

# HISTORY 199: Chicago and the World

## CRN 42492 - Fall 2019

Class meeting time: 5:00-6:15PM  
Class location: Burnham 304

**Instructor:** Bao Bui  
**E-mail:** longbui2@uic.edu  
**Office Hours:** Monday & Wednesday 4-5:30PM, and by appointment.  
**Office:** University Hall 916

**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 and the course schedule are subject to change in the event of illness or other emergency.

### **Course description and objectives**

This course is designed to integrate students into academic life in the United States, and more specifically into life at UIC, through a broad introduction to the study of the liberal arts and humanities from a historical perspective. The course is composed of five units, or subject areas, covering: General U.S. History; The History of Chicago; Capitalism in the U.S.; Race, Gender, and Class in the U.S.; American Popular Culture.

Students in History 199 will

1. Learn basic facts and concepts of American history
2. Learn basic functions and purpose of academic history
3. Develop critical thinking skills by evaluating historical documents
4. Develop writing skills through interpreting historical documents and writing argumentative papers and assignments

### **Required textbook**

Kevin Schultz, *HIST, Comprehensive*, 5<sup>th</sup> edition (Wadsworth, 2018)

I will post additional readings on the course Blackboard site on a weekly basis. These readings will be used for in-class discussion, so you need to have them read by the class meeting indicated on the schedule (pg. 7-8). I will indicate on Blackboard which readings are to be done for each day. If no reading is posted for a particular day then there are no extra readings for that day. Detailed instructions on how to access Blackboard will be given on the first day of class. I may also occasionally hand out readings in class.

### **Unit Descriptions**

Unit One – General U.S. History

This unit will focus on a number of important historical eras and events, beginning with colonization of the Americas and ending with recent U.S. history. This will give students a basic understanding of important historical periods, events, and themes of American history.

### Unit Two – The History of Chicago

This unit will focus on the history of Chicago, beginning with its roots in the early nineteenth-century and ending with Chicago’s emergence as a modern metropolis. It will cover topics including but not limited to Chicago’s role as an agricultural and industrial center, urban politics, and segregation.

### Unit Three – Economic system in the U.S.

This unit will focus on the role played by capitalism, the free market economy, and government agencies in the history of the U.S., beginning with the colonial roots of the American economy and ending with the emergence of the information age of the 21<sup>st</sup> century. It will cover topics including but not limited to industrialization, changes in work, and consumerism.

### Unit Four – Race, Gender, and Class

This unit will focus on introducing students to three categories of analysis in the humanities and social sciences and the role played by each in American society. It will cover topics including but not limited to racial difference and racism, gender difference and feminism, and class divisions, all in the American context.

### Unit Five – American Culture

This unit will focus on the powerful influence of various elements of culture in America, including “high culture” (the visual arts and literature) and popular culture. It will cover topics including but not limited to American sports, film and television, and popular music.

### **Grading**

Attendance/Participation	300
- Presentation (100)	
- Scavenger Hunt (100)	
- Attendance/Participation (100)	
Weekly Written Work	200
Paper	200
Midterm Exam	150
<u>Final Exam</u>	<u>150</u>
TOTAL	1000 points

A = 900+      B = 800-899      C = 700-799      D = 600-699      F = 599 or less

### **Course requirements**

#### **1. Attendance**

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 this note within one week of the absence. You may have two (2) unexcused absences without penalty. Each subsequent unexcused absence will lower the overall final score by 2%. After 7 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.

## **2. Participation**

Participation in classroom activities is an important element of university education in the U.S. and we will work on developing your skills in participation over the course of the semester. We will work together to help you to become comfortable with individual participation as well as participation in group work situations.

Some tips for successful class participation:

1. Always bring necessary texts and assigned readings to class. These will often be used in class discussions.
2. Take notes on the assigned readings. Try to pick out the main ideas, arguments, and themes of the material. Make a note of material you find confusing or material that you find especially thought-provoking. Be sure to mark such passages for easy reference.
3. Take notes in class during lectures. My Powerpoint presentations will NOT be available to you, so taking notes is important.
4. Participate in class discussions. This would include questions, short comments, extended opinions, and everything in between.
5. Participation should be respectful and thoughtful. Every student is entitled to their viewpoint and should be able to express it.

I will utilize group activities to supplement individual participation. These activities may include analyzing written material as a group and presenting group work. Everyday attendance and participation will compose 10% of your overall grade.

Your attendance and participation grades are determined by you coming to class and making active and positive contributions to our class meetings. NOTE: Attendance does not equal participation. The instructor reserves the right to adjust the student's final grade in cases of extraordinary contributions to class discussions.

## **3. Presentation**

Purpose: Teach students to deliver a presentation in front of class

Skills: Speaking, writing, research

In addition to your participation in class discussions during the semester I will also require each student to deliver a brief presentation on an important American historical figure selected from a list that I will give you during the first week of the semester, and this will compose 10% of your overall attendance/participation grade. Students will choose a name from the list before the deadline of September 13<sup>th</sup>. I will create a schedule for the presentations that will take place during the final weeks of the semester. I will also hand out detailed instructions on how to complete the assignment at the appropriate time.

#### **4. Scavenger Hunt**

Purpose: Introduce students to Chicago

Skills: Research, writing

There will also be an out-of-class assignment in the form of a scavenger hunt and short written response that will compose 10% of your overall attendance/participation grade. The scavenger hunt will challenge you to explore a number of historical sites around the city of Chicago and write a personal reflection. I will hand out detailed instructions for this assignment at the beginning of the semester, and students will submit their finished assignment by the due date of Tuesday, November 11<sup>th</sup>.

#### **5. Weekly Written Work**

Purpose: Examine and improve learning comprehension and writing ability

Skills: Notetaking, reading comprehension, writing

Each week students will write a short written response to a question over material covered during the previous week. I will post the questions on Blackboard every Wednesday morning and your response will be due the next day. You will submit your responses both electronically through Blackboard and through a typed hard copy given to me in class. The electronic submission will be checked for plagiarism using SafeAssignment. Written responses should be between 5-6 sentences in length. These responses also need to follow a specific format that I will explain to the class with a handout. Responses turned in late will be penalized half a letter grade for each day they are late. Every response needs to be an original response and the work of each individual student – no group work allowed. These responses will be averaged at the end of the semester and will compose 20% of your overall grade.

#### **6. Paper**

Purpose: Develop critical thinking and writing skills

Skills: Research, critical thinking, writing

Over the course of the semester I will guide students in writing a paper using historical evidence on the general theme of “The American Experience”. I will select documents that students will read and use as evidence to write a paper of 3 to 5 pages in length. Students will present evidence of work done (topic choices, outlines, rough drafts) at various points during the semester as outlined in the course schedule at the end of this syllabus. The due dates for each component and the final paper are marked on the course schedule. I will also give each student a handout explaining the assignment in more detail early in the semester. The paper assignment will compose 20% of your overall grade and will be due on Thursday, December 5<sup>th</sup>.

#### **7. Midterm/Final**

Purpose: Examine comprehension and knowledge retention

Skills: Notetaking, exam preparation, writing

Students will take two in-class closed book exams during the semester, one at the midpoint of the semester and one during finals week. The midterm will cover material from the first half of the course and the final will cover material from the second half of the course. Both exams will consist of a mixture of multiple choice, matching, and short answer questions. I will also provide students with a study guide for each exam. Each exam will compose 15% of your overall grade.

## **Late Work/Makeup Exam Policy**

Any written assignment, including weekly written work, material for the paper assignment, and other written work will be penalized 5% for each day they are late. After 2 days no late work will be accepted. 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**

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>

## **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. 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 via email 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. You can end your email by simply signing 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.

### **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 Schedule

Week	Date	Topic	Readings/Assignment
Week 1	Tues. Aug. 27 <sup>th</sup>	Bootleggers, Gangsters, and Flappers: Welcome to Chicago!	<ul style="list-style-type: none"> <li>• Reading on Blackboard</li> </ul>
	Thurs. Aug. 29 <sup>th</sup>	Introduction to the Course + the Craft of History	<ul style="list-style-type: none"> <li>• Read syllabus and readings and links on Blackboard</li> <li>• OFFICE HOUR MEETING SIGN-UPS</li> </ul>
Week 2	Tues. Sept. 3 <sup>rd</sup>	Unit One: Colonial Roots of American Democracy	<ul style="list-style-type: none"> <li>• Schultz, p. 22-51, 62-75.</li> <li>• Reading on Blackboard</li> </ul>
	Thurs. Sept. 5 <sup>th</sup>	Asking Historical Questions + the American Revolution, 1775-1783	<ul style="list-style-type: none"> <li>• Schultz, p. 87-118</li> <li>• Reading on Blackboard</li> </ul>
Week 3	Tues. Sept. 10 <sup>th</sup>	Unit One: The Constitution	<ul style="list-style-type: none"> <li>• Schultz, p. 132-140</li> <li>• Reading on Blackboard</li> </ul>
	Thurs. Sept. 12 <sup>th</sup>	Unit One: Jacksonian America	<ul style="list-style-type: none"> <li>• Schultz, p. 187-212</li> <li>• Reading on Blackboard</li> <li>• PRESENTATION CHOICE (due online)</li> </ul>
Week 4	Tues. Sept. 17 <sup>th</sup>	Unit One: Slavery and the Civil War	<ul style="list-style-type: none"> <li>• Schultz, p. 268-308</li> <li>• Reading on Blackboard</li> </ul>
	Thurs. Sept. 19 <sup>th</sup>	Unit One: From The Progressive Era to the Great Depression	<ul style="list-style-type: none"> <li>• Schultz, p. 356-372, 414-435</li> <li>• Reading on Blackboard</li> </ul>
Week 5	Tues. Sept. 24 <sup>th</sup>	Unit One: From World War II to the Cold War	<ul style="list-style-type: none"> <li>• Schultz, p. 436-459, 460-470, 476-478</li> <li>• Reading on Blackboard</li> </ul>
	Thurs. Sept. 26 <sup>th</sup>	Unit One: Mid-20th Century Rights Movements	<ul style="list-style-type: none"> <li>• Schultz, p. 478-481, 489-494</li> <li>• Reading on Blackboard</li> </ul>
Week 6	Tues. Oct. 1 <sup>st</sup>	Unit One: Modern American Politics	<ul style="list-style-type: none"> <li>• Schultz, p. 542-573</li> <li>• Reading on Blackboard</li> </ul>
	Thurs. Oct. 3 <sup>rd</sup>	Unit Two: Chicago – “Nature’s Metropolis”  + Writing an Outline	<ul style="list-style-type: none"> <li>• Reading on Blackboard</li> <li>• TOPIC JUSTIFICATION DUE IN CLASS</li> </ul>
Week 7	Tue. Oct. 8 <sup>th</sup>	Unit Two: Immigration & Industrialization in the 19 <sup>th</sup> Century	<ul style="list-style-type: none"> <li>• (Tentative) Field trip to Hull House</li> </ul>
	Thurs. Oct. 10 <sup>th</sup>	Unit Two: Chicago in the Progressive Era, the Roaring 20s, and the Great Depression	<ul style="list-style-type: none"> <li>• Reading on Blackboard</li> </ul>
Week 8	Tue. Oct. 15 <sup>th</sup>	Unit Two: Chicago – Segregation and the Urban Crisis	<ul style="list-style-type: none"> <li>• Reading on Blackboard</li> <li>• OUTLINES DUE IN CLASS</li> </ul>

	Thurs. Oct. 17 <sup>th</sup>	Unit Two: Chicago – Chicago as a Modern Metropolis	<ul style="list-style-type: none"> <li>• Reading on Blackboard</li> </ul>
Week 9	Tue. Oct. 22 <sup>th</sup>	MIDTERM EXAM	<ul style="list-style-type: none"> <li>• Review study guide</li> </ul>
	Thurs. Oct. 24 <sup>th</sup>	Unit Three: The Colonial Roots of American Capitalism  + Writing a Rough Draft	<ul style="list-style-type: none"> <li>• Schultz, p. 63-71</li> <li>• Reading on Blackboard</li> </ul>
Week 10	Tue. Oct. 29 <sup>th</sup>	Unit Three: The Market Revolution	<ul style="list-style-type: none"> <li>• Schultz, p. 175-187</li> <li>• Reading on Blackboard</li> </ul>
	Thurs. Oct. 31 <sup>st</sup> (Halloween)	Unit Three: Industrialization in the 19 <sup>th</sup> Century	<ul style="list-style-type: none"> <li>• Schultz, p. 308-329</li> <li>• Reading on Blackboard</li> <li>• ROUGH DRAFTS DUE IN CLASS</li> </ul>
Week 11	Tue. Nov. 4 <sup>th</sup>	Unit Three: The Consumer Economy of the 20 <sup>th</sup> Century	<ul style="list-style-type: none"> <li>• Schultz, p. 395-399, 470-476</li> <li>• Reading on Blackboard</li> </ul>
	Thurs. Nov. 6 <sup>th</sup>	Unit Three: Modern American Capitalism  + Revising a Rough Draft	<ul style="list-style-type: none"> <li>• Schultz, p. 514-516, 527-530, 549-553</li> <li>• Bring rough drafts to class for peer review</li> </ul>
Week 12	Tue. Nov. 11 <sup>th</sup>	Unit Four: Race in America	<ul style="list-style-type: none"> <li>• Schultz, p. 56-58, 75-79, 334-335, 337-342, 344-349-518-520</li> <li>• Reading on Blackboard</li> </ul>
	Thurs. Nov. 13 <sup>th</sup>	Unit Four: Gender in America	<ul style="list-style-type: none"> <li>• Schultz, p. 192-196, 364-366, 405-406, 450-454, 472-474, 502-503, 520-522</li> <li>• Reading on Blackboard</li> </ul>
Week 13	Tue. Nov. 18 <sup>th</sup>	Unit Four: Class and the American Labor Movement	<ul style="list-style-type: none"> <li>• Schultz, p. 322-329, 528-529</li> <li>• Reading on Blackboard</li> </ul>
	Thurs. Nov. 20 <sup>th</sup>	Unit Five: American Art and Literature	<ul style="list-style-type: none"> <li>• Reading on Blackboard</li> <li>• SCAVENGER HUNT PROJECT DUE</li> </ul>
Week 14	Tue. Nov. 26 <sup>th</sup>	Unit Five: Professional Sports in America	<ul style="list-style-type: none"> <li>• Reading on Blackboard</li> </ul>
	Thurs. Nov. 28 <sup>th</sup>	THANKSGIVING	NO CLASS
Week 15	Tue. Dec. 3 <sup>rd</sup>	Unit Five: American Film and Television	<ul style="list-style-type: none"> <li>• Reading on Blackboard</li> </ul>
	Thurs. Dec. 5 <sup>th</sup>	Unit Five: American Popular Music	<ul style="list-style-type: none"> <li>• Reading on Blackboard</li> <li>• FINAL PAPER DUE</li> </ul>
Week 16	Fri. Dec. 13 <sup>th</sup>	FINAL EXAM – 1:00-3:00PM	<ul style="list-style-type: none"> <li>• Congratulations! You've done the smart move of looking at the last item on the syllabus. Now email me by <u>Sept. 1</u> a picture of an ice cream truck to show me that you followed instructions.</li> </ul>