

**HIST 39500 (CRN 16381, 3 credits)**  
**Undergraduate Research Seminar: Purdue Changemakers, 1940-2000**  
**Fall 2020**  
**T/TH 9:00-10:15, BRNG 1242**

Professor Gabin  
UNIV 121  
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Student Hours:  
Tuesdays 1:30-2:30 in person/by phone/on zoom  
Other days and times by appointment

The pandemic continues to unsettle how we teach and learn at Purdue University. I opted to teach this course as a hybrid, with face-to-face class meetings early in the semester and remote/virtual class and individual meetings after September. I suspect this will change sooner rather than later and we will at some point move entirely online. And if we find the face-to-face class meetings too weird and awkward with the masks and social distancing, we might switch to remote sessions even if the university does not. It is important for us to be patient, flexible, and supportive as we proceed this semester. Please feel free to ask questions and express concerns at any time.

This course will introduce students to the methods of historical research and writing by focusing on the change makers at Purdue University in the second half of the twentieth century. Higher education shaped and was shaped by the diverse political and social movements of the modern era. How was change made at Purdue University? Who were the changemakers? Who fostered, organized, provoked, and implemented change? We will investigate this history using the digitized holdings of the Purdue University Archives and Special Collections. These include club and organizational records, printed publications such as the *Debris* and the *Purdue Exponent*, personal collections, photographs and films, administrative files, course catalogs and syllabi, and interviews and oral histories. We can examine: the changing character of student life in all its dimensions; campus involvement in protest and political activism; the consequences of Title IX for athletics and all academic programs; the transformation of curricula and research; the development of new disciplinary programs; the transformation of military service on campus; and changing views and practice of diversity. Students will write a research paper on a topic of their own choosing and based on their own work in these kinds of original sources.

Learning outcomes

As you find a topic, develop a research question, find and evaluate sources, construct an argument, and write a paper, you will learn how to:

- Distinguish between primary and secondary sources.
- Analyze arguments and interpretations and recognize interpretive conflicts.
- Identify, analyze and incorporate primary source material into scholarly investigations and analyses.
- Develop writing as a multi-step process.

The following paperback book is required for the course:

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 9/e (2018)

Other assigned reading and viewing are available on Brightspace as pdfs, library links, and internet links.

You can access the course via Brightspace. There you will find the syllabus, other assigned reading and viewing, other course material such as reading questions and research guides, the writing assignments, and grades.

**COURSE SCHEDULE AND CALENDAR**

Tu 8/25 [Introductions](#)

Th 8/27 [Campuses as sites for change](#)

**Read for discussion:**

John Norberg, [Ever True: 150 Years of Giant Leaps at Purdue University](#), Chapters 22-26, E-Book in library  
John R. Thelin, [Going to College in the Sixties](#), Chapter 1, E-Book in library

**Browse** two volumes of *The Debris*, the Purdue student yearbook, one from the years 1940-1955 and one from the years 1956-1970 and evaluate the editorial content, photographs and illustrations as evidence of change and continuity between 1940 and 1970. Take notes for our discussion but you do not have to hand them in. <https://earchives.lib.purdue.edu/digital/collection/debris/search>

Tu 9/1 Campuses as sites for change

**Read and view for discussion:**

Thelin, *Going to College in the Sixties*, Chapters 3-4, E-Book in library

*Berkeley in the Sixties*, selected chapters, <https://purdue.kanopy.com/product/berkeley-sixties-0>

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, Chapters 1-3

**Write:**

Respond to prompts in a 300-500 word essay. Essay is due in Brightspace by Tues., Sept. 1, 9:00 a.m.

Th 9/3 Campuses as sites for change

**Read for discussion:**

Norberg, *Ever True*, Chapter 27, E-Book in library

Mary Ann Wynkoop, [Dissent in the Heartland : The Sixties at Indiana University](#), Chapter 4, E-Book in library

**Browse for discussion:**

<http://collections.libraries.indiana.edu/iubarchives/exhibits/show/studentdemonstrationsatiu1970>

<http://collections.libraries.indiana.edu/iubarchives/exhibits/show/studentdemonstrationsatiu>

Tu 9/8 Campuses as sites for change

**Read and view for discussion:**

Thelin, *Going to College in the Sixties*, Chapter 5, E-Book in library

*Black Purdue* <https://www.youtube.com/watch?v=IMaQyMyQpDc>

*Agents of Change: The Longest Student Strike in U.S. History* <https://purdue.kanopy.com/product/agents-change-2>

**Write:**

Respond to prompts in a 300-500 word essay. Essay is due in Brightspace by Tues., Sept. 8, 9:00 a.m.

Th 9/10 Purdue Digital Archives

**Zoom meeting:** Katey Watson, the France A. Córdoba Archivist, Purdue Archives & Special Collections, will orient us to archives and archival research.

**Read:**

Rampolla, *A Pocket Guide to Writing in History*, Chapters 4-5

Tu 9/15 Campuses as sites for change

**Read for discussion:**

Norberg, *Ever True*, Chapter 29-31 (pp.267-295)

Angie Klink, [The Deans' Bible: Five Purdue Women and Their Quest for Equality](#), selected chapters, E-Book in library

Other articles to be decided

**Write:**

Respond to prompts in a 300-500 word essay. Essay is due in Brightspace by Tues., Sept. 15, 9:00 a.m.

Th 9/17 Campuses as sites for change

**Read for discussion:**

Selected blog posts

Selected volumes/issues of the *Debris* and the *Exponent*

Tu 9/22 Defining Topics and Finding Sources, Part 1

**Read for discussion:**

Rampolla, *A Pocket Guide to Writing in History*, Chapters 6-7

Th 9/24 Defining Topics and Finding Sources, Part 2

**Zoom meeting:** Katey Watson will answer all your research questions.

Tu 9/29 No class meeting. Work on topics and bibliography.

Th 10/1 No class meeting. Work on topics and bibliography.

Tu 10/6 Paper topics day—class will meet on zoom.

Preliminary paper topic statement and bibliography are due today. Seven students will introduce their projects.

Th 10/8 Paper topics day—class will meet on zoom.

Preliminary paper topic statement and bibliography are due today. Eight students will introduce their projects.

Tu 10/13 No class meeting. Work on proposals.

Th 10/15 No class meeting. Work on proposals.

Tu 10/20 Class will meet on zoom for document share. Paper proposals due.

Th 10/22 Class will meet on zoom for document share. Paper proposals due.

Tu 10/27 No class meeting. Research.

Th 10/29 No class meeting. Research.

Tu 11/3 No class meeting. Research.

Th 11/5 No class meeting. Outlines due by 5 p.m.

Tu 11/10 No class meeting. Research and writing.

Th 11/12 No class meeting. Research and writing.

Tu 11/17 No class meeting. Research and writing.

Th 11/19 No class meeting. Paper drafts due Friday 11/20 by 5 p.m.

Tu 11/24 Class will meet on zoom for peer evaluations.

Th 11/26 Thanksgiving—no class meeting.

Tu 12/1 No class meeting. Revise papers.

Th 12/3 No class meeting. Revise papers.

Tu 12/8 Final exam week--no class meeting.

Th 12/10 Final exam week—no class meeting. Final papers due by 10 pm.

## GRADED TASKS AND ASSIGNMENTS

### Class Participation:

The success of a seminar depends greatly on the willingness of everyone to participate actively in discussion. It also depends on everyone having read and viewed the assigned material. The quality as well as the frequency of your participation in discussion (including student presentation days) will be factored into your grade for the course. I will use the following system in grading class participation: attendance without any participation in the discussion will earn a C (or 2.0) for that day; participation in discussion will earn a score ranging from B (3.0) to A (4.0) for that day. At the end of the semester, I will drop the two lowest discussion grades, average the remaining discussion grades, and weight it 25%.

### Essay Assignments:

In the first four weeks of the semester, you will write three 300-500 word essays responding to prompts based on the assigned reading and viewing material. Each essay will be worth 0- 5 points.

### Research Paper:

You will select a research topic, devise an appropriate bibliography of secondary and primary sources, and write a 12-15 page paper that relies on primary sources in making its argument and is formatted according to the style sheet in Rampolla, *A Pocket Guide to Writing in History*. We will discuss possible topics in class, but you also should feel free to devise your own in consultation with me. Additional guides will describe the research paper in greater detail. Here are the important steps, due dates, and point values.

- A preliminary topic statement and bibliography are due October 6-8 for 0-5 points.
- A document presentation and paper proposal are due October 20-22 for 0-10 points.
- An outline of the paper is due November 5 for 0-5 points.
- A draft of the paper is due November 20 for 0-10 points.
- Peer evaluations are due November 24 for 0-5 points.
- A final revised version of the papers is due December 10 for 0-25 points.

### To summarize:

Discussion	25 percent
Essay assignments	15 percent
Research paper (all steps)	60 percent

## ACADEMIC INTEGRITY

Purdue University and this professor prohibit “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.” (University Regulations, Part 5, Section III, B, 2, a). In this class, it will lead to a failing grade (0) on the assignment. Depending on the severity of the incident, it may lead to further consequences. And you should know that faculty members are expected to report all cases of plagiarism to the Office of the Dean of Students. For a set of helpful guidelines, see: <https://www.purdue.edu/odos/osrr/academic-integrity/index.html>

Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging the source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of any writer, including other student writers. Plagiarism means reproducing or paraphrasing the words or ideas of someone else without proper attribution, and passing this work off as one's own. For more discussion of academic dishonesty, see Chapter 6 in Rampolla, *A Pocket Guide to Writing in History* and the Online Writing Lab’s discussion and guidelines for avoiding plagiarism at: [https://owl.purdue.edu/owl/research\\_and\\_citation/using\\_research/avoiding\\_plagiarism/index.html](https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html)

## ACCESSIBILITY AND ACCOMMODATIONS

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

## MENTAL HEALTH

- If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/>. Sign in and find information and tools at any time.
- If you need support and information about options and resources, please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).
- If you are struggling and need mental health services, Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

## DIVERSITY & INCLUSION

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach their own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy is at [http://www.purdue.edu/purdue/ea\\_eou\\_statement.html](http://www.purdue.edu/purdue/ea_eou_statement.html).

## UNIVERSITY EMERGENCY POLICY

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Any changes will be posted, once the course resumes, on the course website. Here are ways to get information about changes in this course: my email address [ngabin@purdue.edu](mailto:ngabin@purdue.edu), my office phone 765-494-4141, and the History Department main office phone: 765-494-4132. I expect you to read your @purdue.edu email on a frequent basis.

Please review the Emergency Preparedness website:

[http://www.purdue.edu/ehps/emergency\\_preparedness/index.html](http://www.purdue.edu/ehps/emergency_preparedness/index.html)

## ACADEMIC GUIDANCE IN THE EVENT A STUDENT IS QUARANTINED/ISOLATED

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at [acmq@purdue.edu](mailto:acmq@purdue.edu) and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students ([odos@purdue.edu](mailto:odos@purdue.edu)) is also available to support you should this situation occur.

## HEALTH AND SAFETY GUIDELINES

The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask [in classrooms and campus building](#), at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.