

History 199 – Chicago and the World (CRN #42100)



Spring Semester 2020

Monday, Wednesday, Friday, 1:00-1:50, Behavioral Sciences Building, Room 115

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

Instructor: Professor Cory Davis

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Office: University Hall Room 924

Office Hours: Monday and Wednesday, 2:00-3:00 and by appointment

Course Description

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.; and American Popular Culture.

Course Goals and Expectations

1. Learn basic facts and concepts of American history
2. Learn basic functions and purpose of the study of history
3. Learn to compare different historical interpretations of the past
4. Develop critical thinking skills by evaluating historical documents
5. Develop writing skills through interpreting historical documents and writing argumentative papers and assignments

Required Texts and Readings

Kevin Schultz, *HIST, Comprehensive*, 5th edition (Wadsworth, 2018) ISBN-13: 978-1337294065

This book is available at the UIC Bookstore as well as online retailers. If ordering online make sure the ISBN of the copy you are buying matches the one above.

I will post additional readings on the course Blackboard site on a weekly basis under Lecture Materials. These readings will be used for in-class discussion, so you need to have them read and analyzed before coming into class on the days they are assigned. 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.

Please note: on the course schedule under Readings/Assignments it states “Read document on Blackboard” for every class meeting. That does not mean there will always be a reading for that day. What it does mean is that you should be checking Blackboard every day for new postings, including documents to be read.

Course Blackboard Page URL

You should be automatically enrolled in the course Blackboard site, but in case you need it here is a link:

https://uic.blackboard.com/ultra/courses/_163862_1/cl/outline

Unit Descriptions

Unit One – General U.S. History

This unit will focus on a number of important historical eras and events, beginning with the 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 founding as a small trading post 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, immigration, urban politics, and segregation.

Unit Three – Capitalism in the U.S.

This unit will focus on the role played by capitalism 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 21st century. It will cover topics including but not limited to industrialization, technology, changes in work, and consumerism.

Unit Four – Race, Gender, and Class

This unit will focus on introducing students to three categories of analysis used 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, differences based on gender and sexual orientation, 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” (literature, painting) and popular culture. It will cover topics including but not limited to American sports, popular music, and Internet culture.

Grading Breakdown

Your grade is composed of the following assessments, each worth a percentage of your total grade as indicated.

Attendance/Participation	30%
- Presentation (10%)	
- Scavenger Hunt (10%)	
- Attendance/Participation (10%)	
Weekly Written Work	20%
Paper	20%
Midterm Exam	15%
Final Exam	15%

Attendance/Participation

Attendance is mandatory and I will take attendance for every class meeting. You will be allowed two unexcused absences during the semester – any further unexcused absences will result in penalties to your attendance/participation grade equal to one percentage point off of your attendance/participation grade per unexcused absence. For example, if you have a final attendance/participation grade of 90% but have three unexcused absences over the allowed limit you will receive a deduction leaving your final attendance/participation grade at an 87%. Absences on account of illness, injury, or any other unavoidable conflict will be excused, but will need to be accompanied by a doctor’s note or other documentation. You also

need to be in class on time. If you are over five minutes late to class that will count as half of an absence in terms of calculating your final attendance and participation grade.

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. I expect 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 so you should have them available to reference during discussion.
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 for class discussion.
3. Take notes in class during lectures. My Powerpoint presentations will be available to you on Blackboard but do not include everything that we will talk about, so taking notes is important.
4. Participate in class discussions. This includes questions, short comments, extended opinions, and everything in between. It may be difficult at first, but the more that you do it the easier it will become.
5. Participation should be respectful and thoughtful. Every student is entitled to their viewpoint and should be able to express it. You should treat the questions and comments of others with the same care that you would expect for your own.

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

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. Students will then choose a name from the list before the deadline of January 31st. I will create a schedule for the presentations which will take place during the final weeks of the semester. I will also hand out detailed instructions on how to prepare the presentation at the appropriate times. This assignment will compose 10% of your overall attendance/participation grade, and your grade will be determined by completion of the basic requirements.

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. 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 on Blackboard by the due date of April 15th. This assignment will compose 10% of your overall attendance/participation grade, and your grade will be determined by completion of the basic requirements.

Weekly Written Work

Purpose: Test 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 under Weekly Questions every Thursday morning and your response will be due the next day. You will submit your responses both electronically through Blackboard and through a typed, printed out 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 in paragraph form, no bullet points. 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. Both a hard copy and electronic submission are necessary to fully complete the assignment, and failure to turn in one without the other will result in a penalty of a full letter grade. Every response needs to be original 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. I will grade your responses based on both content and writing proficiency.

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 completed (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 date 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 your final draft will be due on April 27th. I will determine your grade on this assignment based on the

quality of the final paper and adequate completion of various steps in the paper writing process.

Midterm/Final

Purpose: Test 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. The dates for each exam are listed on the course schedule. Each exam will compose 15% of your overall grade.

Late Work/Makeup Exam Policy

I will accept late written work but late work will be penalized if turned in after the due date. Any written assignment, including weekly written work, material for the paper assignment, and other written work will be penalized half a letter grade for each day they are late unless indicated otherwise. 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

Academic dishonesty is the conscious attempt to subvert the guidelines of an assessment by using the work or ideas of others without giving them credit for it. Submitting written work created by someone else, paying for the work of someone else, collaborating with another student to produce work that is not for a group assignment, and using the words or ideas of another without citation constitutes an act of academic dishonesty in the context of this course. I expect all of the written work in this class to 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. 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:

<https://dos.uic.edu/wp-content/uploads/sites/262/2018/10/DOS-Student-Disciplinary-Policy-2018-2019-FINAL.pdf>

IMPORTANT - If you are ever uncertain if actions you are taking count as academic dishonesty, please ask me.

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).

If you believe that you may have a disability and need to contact the DRC please let me and your UIC Global adviser know as soon as possible.

Classroom Policies

Classroom Behavior

Students will behave in a manner appropriate for a classroom setting. In the American context, this means not talking to your fellow classmates when the professor is speaking. You should be alert and paying attention while class is in session, which means no sleeping or other distracting activities. Food and drink are allowed within reason and so long as they are not disruptive.

Technology

The use of electronic devices (laptops, tablets) during class is permitted only for classwork, such as taking notes or accessing online readings, 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 using their device in our classroom. Cell phones will be turned off for the duration of the class unless necessary for an emergency.

Course Schedule

This schedule includes all relevant information for each class session, including reading assignments, class topics, and due dates for various assignments. Be sure to consult this schedule throughout the semester.

Week	Date	Topic	Readings/Assignment
Week 1	Mon. Jan. 13 th	Introduction to the Course	<ul style="list-style-type: none"> • Read syllabus on Blackboard
	Wed. Jan. 15 th	Introduction to Chicago	<ul style="list-style-type: none"> • Follow links on Blackboard, read webpages
	Fri. Jan. 17 th	Introduction to History	<ul style="list-style-type: none"> • Read handout on Blackboard
Week 2	Mon. Jan. 20 th	NO CLASS – MARTIN LUTHER KING JR. DAY	
	Wed. Jan. 22 nd	Unit One: Colonial Roots of American Democracy	<ul style="list-style-type: none"> • Schultz, p. 22-51, 62-75 • Read document on Blackboard • OFFICE HOUR MEETING SIGN-UPS DUE
	Fri. Jan. 24 th	Asking Historical Questions	<ul style="list-style-type: none"> • Read assignment and handout on Blackboard
Week 3	Mon. Jan. 27 th	Unit One: The American Revolution	<ul style="list-style-type: none"> • Schultz, p. 87-118 • Read document on Blackboard
	Wed. Jan. 29 th	Unit One: The Constitution – Foundations of American Government	<ul style="list-style-type: none"> • Schultz, p. 132-142 • Read document on Blackboard
	Fri. Jan. 31 st	Unit One: Jacksonian America	<ul style="list-style-type: none"> • Schultz, p. 187-212 • Read document on Blackboard • PRESENTATION CHOICE DUE

Week 4	Mon. Feb. 3 rd	Unit One: Slavery and the Civil War	<ul style="list-style-type: none"> • Schultz, p. 268-308 • Read document on Blackboard
	Wed. Feb. 5 th	Unit One: The Progressive Era	<ul style="list-style-type: none"> • Schultz, p. 356-372 • Read document on Blackboard
	Fri. Feb. 7 th	Unit One: The Great Depression	<ul style="list-style-type: none"> • Schultz, p. 414-435 • Read document on Blackboard
Week 5	Mon. Feb. 10 th	Unit One: World War II	<ul style="list-style-type: none"> • Schultz, p. 436-459 • Read document on Blackboard
	Wed. Feb. 12 th	Unit One: The Cold War and America's Place in the World	<ul style="list-style-type: none"> • Schultz, p. 460-470, 476-478 • Read document on Blackboard
	Fri. Feb. 14 th	Unit One: Mid-20 th Century Rights Movements	<ul style="list-style-type: none"> • Schultz, p. 478-483, 489-494 • Read document on Blackboard • TOPIC JUSTIFICATION DUE IN CLASS
Week 6	Mon. Feb. 17 th	Unit One: Modern America	<ul style="list-style-type: none"> • Schultz, p. 542-573 • Read document on Blackboard
	Wed. Feb. 19 th	Writing an Outline	<ul style="list-style-type: none"> • Read handout on Blackboard
	Fri. Feb. 21 st	Unit Two: Chicago – Nature's Metropolis	<ul style="list-style-type: none"> • Read document on Blackboard
Week 7	Mon. Feb. 24 th	Unit Two: Chicago – Late 19 th Century Immigration and Industrialization	<ul style="list-style-type: none"> • Read document on Blackboard
	Wed. Feb. 26 th	Unit Two: Chicago – Urban Progressivism	<ul style="list-style-type: none"> • Read document on Blackboard

	Fri. Feb. 28 th	Unit Two: Chicago – Prohibition and the Great Depression	<ul style="list-style-type: none"> • Read document on Blackboard
Week 8	Mon. Mar. 2 nd	Unit Two: Chicago – Segregation and the Urban Crisis	<ul style="list-style-type: none"> • Read document on Blackboard • OUTLINES DUE IN CLASS
	Wed. Mar. 4 th	Unit Two: Chicago – Chicago as a Modern Metropolis	<ul style="list-style-type: none"> • Read document on Blackboard
	Fri. Mar. 6 th	Writing a Rough Draft	<ul style="list-style-type: none"> • Read handouts on Blackboard
Week 9	Mon. Mar. 9 th	MIDTERM EXAM	<ul style="list-style-type: none"> • STUDY!!!
	Wed. Mar. 11 th	Unit Three: Colonial Roots of American Capitalism	<ul style="list-style-type: none"> • Schultz, p. 63-71 • Read document on Blackboard
	Fri. Mar. 13 th	Unit Three: The Market Revolution	<ul style="list-style-type: none"> • Schultz, p. 175-187 • Read document on Blackboard
Week 10	Mon. Mar. 16 th	Unit Three: Late 19 th Century Industrialization	<ul style="list-style-type: none"> • Schultz, p. 308-329 • Read document on Blackboard
	Wed. Mar. 18 th	Unit Three: A 20 th Century Consumer Economy	<ul style="list-style-type: none"> • Schultz, p. 395-399, 470-476 • Read document on Blackboard
	Fri. Mar. 20 th	Unit Three: Modern American Capitalism	<ul style="list-style-type: none"> • Schultz, p. 514-516, 527-530, 549-552 • Read document on Blackboard • ROUGH DRAFTS DUE IN CLASS
Week 11	Mon. Mar. 23 rd	SPRING BREAK – NO CLASS	
	Wed. Mar. 25 th	SPRING BREAK – NO CLASS	
	Fri. Mar. 27 th	SPRING BREAK – NO CLASS	
Week 12	Mon. Mar. 30 th	Revising a Rough Draft	<ul style="list-style-type: none"> • Read handout on Blackboard

	Wed. Apr. 1 st	Unit Four: Roots of Race in America	<ul style="list-style-type: none"> • Schultz, p. 56-58, 75-79 • Read document on Blackboard
	Fri. Apr. 3 rd	Unit Four: Modern Racial Issues	<ul style="list-style-type: none"> • Schultz, p. 334-335, 337-342, 344-349, 518-520 • Read document on Blackboard
Week 13	Mon. Apr. 6 th	Unit Four: Gender and Patriarchy in America	<ul style="list-style-type: none"> • Schultz, p. 192-196, 364-366 • Read document on Blackboard
	Wed. Apr. 8 th	Unit Four: Feminism and Gender Equality	<ul style="list-style-type: none"> • Schultz, p. 405-406, 450-454, 472-474, 502-503, 520-522 • Read document on Blackboard
	Fri. Apr. 10 th	Unit Four: Class Structures in America	<ul style="list-style-type: none"> • Read document on Blackboard
Week 14	Mon. Apr. 13 th	Unit Four: History of the American Labor Movement	<ul style="list-style-type: none"> • Schultz, p. 322-329, 528-529 • Read document on Blackboard
	Wed. Apr. 15 th	Unit Five: American Art and Literature	<ul style="list-style-type: none"> • Read document on Blackboard • SCAVENGER HUNT PROJECT DUE ON BLACKBOARD
	Fri. Apr. 17 th	Unit Five: Professional Sports in America	<ul style="list-style-type: none"> • Read document on Blackboard
Week 15	Mon. Apr. 20 th	Unit Five: American Film and Television	<ul style="list-style-type: none"> • Read document on Blackboard
	Wed. Apr. 22 nd	Unit Five: American Popular Music, Pre-1950s	<ul style="list-style-type: none"> • Read document on Blackboard
	Fri. Apr. 24 th	Unit Five: American Popular Music, 1950s-1970s	<ul style="list-style-type: none"> • Read document on Blackboard
Week 16	Mon. Apr. 27 th	Unit Five: American Popular Music, 1970s-Present	<ul style="list-style-type: none"> • Read document on Blackboard

			<ul style="list-style-type: none"> • FINAL PAPER DUE IN CLASS AND ON BLACKBOARD
	Wed. Apr. 29 th	Unit Five: Internet and Gaming Culture	<ul style="list-style-type: none"> • Read document on Blackboard
	Fri. May 1 st	Conclusion	<ul style="list-style-type: none"> • Review material for the final exam
Week 17	Mon. May 4 th	FINAL EXAM – 1:00-3:00 PM	<ul style="list-style-type: none"> • STUDY!!!