

HISTORY 104: U.S. History since 1877 Spring 2020

Class meeting time: MW 1:00-1:50PM
Class location: Science and Engineering South, Room 230

Instructor: Bao Bui
E-mail: longbui2@uic.edu
Office Hours: Tuesday & Thursday 3-4:30PM, and by appointment.
Office: University Hall 916
TAs: Carl Ewald (cewald3@uic.edu) and Richard Elliott (rellio5@uic.edu)
UIC Global Support Assistant: Nick Lucas (nlucas@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 104 is a comprehensive survey of American history from the end of Reconstruction to the early 21st century. Students in History 104 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. 2 (W. W. Norton & Company, 5th edition, 2016)
- 2) Selected readings (available on Blackboard as PDF/Word files):

- Chinese Exclusion Act (1882)
- Andrew Carnegie's *Gospel of Wealth* (1889)
- Ida B. Wells' *Red Record* (1895)
- *Plessy vs. Ferguson* (1896)
- Photos of Lewis Hines (1874-1940) & other documents relating to child labor
- Letter of Ho Chi Minh to US Secretary of State (1919)
- "Letters of Negro Migrants, 1916-1918"
- YouTube videos on Patriot Act and War on Terror

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
Essay	300
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
Part I: The Rise of American Power (30%)			
Week 1	Mon. Jan. 13 th	1. Big Business and the Industrial Society	<ul style="list-style-type: none"> • <i>Give Me Liberty</i>, Chapter 16: America's Gilded Age
	Wed. Jan. 15 th	2. Custer's Last Stand	<ul style="list-style-type: none"> • <i>Voices of Freedom</i> (Ch. 16) <ul style="list-style-type: none"> – Chief Joseph (1879) – Saum Song Bo (1885)
	Fri. Jan. 17 th	Americans in the Gilded Age + How to take notes	<ul style="list-style-type: none"> • Selections from Andrew Carnegie's <i>Gospel of Wealth</i> (1889)
Week 2	Mon. Jan. 20 th	MLK DAY	NO CLASS
	Wed. Jan. 22 th	3. The KKK and Jim Crow	<ul style="list-style-type: none"> • <i>Voices of Freedom</i> (from Chapter 17): <ul style="list-style-type: none"> – Booker T. Washington (1895) – W. E. B. Du Bois (1903)
	Fri. Jan. 24 th	The struggle for liberty in Jim Crow America	<ul style="list-style-type: none"> • Quiz #1 • Selections from Ida B. Wells' <i>Red Record</i> (1895) and <i>Plessy vs. Ferguson</i> (1896)
Week 3	Mon. Jan. 27 th	4. The Populist Movement	<ul style="list-style-type: none"> • <i>Give Me Liberty</i>, Chapter 17: Freedom at home and abroad
	Wed. Jan. 29 th	5. 1898 and the American Empire	
	Fri. Jan. 31 st	1st SHORT EXAM	STUDY!
Week 4	Mon. Feb. 3 th	6. The 2 nd Wave of Immigration	<ul style="list-style-type: none"> • <i>Give Me Liberty</i>, Chapter 18: The Progressive Era
	Wed. Feb. 5 th	7. Reformers of the Progressive Era	<ul style="list-style-type: none"> • <i>Voices of Freedom</i>: <ul style="list-style-type: none"> – Charlotte Perkins Gilman (1898) – John Mitchell (1910)
	Fri. Feb. 7 th	Child labor	<ul style="list-style-type: none"> • Selections of documents on child labor + photos of Lewis Hine
Part II: The Early 20th Century (20%)			
	Mon. Feb. 10 th	8. The War to End All Wars	<ul style="list-style-type: none"> • <i>Give Me Liberty</i>, Chapter 19: Safe for Democracy
	Wed. Feb. 12 th	9. The Great	<ul style="list-style-type: none"> • <i>Voices of Freedom</i>:

Week 5		Migration	<ul style="list-style-type: none"> – Woodrow Wilson’s War Message (1917) – Eugene V. Debs’ Speech to the Jury (1918)
	Fri. Feb. 14 th	Wilsonian liberty, at home and abroad	<ul style="list-style-type: none"> • Quiz #2 • Letter of Ho Chi Minh to US Secretary of State (1919) • “Letters of Negro Migrants, 1916-1918”
Week 6	Mon. Feb. 17 th	10. The Roaring 20s	<ul style="list-style-type: none"> • <i>Give Me Liberty</i>, Chapter 20: The Twenties • <i>Voices of Freedom</i> <ul style="list-style-type: none"> – Lucian W. Parrish’s Speech on Immigration (1921) – Justice James C. McReynolds in <i>Meyer vs. Nebraska</i> (1923)
	Wed. Feb. 19 th	11. Flappers, Moonshiners, and Bootleggers	
	Fri. Feb. 21 th	2nd SHORT EXAM	STUDY!
Week 7	Mon. Feb. 24 th	12. The Global Great Depression	<ul style="list-style-type: none"> • <i>Give Me Liberty</i>, Chapter 21: The New Deal
	Wed. Feb. 26 th	13. The New Deal	<ul style="list-style-type: none"> • <i>Voices of Freedom</i>: <ul style="list-style-type: none"> – FDR’s “Fireside Chat” (1934) – John Steinbeck’s <i>Grapes of Wrath</i> (1938)
	Fri. Feb. 28 th	Writing: How to quote, cite, and paraphrase.	<ul style="list-style-type: none"> • Quiz #3
Part III: The Cold War (30%)			
Week 8	Mon. Mar. 2 nd	14. Race and Empire	<ul style="list-style-type: none"> • <i>Give Me Liberty</i>, Chapter 22: World War II • <i>Voices of Freedom</i>: <ul style="list-style-type: none"> – League of United Latin American Citizens (1945) – “What the Negro Wants” (1944)
	Wed. Mar. 4 th	15. Rosie the Riveter	
	Fri. Mar. 6 th	Writing: How to compose a paragraph.	<ul style="list-style-type: none"> • Quiz #4
	Mon. Mar. 9 th	16. Origins of the Cold War	<ul style="list-style-type: none"> • <i>Give Me Liberty</i>, Chapter 23: The United States and the Cold War

Week 9	Wed. Mar. 11 th	17. McCarthyism	<ul style="list-style-type: none"> • <i>Voices of Freedom</i>: <ul style="list-style-type: none"> – Joseph R. McCarthy’s Speech (1950) – Margaret Chase Smith’s Speech (1950)
	Fri. Mar. 13 th	3rd SHORT EXAM	STUDY!
Week 10	Mon Mar. 16 th	18. Baby Boom and Consumer Culture	<ul style="list-style-type: none"> • <i>Give Me Liberty</i>, Chapter 24: An Affluent Society
	Wed. Mar. 18 th	19. The Civil Rights Movement	<ul style="list-style-type: none"> • <i>Voices of Freedom</i>: <ul style="list-style-type: none"> – Martin Luther King’s Speech (1955) – <i>Southern Manifesto</i> (1956)
	Fri. Mar. 20 th	SPRING BREAK BEGINS	NO FRIDAY CLASS
Week 11	Mon. Mar. 31 st	20. The Women’s Rights Movement	<ul style="list-style-type: none"> • <i>Give Me Liberty</i>, Chapter 25: The Sixties
	Wed. April 1 st	21. The War in Vietnam	<ul style="list-style-type: none"> • <i>Voices of Freedom</i>: <ul style="list-style-type: none"> – Barry Goldwater’s Speech (1964) – NOW Statement of Purpose (1966)
	Fri. April 3 th	Writing: How to organize and compose a short analysis paper.	Quiz #5
Week 12	Mon. April 6 th	22. The Great Society, counter-culture, and the anti-war movement	<ul style="list-style-type: none"> • Short analysis paper DUE APRIL 8 • <i>Give Me Liberty</i>, Chapter 26: The Triumph of Conservatism
	Wed. April 8 th	23. The Big Bummer: From Watergate to Carter	
	Fri. April 10 th	4th SHORT EXAM	STUDY!
Part IV: Into the 21st Century (20%)			
	Mon. April 13 th	24. Reaganomics and the New Right	<ul style="list-style-type: none"> • <i>Give Me Liberty</i>, Chapter 27: From Triumph to Tragedy

Week 13	Wed. April 15 th	25. Globalism and the 1990s	<ul style="list-style-type: none"> • <i>Voices of Freedom</i>: <ul style="list-style-type: none"> – Bill Clinton on NAFTA (1993) – Declaration for Global Democracy (1999)
	Fri. April 17 th	Writing: How to organize an essay	TBD
Week 14	Mon. April 20 th	26. From Desert Storm to the War on Terror	<ul style="list-style-type: none"> • <i>Give Me Liberty</i>, Chapter 28: A New Century and New Crises
	Wed. April 22 th	27. De-Industrialization & the 21 st century economy	
	Fri. April 24 th	Civil liberties in wartime + How to edit an essay.	Quiz #6 YouTube videos on Patriot Act and War on Terror
Week 15	Mon. April 27 th	28. The marriage market	<ul style="list-style-type: none"> • <i>Voices of Freedom</i> (Ch. 28) <ul style="list-style-type: none"> – <i>Obergefell vs. Hodges</i> (2015) – Barack Obama’s Eulogy at AME Church (2015)
	Wed. April 29 th	29. American society in the 21 st century	
	Fri. May 1 st	<ul style="list-style-type: none"> • Review for 5th exam. 	TBD
Week 16	Monday, May 4 1-3PM	5th SHORT EXAM	Congratulations! You’ve done the smart move of looking at the very last item posted 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