

# HISTORY 103: U.S. History to 1877 Spring 2020

Class meeting time: MW 2:00-2:50PM  
Class location: Lecture Center F, Room 3

**Instructor:** Bao Bui

**E-mail:** longbui2@uic.edu

**Office Hours:** Tuesday & Thursday 3-4:30PM, and by appointment.

**Office:** University Hall 916

**TAs:** Noah Glaser (nglase3@uic.edu) and Sarah Barton (sbart05@uic.edu)

**IMPORTANT:** This syllabus is a written memorandum of understanding between you, the student, and me, your instructor. The syllabus outlines both my obligations as your instructor and your responsibilities as a student.

The point distribution, the course schedule, and course policies are subject to change in the event of illness or other emergency.

## **Course description and objectives**

History 103 is a comprehensive survey of American history from early European explorations through Reconstruction. Students in History 103 will demonstrate the ability to:

- 1) Think critically, which includes the ability to analyze, evaluate, and synthesize information about this period of history.
- 2) Communicate effectively by developing and expressing ideas through written and oral communication.
- 3) Gain intercultural competence, a knowledge of civic responsibility, and an awareness of how humans in the past have engaged effectively in regional, national, and global communities.
- 4) Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.

## **Required textbook**

- 1) Eric Foner, *Give Me Liberty*, Vol. 1 (W. W. Norton & Company, 5th edition, 2016)
- 2) Selected readings (available on Blackboard as PDF/Word files):
  - *The Journey of Álvaro Núñez Cabeza de Vaca* (1542)
  - *A Narrative of the Captivity of Mary Rowlandson* (1682)
  - *The Life of Olaudah Equiano* (1789)
  - *Poor Richard's Almanack* (1732) and *The Private Life of Benjamin Franklin* (1791)
  - *Narrative of the Life of Frederick Douglass* (1845)

## **Course requirements**

Quizzes: There will be several quizzes throughout the semester during the Friday section meetings.

The quizzes will be based on that week’s assigned readings. Each weekly quiz will be worth 10-15 points. All the quizzes together will contribute 50 points to your final score.

Exams: You will take short 5 exams, each worth 100 points, throughout the semester. I will replace the lowest score of your first 4 exams with the second lowest score of your first four exams. The exams will cover the material from the lectures and readings. The exams will consist of multiple choice questions, identification of key terms and historical documents, and (possibly) a short open-response question. The 5th exam will be taken during finals week.

Attendance and participation contribute 50 points to the final score.

Primary source analysis: The student will write a 2-page analysis of one of the major primary source documents covered in small group discussion. This exercise is worth 100 points; through this exercise, the student will develop and refine the composition, writing, analytical, and editing skills required to write the take-home essay.

Take-home essay: In April the student will be assigned a 5-6 page essay, worth 300 points, that will require you to make an argument regarding a key dimension of American history. The essay will require you to incorporate the evidence from readings and class lectures.

**Grading**

Quizzes	50
Short exams (5)	500
Attendance/ Participation	25/25
Primary source analysis	100
<u>Essay</u>	<u>300</u>
TOTAL	1000 points

**Attendance policy**

Attendance is an integral part of the course and is mandatory. You must sign the attendance sheet to get credit. An attendance sheets will go around for each session. An absence is defined as being absent for more than 10 minutes of each session.

For an absence to be “excused” you must have a note from the Dean, the Student Health Center, or your doctor. You must give me or your TA this note within one week of the absence. You may have three (3) unexcused absences without penalty. Each subsequent unexcused absence will lower the overall final score by 2%. After 9 unexcused absences the student will receive an F-grade for the class.

If you are part of a University sponsored activity that will cause you to be absent from class, please make sure that I have a letter from the coach/leader noting the specific dates you will be absent. Please keep a copy of all documents for your records.

Your attendance and participation grades are determined by you coming to class prepared and

making positive contributions to our class meetings. NOTE: *Attendance does not equal participation*. The instructor may adjust the student's final grade in cases of extraordinary contributions to class discussions.

### **Classroom conduct**

Your classmates will be comprised of individuals with a wide variety of experiences, beliefs, orientations, and identities leading inevitably to differences in perspective and viewpoint. All students - irrespective of race, gender and sexual identities, nationality, political persuasion or religious belief – have the right to politely express their own interpretation of historical events based upon the material at hand. Students are encouraged to challenge conflicting interpretations and opinions but they may not personally disrespect their peers.

The use of electronic devices (laptops, tablets) during class is permitted only for classwork, such as taking notes, accessing online readings, or translation, and only when I explicitly make clear that their use is allowed. If I find any student misusing this technology during class the student will lose access to their device during class. Cell phones will be put on silent/off for the duration of the class unless necessary for an emergency.

The use of a phone for personal calls while in class is unprofessional, constitutes a distraction to your colleagues and your instructors, and can result in a drop of an entire grade and/or dismissal at the instructor's discretion. Talking in class or any other disruptive behavior will result in a warning; subsequent offenses can result in the lowering of the final score (5% penalty) or immediate dismissal ("F" grade).

### **E-mail policy**

I will reply to most email inquiries within 24 hours of receiving them; however, I am not obliged to respond to emails outside of 9am – 5pm, Monday to Friday.

I will communicate with you in a professional and courteous manner. You are expected to do the same. I will respond only to emails that 1) are sent from your university account and 2) have a proper salutation ("Hi/Dear Prof./Dr. B") and a closing salutation ("Your full name"). If you do not get a response to your email inquiry, check your email to make sure it is up to professional standards.

### **Academic integrity**

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.

**Definition of academic dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid

in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

All work in this class shall be the work of each student alone. In cases of identified academic dishonesty the student will receive a grade of F for the assignment. Further action may also be pursued in accordance with UIC's policy on academic integrity. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:

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

### **Students with disabilities**

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).

### **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/>

## COURSE CALENDAR

Week	Date	Topic	Readings/Assignment
<b>Part I: Origins (30%)</b>			
Week 1	Mon. Jan. 13 <sup>th</sup>	1. The Big Mac and global history	<ul style="list-style-type: none"> <li>• <i>Give Me Liberty</i>, Chapter 1: A New World</li> </ul>
	Wed. Jan. 15 <sup>th</sup>	2. The Spanish conquest	<ul style="list-style-type: none"> <li>• <i>Voices of Freedom</i>:               <ul style="list-style-type: none"> <li>– Bartholomew de las Casas (1528)</li> <li>– “Declaration of Josephe” (1681)</li> </ul> </li> </ul>
	Fri. Jan. 17 <sup>th</sup>	Encounters in the New World + How to take notes	<ul style="list-style-type: none"> <li>• Selections from <i>Álvar Núñez Cabeza de Vaca</i> (1542) [available on Blackboard]</li> </ul>
Week 2	Mon. Jan. 20 <sup>th</sup>	MLK DAY	NO CLASS
	Wed. Jan. 22 <sup>th</sup>	3. King Philip’s War 4. Sex, family, and marriage in colonial America	<ul style="list-style-type: none"> <li>• <i>Give Me Liberty</i>, Chapter 2: Beginnings of English America</li> <li>• <i>Voices of Freedom</i>:               <ul style="list-style-type: none"> <li>– Anne Hutchinson (1637)</li> <li>– John Winthrop (1645)</li> </ul> </li> </ul>
	Fri. Jan. 24 <sup>th</sup>	Gender, race, and nation in Puritan New England	<ul style="list-style-type: none"> <li>• Quiz #1</li> <li>• Selections from <i>The Captivity of Mary Rowlandson</i> (1682) [Blackboard]</li> </ul>
Week 3	Mon. Jan. 27 <sup>th</sup>	5. The Salem witchcraft trials	<ul style="list-style-type: none"> <li>• <i>Give Me Liberty</i>, Chapter 3: Creating Anglo-America</li> </ul>
	Wed. Jan. 29 <sup>th</sup>	6. The Rise of New World Slavery	<ul style="list-style-type: none"> <li>• <i>Voices of Freedom</i>:               <ul style="list-style-type: none"> <li>– Swiss-German immigrant to Pennsylvania (1769)</li> <li>– Memorial against Non-English Immigration (1727)</li> </ul> </li> </ul>
	Fri. Jan. 31 <sup>st</sup>	<b>1<sup>st</sup> SHORT EXAM</b>	STUDY!
Week 4	Mon. Feb. 3 <sup>th</sup>	7. The Atlantic World	<ul style="list-style-type: none"> <li>• <i>Give Me Liberty</i>, Chapter 4: Slavery, Freedom...</li> </ul>
	Wed. Feb. 5 <sup>th</sup>	8. The Seven Years’ War	<ul style="list-style-type: none"> <li>• <i>Voices of Freedom</i>:               <ul style="list-style-type: none"> <li>– Scarouady’s Speech (1756)</li> <li>– Pontiac’s Speeches (1762-1763)</li> </ul> </li> </ul>
	Fri. Feb. 7 <sup>th</sup>	The international slave trade	<ul style="list-style-type: none"> <li>• Selections from <i>Life of Olaudah Equiano</i> (1789) [Blackboard]</li> </ul>
<b>Part II: The Revolutionary Era (20%)</b>			

Week 5	Mon. Feb. 10 <sup>th</sup>	9. Pirates and the Spirit of '76	<ul style="list-style-type: none"> <li>• <i>Give Me Liberty</i>, Chapter 5: The American Revolution</li> </ul>
	Wed. Feb. 12 <sup>th</sup>	10. George Washington and the French Connection	
	Fri. Feb. 14 <sup>th</sup>	The making of an American identity	<ul style="list-style-type: none"> <li>• Quiz #2</li> <li>• Selections from <i>Poor Richard's Almanack</i> (1732) and <i>Life of Benjamin Franklin</i> (1791) [Blackboard]</li> </ul>
Week 6	Mon. Feb. 17 <sup>th</sup>	11. The free and un-free in colonial society	<ul style="list-style-type: none"> <li>• <i>Give Me Liberty</i>, Chapter 6: The Revolution Within</li> <li>• <i>Voices of Freedom</i> <ul style="list-style-type: none"> <li>– Abigail Adams (1776)</li> <li>– Petition of Slaves (1773, 1777)</li> </ul> </li> </ul>
	Wed. Feb. 19 <sup>th</sup>	12. The shoppers' revolt	
	Fri. Feb. 21 <sup>th</sup>	<b>2<sup>nd</sup> SHORT EXAM</b>	STUDY!
Week 7	Mon. Feb. 24 <sup>th</sup>	13. The coup of 1787	<ul style="list-style-type: none"> <li>• <i>Give Me Liberty</i>, Chapter 7: Founding a Nation</li> <li>• <i>Voices of Freedom</i>: <ul style="list-style-type: none"> <li>– David Ramsay (1789)</li> <li>– James Winthrop (1787)</li> </ul> </li> </ul>
	Wed. Feb. 26 <sup>th</sup>	14. Thomas Jefferson and the American contradiction	
	Fri. Feb. 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>• How to quote, cite, and paraphrase.</li> <li>• How to compose a paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz #3</li> </ul>
<b>Part III: Antebellum Society and Culture (30%)</b>			
Week 8	Mon. Mar. 2 <sup>nd</sup>	15. Life in the Early Republic	<ul style="list-style-type: none"> <li>• <i>Give Me Liberty</i>, Chapter 8: Securing the Republic</li> <li>• <i>Voices of Freedom</i>: <ul style="list-style-type: none"> <li>– Judith Sargent Murray (1790)</li> <li>– Address of the Democratic Republican Society (1794)</li> </ul> </li> </ul>
	Wed. Mar. 4 <sup>th</sup>	16. The Engineers	
	Fri. Mar. 6 <sup>th</sup>	How to organize and write a short analysis paper.	<ul style="list-style-type: none"> <li>• Quiz #4</li> </ul>

Week 9	Mon. Mar. 9 <sup>th</sup>	17. Immigration	<ul style="list-style-type: none"> <li>• <i>Give Me Liberty</i>, Chapter 9: The Market Revolution</li> </ul>
	Wed. Mar. 11 <sup>th</sup>	18. The Cult of Domesticity	<ul style="list-style-type: none"> <li>• <i>Voices of Freedom</i>: <ul style="list-style-type: none"> <li>– Harriet L. Noble (1824)</li> <li>– “Factory Life” (1845)</li> </ul> </li> </ul>
	Fri. Mar. 13 <sup>th</sup>	<b>3<sup>rd</sup> SHORT EXAM</b>	STUDY!
Week 10	Mon Mar. 16 <sup>th</sup>	19. Whiteness in the Age of Jackson	<ul style="list-style-type: none"> <li>• <i>Give Me Liberty</i>, Chapter 10: Democracy in America</li> </ul>
	Wed. Mar. 18 <sup>th</sup>	20. The Five Civilized Tribes	<ul style="list-style-type: none"> <li>• Short analysis paper DUE</li> <li>• <i>Voices of Freedom</i>: <ul style="list-style-type: none"> <li>– “Memorial of Non-Freeholders in Richmond” (1829)</li> <li>– “Appeal of Forty Thousand Citizens” (1838)</li> </ul> </li> </ul>
	Fri. Mar. 20 <sup>th</sup>	<b>SPRING BREAK BEGINS</b>	<b>NO FRIDAY CLASS</b>
Week 11	Mon. Mar. 31 <sup>st</sup>	21. Idealists and Reformers	<ul style="list-style-type: none"> <li>• <i>Give Me Liberty</i>, Chapter 11: The Peculiar Institution</li> </ul>
	Wed. April 1 <sup>st</sup>	22. The slave society	<ul style="list-style-type: none"> <li>• <i>Voices of Freedom</i>: <ul style="list-style-type: none"> <li>– Joseph Taper (1840)</li> <li>– “Slavery and the Bible” (1850)</li> </ul> </li> </ul>
	Fri. April 3 <sup>th</sup>	The abolitionist argument	<ul style="list-style-type: none"> <li>• Quiz #6</li> <li>• Selections from <i>The Life of Frederick Douglass</i> (1845) [Blackboard]</li> </ul>
Week 12	Mon. April 6 <sup>th</sup>	23. Seneca Falls, 1848	<ul style="list-style-type: none"> <li>• <i>Give Me Liberty</i>, Chapter 12: The Age of Reform</li> <li>• Seneca Falls Declaration, Appendix A-22</li> </ul>
	Wed. April 8 <sup>th</sup>	24. Jolly men and American masculinity	<ul style="list-style-type: none"> <li>• <i>Voices of Freedom</i>: <ul style="list-style-type: none"> <li>– Angelina Grimke (1837)</li> <li>– Catharine Beecher (1837)</li> </ul> </li> </ul>
	Fri. April 10 <sup>th</sup>	<b>4<sup>th</sup> SHORT EXAM</b>	STUDY!
<b>Part IV: Civil War and Reconstruction (20%)</b>			

Week 13	Mon. April 13 <sup>th</sup>	25. The Mexican War	<ul style="list-style-type: none"> <li>• <i>Give Me Liberty</i>, Chapter 13: A House Divided</li> </ul>
	Wed. April 15 <sup>th</sup>	26. The terrorist John Brown	<ul style="list-style-type: none"> <li>• <i>Voices of Freedom</i>: Lincoln-Douglas debates (1858)</li> <li>• Douglass' 4<sup>th</sup> of July Address, Appendix A-25</li> </ul>
	Fri. April 17 <sup>th</sup>	<ul style="list-style-type: none"> <li>• How to organize an essay</li> <li>• Review: causes of the Civil War</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz #6</li> </ul>
Week 14	Mon. April 20 <sup>th</sup>	27. How the Civil War made modern America	<ul style="list-style-type: none"> <li>• <i>Give Me Liberty</i>, Chapter 14: A New Birth of Freedom</li> </ul>
	Wed. April 22 <sup>th</sup>	28. The curious case of "Confederate Emancipation"	<ul style="list-style-type: none"> <li>• <i>Voices of Freedom</i>: <ul style="list-style-type: none"> <li>– Frederick Douglass' "Men of Color to Arms" (1863)</li> <li>– Lincoln's Address at Sanitary Fair (1864)</li> </ul> </li> </ul>
	Fri. April 24 <sup>th</sup>	<ul style="list-style-type: none"> <li>• How to edit an essay</li> <li>• Review: Civil War</li> </ul>	
Week 15	Mon. April 27 <sup>th</sup>	29. The Freedmen's vision	<ul style="list-style-type: none"> <li>• <i>Give Me Liberty</i>, Chapter 15: What is Freedom?</li> </ul>
	Wed. April 29 <sup>th</sup>	30. The assault on Reconstruction	<ul style="list-style-type: none"> <li>• <i>Voices of Freedom</i>: <ul style="list-style-type: none"> <li>– Freedmen's Petition to Andrew Johnson (1865)</li> <li>– Sharecropping Contract (1866)</li> </ul> </li> </ul>
	Fri. May 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Review: Reconstruction</li> </ul>	
Week 16	Wednesday, May 6, 1-3PM	<b>5<sup>th</sup> SHORT EXAM</b>	Congratulations! You've done the smart move of looking at the last item on the syllabus. Now email me by <u>Jan. 20</u> a picture of an ice cream truck to show me that you did what you were supposed to do.