiana History* readings book. These must be typed, double-spaced, and should be about 3-4 pages in length. 100 points each. 200 points.

5. Visit one of the following sites related to Indiana History and complete a 3-4 page “field trip” report on your experience. You also must provide evidence of your visit (receipts, etc.). 100 points. You may choose from the following places: The Indiana Historical Society; Conner Prairie; The Indiana State Museum; The Speedway Museum; Benjamin Harrison House. Other places may be acceptable, but should be approved by the instructor BEFORE you visit for credit. The question(s) you must answer: How does this site relate to the broader context of Indiana History? How does a sense of place effect your understanding of history?

Grading Scale:

Grades will be on a 100 point scale. There are 500 total points for the class.

Assignment Scale:

At the end of the course:

94-100	A	465-500	A
90-93	A-	450-464	A-
87-89	B+	435-449	B+
84-86	B	420-434	B
80-83	B-	400-419	B-
77-79	C+	385-399	C+
74-76	C	370-384	C
70-73	C-	350-369	C-
67-69	D+	335-349	D+
64-66	D	320-334	D
60-63	D-	300-319	D-
below 60	F	Below 300	F

NOTE: If you have a documented disability that may require assistance, you will need to contact the appropriate office at the university if you have not already done so. The BUILD Program may be reached at 788-3536 or contact your academic advisor.

Plagiarism: Plagiarism is defined as turning in someone else’s work as your own. This means that you cannot copy verbatim from a source without using quotation marks and providing a citation. It means that you cannot copy and paste information from on-line, that you cannot copy someone else’s paper or turn in a “group paper” instead of writing your own. If you plagiarize, you will receive a zero for that assignment and a report of the incident will be sent to the School for Adult Learning to be placed in your permanent file.

Schedule:

This is a tentative schedule--there may be overlap.

Week One:

Introduction to the Course

The World(s) of Prehistoric Peoples and the Miami: How and why did the cultures of the original inhabitants of Indiana develop?

Read: Madison, ch. 1; Gray, Introduction and ch. 1

The World of Vincennes: How and why did the first European settlers come to Indiana?

The World of Little Turtle: What choices did Native Americans have in the face of European and American expansion?

Read: Madison, ch. 2; Gray, ch. 2

The World of Anna Tuthill Symmes Harrison: What kinds of families existed in early Indiana? How and why were they structured? What role did women play on the frontier?

Gray Essay #1 Due: Historians have argued about the significance of the American Revolution for the history of Indiana. Some scholars see this era as a defining moment for the state, while others disagree, emphasizing earlier or later developments that had more influence in shaping the history and culture of Indiana. Based on your reading of the articles and documents in chapter two of the reader, what was the significance of the era of the American Revolution for the state of Indiana? Why? Be sure to provide specific evidence from the readings to support your thesis. 100 points.

Week Two:

The World of Tenskwatawa: How and why did the Indians resist the loss of Indiana to the United States?

Read: Madison, ch. 3; Gray, ch. 3

The World of Jonathan Jennings: How and why did Indiana become a state?

The World of the Second Great Awakening: How and why did Evangelical Protestant Christianity change the development of Indiana?

The World of New Harmony: How and why did the Harmonists and Owenites create Utopia in Indiana?

The World of Calvin Fletcher: What was life like for settlers on the Indiana frontier?

Read: Madison, chs. 4-6; Gray, ch. 4

Try to complete Madison, *The Indiana Way* by the third class meeting.

Week Three:

The World of William Hendricks: How and why did Indiana politics develop in the early nineteenth century?

Read: Madison, chs. 7 & 10; Gray, ch. 5

The World of Governor Morton: How and why did the Civil War change the development of Indiana?

The World of the Gas Boom: How and why did big business develop in Indiana in the late nineteenth century?

The World of the Crusaders: How and why did the Populists and Progressives change the development of Indiana?

Read: Madison, chs. 8, 9, & 11; Gray, ch. 6

Gray Essay #2 Due: Choose one article from either chapter 5 or 6 in the reader and write a review essay of it. Your essay should address the author's argument and include a summary of content as well as provide criticism (both positive and/or negative) of the article. 100 points.

Week Four:

The World of Governor McNutt: How and why did the Great Depression change the development of Indiana?

Read: Madison, ch. 14; Gray, ch. 7 & ch. 9

The World of World War II: How and why did Indiana change during the second World War?

Read: Gray, ch. 10

The World of William Jenner: How and why did politics develop in Indiana after 1945?

Week Five:

Last Possible Date to turn in Field-Trip Assignment! 100 Points.

The World of the Indy 500: How and why did auto racing become such an important part of Indiana culture? [Note: This lecture might be replaced!]

Read: Madison, ch. 12 & 13; Gray, ch. 8

The World of Eli Lilly Corporation: How and why did economics change in the course of the twentieth century?

Discussion: Culture and Society in Indiana Today

Read: Madison, ch. 15; Gray, ch. 11

Final Exam due: Due by 12:00 p.m. (noon) on the Monday after the class is over. Must be submitted via e-mail to: afuller@uindy.edu.

About Your Instructor:

A. James Fuller, Ph.D., is an Associate Professor of History at the University of Indianapolis. He earned three degrees, including his Ph.D. in American History and World History, at Miami University, Ohio, in 1995. He has taught full-time at the University of Indianapolis since 1999 and was awarded tenure in 2005. Before coming to UIndy, he taught at the Community College of Southern Nevada, in Las Vegas, where adult learners made up the vast majority of the students in the seven large classes (50 students) he taught every semester. Fuller specializes in early American History, especially the Early Republic and the Civil War. He has published four books, including *Chaplain to the Confederacy: Basil Manly and Baptist Life in the Old South*; *Contending Voices: Biographical Explorations of the American Past*; and *America, War and Power: Defining the State, 1775-2005*. His current project is a biography of Oliver Morton, Indiana's Civil War governor. In addition to traditional scholarship, his work includes map editing; writing teacher's guides to using historical maps and atlases; and conference paper presentations on the Civil War in Film and the Old West in Film. Presently, Fuller is President of the Indiana Association of Historians and he serves on a number of different university committees and state organizations. A country boy at heart, Fuller loves the outdoors and likes to spend a lot of time in the woods or in the garden. One of his hobbies is amateur forestry. His wife, Brenda, works for Smith Barney, a division of Citigroup, in their downtown office. They have a two-year-old son, Carson. Brenda underwent surgery for ovarian cancer on June 27, 2008, and is in recovery. Her health situation may interfere with this class, but no meetings will be canceled.