

**History 103 – Early America: From Colonization to Civil War and Reconstruction  
(CRN #15371)**

**Spring Semester 2018**

**MW Lecture 10:00-10:50, Science & Engineering South, Room 130; Sections on  
Fridays**

**(Note: This syllabus is subject to change during the semester if I deem it  
necessary.)**

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**Teaching Assistants**

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**Office Hours:** T 11:00-1:00 and by  
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**Office Hours:** MW 11:00-11:50 and by  
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**Sections:** F 9:00-9:50 BSB 215; F  
10:00-10:50 ETMSW 2219

**Sections:** F 9:00-9:50 SH 215; F 10:00-  
10:50 ETMSW 2217

**Course Description**

The U.S. that we know today has its roots in the colonial ambitions of Europe over half a millennia distant. This course traces the path of U.S. history from the period when there were no Europeans at all in North America to the emergence of the U.S. as a recognizably modern nation-state in the 19<sup>th</sup> century. We will focus on the individuals, organizations, and ideas that contributed to these developments in a number of different areas, including but not limited to:

the impact of contact and colonization on Europeans and Native Americans; the economic motivations of colonial settlement and the creation of modern slavery; the importance of republicanism and constitutionalism on American political development; the emergence of modern capitalism; the geographic expansion of the United States and the conflicts brought about by such expansion; and the importance of race, gender, and class in politics and culture. I expect students to finish this course with a firm understanding of the basic narrative of early American history as well as a grasp on how the study of history is an ongoing argument focused on interpretations rather than the memorization of a fixed set of facts.

### **Required Texts**

Kevin Schultz, *HIST, Vol. 1: U.S. History Through 1877*, 5<sup>th</sup> edition (Wadsworth, 2018)

Eric Foner, *Voices of Freedom: A Documentary History*, Vol. 1, 5<sup>th</sup> ed. (W.W. Norton & Company, 2017)

Olaudah Equiano, Robert J. Allison, ed., *The Interesting Narrative of the Life of Olaudah Equiano, Written By Himself*, 3<sup>rd</sup> Edition (Bedford/St. Martins, 2016)

Harry L. Watson, *Andrew Jackson vs. Henry Clay: Democracy and Development in Antebellum America* (Bedford/St. Martins, 1998)

### **Course Blackboard Page URL:**

[https://uic.blackboard.com/webapps/blackboard/execute/courseMain?course\\_id=130109\\_1](https://uic.blackboard.com/webapps/blackboard/execute/courseMain?course_id=130109_1)

### **Grading Breakdown**

Attendance/Participation	10%
Paper #1	20%
Midterm Exam	20%
Paper #2	25%

Final Exam

25%

### **Attendance/Participation**

Attendance will be taken in lecture and in sections. You will be allowed two unexcused absences each from lecture and from sections during the semester – any further unexcused absences will result in penalties to your attendance/participation grade. I consider regular attendance mandatory, but simple attendance is not enough to ensure you anything more than an average grade. Participation in sections is an important part of your grade as that is the entire point of discussion sections. The TAs may also use weekly quizzes as a method of ensuring close attention to the readings.

Some tips for successful class participation:

1. Always bring necessary texts and assigned readings to class.
2. Take notes on the assigned readings. Try to pick out the main ideas, arguments, and themes of the material. Make a special note of material you find confusing or material that you find especially thought-provoking. Be sure to mark such passages for easy reference.
3. Participate in class discussions. This would include questions, short comments, extended opinions, and everything in between. You should feel comfortable engaging with the material from any angle.
4. Participation should be respectful and thoughtful. Every student is entitled to their viewpoint and should be able to express it.

For this course we will also be using the Packback Questions platform which will count towards your participation grade. The platform is designed to extend our

conversations beyond the classroom and to encourage your historical curiosity. In order to receive full participation points you will be required, starting with the second week of the course, to post a minimum of **either 1 question or 2 answers (depending on the week)** relevant to the course. This is the minimum – more posting is obviously encouraged. Questions should follow the Packback guidelines and focus on open-ended questions designed to force you and your fellow classmates to critically examine themes and topics raised during the course.

The posting schedule is as follows:

**Abdallah-Martinez**

**Questions:** Weeks 2, 4, 6, 10, 13, 15

**Answers:** Weeks 3, 5, 7, 9, 12, 14

**Martynioux-Zheng**

**Questions:** 3, 5, 7, 9, 12, 14

**Answers:** 2, 4, 6, 10, 13, 15

There will be a **Thursday 11:59 PM deadline** for submissions in our community each week. Each week is treated as an assignment and you must participate each week - consistency is important for us to foster a great community for learning and curiosity.

**To start posting on Packback Questions:**

1. Navigate to <https://Packback.co/questions> and click “Register as a new student”. There is a nominal fee for use of the website that you will pay upon registration.

Note: If you already have an account on Packback Books (rental site) you can log in with your login credentials.

2. Make sure to register with your SCHOOL email address and real first name and last name, **or I won't be able to grade your participation.**
3. Enter our class community's access code into the “Join a new Community” module on your dashboard.

**Our Community access code:** E5DDEEC8-A15C-46B1-9EE4-A5EEEE73224C

- 4. Follow the instructions on your screen to finish registration, and then click into our class Curiosity Community. You can make your first post by clicking the gold “Ask a Question” button.**

For a brief introduction to Packback Questions and why we are using it in class, watch this video: [vimeo.com/packback/Welcome-to-Packback-Questions](https://vimeo.com/packback/Welcome-to-Packback-Questions)

### **Papers**

You will write two 3-5 page analytical papers over the course of the semester. These papers will be based upon the two additional assigned readings. The papers are designed to test your critical thinking and writing skills applied to historical concepts. Further instructions will be handed out at the appropriate times.

### **Exams**

Both of the exams will be in-class closed-book exams. The exams will consist of separate sections of significance ID responses and essay questions. Further instructions will be handed out at the appropriate times.

### **Late Paper/Makeup Exam Policy**

We will accept late papers, but late papers will be penalized one letter grade for every day that they are delinquent. Extensions will only be granted under extraordinary circumstances. No make-up exams will be granted without a valid excuse. Make-up exams must be scheduled well ahead of time except in extraordinary cases.

### **Academic Integrity**

Plagiarism is the conscious use of the work or ideas of others without attribution. Submitting written work created by someone else, or using the words

or ideas of another without citation, constitutes an act of plagiarism in the context of this course. In cases of identified plagiarism the student will receive a grade of F for the assignment. As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:

<http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>

### **Religious Holidays**

Students who wish to observe their religious holidays should notify me by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student should notify me at least five days in advance of the date when he/she will be absent. I will make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

Religious holidays calendar: <http://oae.uic.edu/religious-calendar/>

### **Academic Deadlines**

There are a number of important deadlines to keep in mind during the semester, especially the final day to withdraw from courses. Consult this URL for those deadlines: <https://catalog.uic.edu/ucats/academic-calendar/>

## **Accommodations**

Concerning disabled students, the University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for full access and participation in UIC Programs must be registered with the Disability Resource Center (DRC). Please contact DRC at (312) 413-2183 (voice) or (312) 413- 0123 (TDD).

## **Classroom Policies**

The use of electronic devices is not permitted. If you have a disability which makes using a laptop necessary please see me individually. Cell phones will be put away for the duration of the class unless necessary for an emergency. Food and drink are allowed within reason.

## **Course Schedule**

Week	Date	Topic	Readings/Assignment
Week 1	Mon. Jan. 15 <sup>th</sup>	MARTIN LUTHER KING, JR. DAY – NO CLASS	
	Wed. Jan. 17 <sup>th</sup>	Introduction	
	Fri. Jan. 19 <sup>th</sup>		• Foner, p. xv-xviii
Week 2	Mon. Jan. 22 <sup>nd</sup>	Before Europeans: Pre- Columbian America	• Schultz, p. 2-15
	Wed. Jan. 24 <sup>th</sup>	Contact and Conflict: Europe Comes to the Americas	• Schultz, p. 15-34
	Fri. Jan. 26 <sup>th</sup>		• Foner, p. 1-22
Week 3	Mon. Jan. 29 <sup>th</sup>	Colonization in the 17 <sup>th</sup> Century: Southern Beginnings	• Schultz, p. 34-37

	Wed. Jan. 31 <sup>st</sup>	Colonization in the 17 <sup>th</sup> Century: New England	<ul style="list-style-type: none"> <li>• Schultz, p. 37-43</li> </ul>
	Fri. Feb. 2 <sup>nd</sup>		<ul style="list-style-type: none"> <li>• Foner, p. 23-42</li> </ul>
Week 4	Mon. Feb. 5 <sup>th</sup>	Colonization in the 17 <sup>th</sup> Century: Middle Colonies and Imperial Authority	<ul style="list-style-type: none"> <li>• Schultz, p. 44-56</li> <li>• Begin reading Equiano</li> </ul>
	Wed. Feb. 7 <sup>th</sup>	Colonization in the 17 <sup>th</sup> Century: Social Conflict and the Rise of Slavery	<ul style="list-style-type: none"> <li>• Schultz, p. 56-61</li> </ul>
	Fri. Feb. 9 <sup>th</sup>		<ul style="list-style-type: none"> <li>• Foner, p. 42-54</li> </ul>
Week 5	Mon. Feb. 12 <sup>th</sup>	Colonial Regions in the 18 <sup>th</sup> Century	<ul style="list-style-type: none"> <li>• Schultz, p. 62-71</li> </ul>
	Wed. Feb. 14 <sup>th</sup>	An Empire of Slavery	<ul style="list-style-type: none"> <li>• Schultz, p. 75-79</li> </ul>
	Fri. Feb. 16 <sup>th</sup>		<ul style="list-style-type: none"> <li>• Foner, p. 54-72</li> </ul>
Week 6	Mon. Feb. 19 <sup>th</sup>	Creating British North America in the 18 <sup>th</sup> Century	<ul style="list-style-type: none"> <li>• Schultz, p. 71-75, 79-85</li> </ul>
	Wed. Feb. 21 <sup>st</sup>	The Colonial Crisis in the Mid- 18 <sup>th</sup> Century	<ul style="list-style-type: none"> <li>• Schultz, p. 86-103</li> <li>• PAPER #1 DUE IN CLASS</li> </ul>
	Fri. Feb. 23 <sup>rd</sup>		<ul style="list-style-type: none"> <li>• Foner, p. 72-96</li> </ul>
Week 7	Mon. Feb. 26 <sup>th</sup>	The “Glorious Cause”: The War for Independence	<ul style="list-style-type: none"> <li>• Schultz, p. 104- 123</li> </ul>
	Wed. Feb. 28 <sup>th</sup>	Creating the Republic: The Confederation Experiment	<ul style="list-style-type: none"> <li>• Schultz, p. 124- 132</li> </ul>
	Fri. Mar. 2 <sup>nd</sup>		<ul style="list-style-type: none"> <li>• Foner, p. 96-122</li> </ul>
Week 8	Mon. Mar. 5 <sup>th</sup>	Creating the Republic: A Conservative Revolution?	<ul style="list-style-type: none"> <li>• Schultz, p. 132- 141</li> </ul>
	Wed. Mar. 7 <sup>th</sup>	Midterm Review	<ul style="list-style-type: none"> <li>• Review material</li> </ul>
	Fri. Mar. 9 <sup>th</sup>		<ul style="list-style-type: none"> <li>• Foner, p. 123-140</li> </ul>
Week 9	Mon. Mar. 12 <sup>th</sup>	MIDTERM EXAM	<ul style="list-style-type: none"> <li>• STUDY!!!</li> </ul>
	Wed. Mar. 14 <sup>th</sup>	The 1790s: The Republic Emerges	<ul style="list-style-type: none"> <li>• Schultz, p. 142- 159</li> </ul>
	Fri. Mar. 16 <sup>th</sup>		<ul style="list-style-type: none"> <li>• Foner, p. 141-154</li> </ul>
Week 10	Mon. Mar. 19 <sup>th</sup>	Jeffersonian America: Land and Liberty (But Not for All)	<ul style="list-style-type: none"> <li>• Schultz, p. 160- 166</li> </ul>

			<ul style="list-style-type: none"> <li>• Begin reading Watson</li> </ul>
	Wed. Mar. 21 <sup>st</sup>	War of 1812 and the Era of “Good Feelings”	<ul style="list-style-type: none"> <li>• Schultz, p. 166-173</li> </ul>
	Fri. Mar. 23 <sup>rd</sup>		<ul style="list-style-type: none"> <li>• Foner, p. 154-164, 187-194</li> </ul>
Week 11	Mon. Mar. 26 <sup>th</sup>	SPRING BREAK – NO CLASS	
	Wed. Mar. 28 <sup>th</sup>	SPRING BREAK – NO CLASS	
	Fri. Mar. 30 <sup>th</sup>	SPRING BREAK – NO CLASS	
Week 12	Mon. Apr. 2 <sup>nd</sup>	The Market Revolution (Or Was It?)	<ul style="list-style-type: none"> <li>• Schultz, p. 174-187</li> </ul>
	Wed. Apr. 4 <sup>th</sup>	Jacksonian America: Log Cabins and “Monster” Banks	<ul style="list-style-type: none"> <li>• Schultz, p. 196-211</li> </ul>
	Fri. Apr. 6 <sup>th</sup>		<ul style="list-style-type: none"> <li>• Foner, p. 165-186, 194-206</li> </ul>
Week 13	Mon. Apr. 9 <sup>th</sup>	Jacksonian America: Equalizing and Emancipating	<ul style="list-style-type: none"> <li>• Schultz, p. 187-195</li> </ul>
	Wed. Apr. 11 <sup>th</sup>	Westward Expansion: Manifest (or Manufactured?) Destiny	<ul style="list-style-type: none"> <li>• Schultz, p. 232-247</li> <li>• PAPER #2 DUE IN CLASS</li> </ul>
	Fri. Apr. 13 <sup>th</sup>		<ul style="list-style-type: none"> <li>• Foner, p. 225-265, 269-272</li> </ul>
Week 14	Mon. Apr. 16 <sup>th</sup>	The Great Disjuncture: The Urbanizing North	<ul style="list-style-type: none"> <li>• Schultz, p. 212-221</li> </ul>
	Wed. Apr. 18 <sup>th</sup>	The Great Disjuncture: The Creation of a Slave Society in the American South	<ul style="list-style-type: none"> <li>• Schultz, p. 221-231</li> </ul>
	Fri. Apr. 20 <sup>th</sup>		<ul style="list-style-type: none"> <li>• Foner, p. 207-224</li> </ul>
Week 15	Mon. Apr. 23 <sup>rd</sup>	Disunion: The 1850s and the Sectional Crisis	<ul style="list-style-type: none"> <li>• Schultz, p. 248-267</li> </ul>
	Wed. Apr. 25 <sup>th</sup>	The Civil War: The Union Broken and Remade	<ul style="list-style-type: none"> <li>• Schultz, p. 268-289</li> </ul>
	Fri. Apr. 27 <sup>th</sup>		<ul style="list-style-type: none"> <li>• Foner, p. 265-268, 272-279, 280-303</li> </ul>

Week 16	Mon. Apr. 30 <sup>th</sup>	Reconstruction: A Revolution Confounded	<ul style="list-style-type: none"> <li>• Schultz, p. 290-307</li> </ul>
	Wed. May 2 <sup>nd</sup>	Course Conclusion/Review	<ul style="list-style-type: none"> <li>• Review material</li> </ul>
	Fri. May 4 <sup>th</sup>		<ul style="list-style-type: none"> <li>• Foner, p. 304-330</li> </ul>
Week 17	Fri. May 11th	FINAL EXAM 10:30 AM – 12:30 PM	<ul style="list-style-type: none"> <li>• STUDY!!!</li> </ul>