



HIST 199 – Chicago and the World
College of Liberal Arts and Sciences
Fall 2020

Instructor: Cory Davis	Class Times: MWF 8:00-8:50 AM CST
Email: cdavis26@uic.edu	Office Hours: MW 9:00-10:00 and by appointment

Catalog Description

Introduction to American history, key institutions, culture, and society through the lens of Chicago as a global city. Introduction to the college experience and development of key academic skills.

Course Overview

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 Learning Objectives

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- Develop critical thinking skills by evaluating historical documents
- Develop writing skills through interpreting historical documents and writing argumentative papers and assignments

Course Requirements & Prerequisites

None.

Credits



This course is worth 3 credits.

Course Materials

Required Texts

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

Course Requirements, Methods of Evaluation, and Grading Policies

Assignments

Assignment	Percentage of Grade
Exam #1	10%
Exam #2	10%
Exam #3	10%
Paper Assignment	20%
Weekly Homework (Pre and Post-work)	20%
Presentation	10%
Class Participation and Attendance	20%
Total	100%

Point Conversions

Letter	Grade Point	Percentage	Qualitative Descriptor
A	4.0	90-100%	Excellent
B	3.0-3.9	80-90%	Good
C	2.0-2.9	70-80%	Fair
D	1.0-1.9	60-70%	Poor
F or IF	0.0-0.9	0-59%	Failure



Evaluation Criteria

Exams

Purpose: Test comprehension and knowledge retention

Skills: Notetaking, exam preparation, writing

Students will take three online exams during the semester: one after the end of Unit One, one after the end of Unit Three, and one after the end of Unit Five. The exams are not cumulative. Each exam will be posted on UCommons and will have a posted time limit for completion. The exams will consist of short essay questions that will test your ability to apply the knowledge of skills learned in each unit to questions asking you to evaluate and interpret historical material. I will also provide students with a study guide for each exam. The dates for each exam are located on the Calendar. Each exam will compose 10% of your overall grade.

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 submit evidence of work completed (topic choices, outlines, rough drafts) on UCommons at various points during the semester as outlined in the Calendar on UCommons. The due date for each component and the final paper are marked on the Calendar. 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 NOVEMBER 30th. 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.

Weekly Homework (Pre and Post-work)

Purpose: Test learning comprehension and writing ability

Skills: Notetaking, reading comprehension, writing

Each week students will write short, written responses to questions over reading assignments and material covered during lessons. The questions for each lesson will be available a week before each lesson on UCommons. Pre-work responses on reading assignments are due for each lesson before that lesson begins. Post-work responses on lecture material are due the day after the lesson ends by the end of the day. You will submit your responses online through UCommons. These responses should follow the specific format explained in the assignment directions posted for each assignment. Responses turned in late will be penalized half a letter grade for each day they are late. Every response needs to be original and the work of each individual student – no group work allowed. The cumulative points earned on all of these assignments will compose



20% of your overall grade. I will grade your responses based on both content and writing proficiency.

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 post on UCommons the first week of the semester. Students will choose a name from the list before the deadline of September 7th. I will also post detailed instructions on how to prepare the presentation at the appropriate times. I will schedule presentations near the end of the semester and presentations will take place during class time. This assignment will compose 10% of your overall grade, and your grade will be determined by completion of the basic requirements outlined in the presentation assignment.

Class Participation and Attendance

You are expected to attend all Live Lectures in person. Additionally, progressing through the modules and submitting assignments in the online classroom count toward your participation in the course. Failure to attend the Live Lectures and participate in the online classroom will negatively affect your overall grade.

You are 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%. 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. 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. If you miss a lesson you may request access to a recording of the lesson for viewing by emailing me formally.

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. There are a number of different ways that you can participate during each lesson. One of the most important tools is the Raise Hand function. You will use the Raise Hand function to ask questions, answer questions that I ask you, and in general to share your thoughts or seek my attention during each class meeting. Participation using the Raise Hand function is logged by UCommons. I expect you to become comfortable with individual participation as well as participation in group work situations.



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 20% of your overall grade.

Some tips for successful class participation:

1. Always have necessary texts and assigned readings available for reference for class meetings. This includes your ebook version of the textbook and any documents posted on UCommons for each lesson. 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.

Course Format and Expectations

This course will be presented in the UIC Live lecture format, and you will submit assignments in the online classroom. Lesson structure will vary, but you should generally follow these guidelines.

Directions

Before each lesson begins, you should review the Directions page for the lesson. This page provides all of the information that you will need to prepare for the Live Lecture and submit assignments. Review the rationale and objectives to prepare for the learning ahead. To ensure



you have sufficient time to complete any pre-work, review this page as early as possible before each lesson.

Pre-work

Before a lesson's Live Lecture begins, you may first need to complete Pre-work. You can find information in the Directions page. Pre-work will typically be submitted using the Assignment, Discussion, or Quiz area in the online classroom. If there is a different way to submit Pre-work, it will be explained in the Directions page.

Live Lecture

The Live Lecture portion of a lesson occurs in real time. We will all meet via live video in a classroom setting. Review the Live Lecture Preparation area of the online classroom before the Live Lecture. This area will inform you of any items that you may need to bring to or have available for the Live Lecture.

Post-work

After a lesson's Live Lecture ends, you may be assigned Post-work. Post-work will typically be submitted to an Assignment, Discussion, or Quiz area in the online classroom.

Please note: The Post-work for a lesson may also be considered Pre-work for the next lesson. So, you may find the same assignment in multiple places. The repetition is intentional and designed to make the expectations for each lesson clear.

Calendar

You can refer to the Calendar area of the online classroom to find all of the due dates for this course. The due dates can also be found within each individual assignment submission. Additionally, you can find the scheduled times for Live Lectures and my office hours through the Calendar area.

Email Communications

To contact me about this course, you can use the Inbox area of the online classroom, or your official UIC email address.

Course Policies

Missed or Late Work

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



Classroom Behavior

Students should behave in a manner appropriate for a classroom setting. In Live Lecture sessions that means keeping your microphone muted when I am lecturing and not using chat to talk with other students about non-class related topics. If you have a question or want to make a comment, you should use the Raise Hand function in the online classroom (not Zoom) and I will call on you and let you ask your question or make your comment. If you are having difficulties with your audio function you can use the chat interface to ask your question or make your comment.

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.

Academic Honesty Policy

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, you should notify me at least five days in advance of the date when you will be absent. I will make every reasonable effort to honor the request, not penalize you for missing the class, and if an examination or project is due during the absence, give you an exam or assignment equivalent to the one completed by those students in attendance. If you feels aggrieved, you may request remedy through the campus grievance procedure.

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



Academic Deadlines

There are a number of important deadlines to keep in mind during the semester. Consult this URL for those deadlines: <https://catalog.uic.edu/ucatalog/academic-calendar/>

Disability Accommodation

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students 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). You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following:

<http://drc.uic.edu/guide-to-accommodations>.

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