



**Fall 2023**

**History 3810-001**

**Class Time:** TR 11:00AM – 12:15 PM

**Class Location:** Coleman 2761

**Instructor:** Dr. Camden Burd

**Contact:** [crburd@eiu.edu](mailto:crburd@eiu.edu)

**Office & Office Hours:** I will offer times to meet on Tuesdays from 2:00pm-3:00pm, Wednesdays 9:00am-11:00am, and Thursdays from 9:30am-10:30am. I am also willing to work with you to find a more agreeable time if these do not work with your schedule.

**Email Response Policy:** I will try to answer emails as quickly as possible. That being said, I cannot get to every message right away. Therefore, I will commit to responding to any email within 24 hours on weekdays.

**\*\*The instructor reserves the right to make changes to the syllabus\*\***

### **COVID-19: Rules and Expectations**

“The University asks all of us to take precautions to prevent the spread of COVID-19. EIU’s policy is intended to protect all of us on campus, as well as the community, your roommates, and loved ones at home. Students should not attend class if they are ill and should consult the student health clinic if they have any COVID-19-like symptoms. EIU’s COVID-19 campus practices include face coverings when and where appropriate (or required by the CDC or Illinois Department of Public Health), avoiding campus if sick, social distancing, and hand washing, all of which are based on the best available public health guidance. Everyone in the campus community is responsible for following practices that reduce risk. Accommodations for instruction and make-up work will be made for students with documented medical absences according to [IGP #43](#). Visit [EIU COVID-19](#) for information and policy updates.”

### **Course Overview**

This course is a survey of Illinois history from pre-colonial to the present with an emphasis on Indian, French, British and American geo-political agendas. We will explore the Northwest Ordinance’s influence on the state’s development. Students will also example the tension associated with northern or southern cultural allegiances, rural versus urban economic and political power, and race and ethnic relations over time. In addition to readings and discussions, students will undergo original research and contribute to a digital history research project.

### **Required Texts**

- Hartfield, Claire. *A Few Red Drops: The Chicago Race Riot of 1919*.

### **Course Objectives**

- Recall major events and trends in Illinois history in local, regional, national and international contexts.
- Distinguish disciplinary approaches to studying Illinois history.
- Distinguish forces affecting historic and current issues in Illinois politics, economics, and employment.
- Examine, evaluate/question and respond to problems or arguments evident in primary and secondary sources.

- Synthesize evidence from a variety of sources and convey knowledge via a research paper that makes an original contribution to our understanding of Illinois history.

### **Assignments**

***Exams x2 (160 points):*** There will be two exams over the course of the semester. These exams will cover course content assigned in readings and discussed in class.

***Book Review Response Paper (70 points):*** There is a single required book for this class. In addition to the reading and discussing the book in class, you will be asked to write a reflection essay on the reading. You will find more details of this assignment on D2L.

***My Illinois History Project (70 points):*** You will complete an essay reflecting on an aspect of Illinois History based on published scholarship. You will find more details of this project on D2L.

***Participation and Attendance (100 points):*** Because this class is a mixture of lecture, discussion, and in-class exercises, students must come ready to participate. Please be prepared to discuss assigned readings and share your insights, questions, and thoughts about them. Discussion is not optional in this course—it is required. You have important insights and opinions and the entire class benefits from hearing them. If you are uncomfortable or unable to speak in front of large groups there is another way to receive participation points. Every day I will post the PowerPoint that contains the discussion questions from class. If you would like to receive points you can write a 250-word essay that answers those questions using the primary source assigned for the day. You can email me that response by the end of the day to receive participation points.

### **Grading**

- A = 400 – 360 points
- B = 359 – 320 points
- C = 319 – 280 points
- D = 279 – 240 points
- F = Below 240

### **Late Work and Missed Assignments**

Due dates for writing responses, quizzes, and other assignments will be clearly marked in D2L and the syllabus. Exam dates and assignment deadlines are made clear at the beginning of the course which means there are few reasonable excuses for missing them. That being said, I want you to succeed in this course. If, for whatever reason, you miss an assignment or exam please reach out to me. Especially in the midst of COVID-19, I encourage you to practice safety and healthy choices rather than putting yourself and others at risk.

### **Technical Requirements and Skills**

During this class you will be expected to use several digital and technical tools to access learning materials and complete assignments. You should feel comfortable in the following tasks:

- Using the learning management system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Copying and pasting

### **Technical Support**

If you need assistance with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. Email and Chat options are also available on the “My Home” page after logging into D2L. Other D2L resources including a D2L Orientation course for students are available in “My Home” page. If you are experiencing less than optimal D2L Brightspace performance, review the D2L Brightspace Performance Checklist to assess the issue.

For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, contact the ITS Helpdesk at 217-381-4357 during regular business hours or submit a help ticket at <https://techsupport.eiu.edu/>. If you have a question regarding course content, feel free to contact me.

### **Academic Integrity**

Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

### **Statement on Artificial Intelligence Programs/Apps**

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT, Grammarly, or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Written work will be submitted through Turnitin in D2L. Turnitin includes an AI detection tool which indicates the amount of qualifying text within the submission that Turnitin’s AI writing detection model determines was generated by AI. This information may be used, in addition to other evidence, if there are concerns with academic misconduct.

### **Students with Disabilities**

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Accessibility and Accommodations. All accommodations must be approved through this Office. Please stop by McAfee Gym, Room 1272, email [accommodations@eiu.edu](mailto:accommodations@eiu.edu), or call 217-581-7208 to make an appointment.

### **Student Success Center**

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call (217) 581-6696, or go to McAfee Gym, Room 1336.

### **Discussion Etiquette**

Eastern Illinois University (EIU) is committed to open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations, including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, the instructor will intervene. In digital discussions such as D2L, faculty will request that inappropriate content be removed from the

Course room and will recommend university disciplinary action. Learners as well as faculty should be guided by common sense and basic etiquette. The following are good guidelines to follow:

- Never post, transmit, promote, or distribute content that is known to be illegal.
- Never post harassing, threatening, or embarrassing comments. If you disagree with someone, respond to the subject, not the person. Conflicts of ideas are encouraged, while conflicts of feelings are discouraged.
- Never post content that is harmful, abusive; racially or culturally insensitive, or religiously offensive, vulgar; sexually explicit, or otherwise potentially offensive.

### Course Schedule

#### **August 22 – Introductions and Overview**

#### **August 24 – Indigenous Illinois**

#### **August 29 – French Illinois**

*Reading:* Excerpts from *Journal of Father Marquette* (1673)

#### **August 31 – British Illinois**

*Reading:* Letter from George Rogers Clark to Governor Patrick Henry, 1777.

#### **September 5 – American Revolution**

*Reading:* Excerpts, “Petition of a Convention at Vincennes Favoring Slavery by William Henry Harrison, December 28, 1802.”

#### **September 7 – What is the Midwest? What is Illinois?**

*Reading:* Phil Christman, *Midwest Futures*, 9-28.

#### **September 12 – Illinois in Early America**

*Reading:* *An Act to promote retaliation upon hostile Indians, December 24, 1814*

#### **September 14 – Euro-American Settlement**

*Reading:* “Letter from Morris Birkbeck, November 29, 1817.”

#### **September 19 – Euro-American Settlement II**

*Reading:* Excerpts from "Proclamation, 15 January 1841," The Joseph Smith Papers.

#### **September 21 – Illinois, Slavery, and Freedom I**

*Reading:* Excerpts from, Elijah P. Lovejoy, “The Fault Finders,” August 17, 1837.

#### **September 26 – Illinois, Slavery, and Freedom II**

*Reading:* Transcript of Lincoln & Douglas Debate, September 18, 1858,  
<https://www.nps.gov/liho/learn/historyculture/debate4.htm>.

#### **September 28 – Civil War**

*Reading:* Isaac Funk, *Copperheads under the beel of an Illinois farmer* (1863).

#### **October 3 – Industrial Illinois**

*Reading: Sears, Roebuck and Co. Consumers Guide : Number 104 (1897).*

**October 5 – Modernizing Illinois**

*Reading: Excerpt of “Testimony to the United States Strike Commission of Eugene V. Debs, Chicago — Aug. 20 & 25, 1894.”*

**October 10 – Culture & Art in Illinois**

*Reading: Carl Sandburg, “Chicago”*

*Reading: Vachel Lindsay, “Abraham Lincoln Walks at Midnight”*

**October 12 – MIDTERM EXAM**

**October 17 – Illinois and the Progressive Era**

*Reading: Excerpt from Daniel Burnham and Edward H. Bennett, *Plan of Chicago* (1909).*

**October 19 – WWI & The Red Scare**

*Reading: Excerpts from “Final report of the State Council of Defense of Illinois,” (1919).*

**October 24 – BOOK DISCUSSION**

*Reading: Hartfield, Claire. *A Few Red Drops: The Chicago Race Riot of 1919*.*

**Due:** Book Review Response Paper

**October 26 – 1920s Boom**

*Reading: Visual Source, Examination of “Velie Sedan,” (1925).*

**October 31 – 1930s Bust**

*Watch: Footage of Memorial Day Massacre (1937).*

**November 2 – Visit to Tarble Arts Center**

**November 7 – World War II**

*Reading: Excerpt from A. Philip Randolph, “The Call to Negro America to March on Washington (1941).”*

**November 9 – Postwar Boom & Suburban Illinois**

*Reading: Ed Funk, “Death of a Rural Village,” *Focus/Midwest* 13, no. 80 (March 1979): 22-25.*

**November 14 – Illinois and the Civil Rights Movement I**

*Video: *Cicero March* (1966)*

**Due:** My Illinois History Assignment

**November 16 – Illinois and the Civil Rights Movement II**

*Reading: William R. Brinton, “The Story of Confrontation,” *Focus/Midwest* 8, no. 54 (1971): 10-14.*

**November 21 – NO CLASS, THANKSGIVING BREAK**

**November 23 – NO CLASS, THANKSGIVING BREAK**

**November 28 – What is the Rustbelt?**

*Reading:* Anne Trubek, “Why the Rust Belt Matters (and What It Is),” *Voices from the Rust Belt*, ed. Anne Trubek (New York: Picador, 2018) 1-6.

**November 30 – Shifts in Urban Illinois**

*Reading:* Harold Washington Speech, A.M.E. Church Convention, Toronto, September 1983.

**December 5 – Shifts in Rural Illinois**

*Reading:* “No Public or Private Aid in Sight,” *Focus/Midwest* 8, no. 51 (1970): 20-25.

*Reading:* Owen Keehnen, “Last Call at Irene’s Cabaret,” in *Sweeter Voices Still: An LGBTQ Anthology from Middle America*, eds. Ryan Schuessler and Kevin Whiteneir, Jr. (Cleveland: Belt Publishing, 2020), 49-51.

**December 7 – Contemporary Illinois**

*Reading:* Ryan Zickgraff, “The State of Illinois is Killing My Family,” *Jacobin*, August 23, 2021, <https://jacobin.com/2021/08/downstate-illinois-corruption-deindustrialization-democratic-party>.

*Reading:* Sonya Huber, “Chicagoland,” in *Love and Industry: A Midwestern Workbook* (Lakewood: Belt Publishing, 2023), 43-49.

*Reading:* Scott Beauchamp, “A Short Way to Hell: In Sauget, Illinois, Poisons Mean Profit,” *Belt Magazine*, September 23, 2015, <https://beltmag.com/a-short-way-to-hell-in-sauget-illinois-poisons-mean-profit/>.

**December 11: FINAL EXAM, 10:15AM – 12:15PM.**