# History 101 (11:30 Class) Syllabus, Winter 2020

## Instructor Information and Availability

Instructor name: Dr. Robert Harrison

Phone number: 541-917-4571

E-mail address: harrisr@linnbenton.edu

Office hours: Monday, Wednesday, Friday 10 to 10:50 a.m.

Tuesday and Thursday: 1 to 1:50 p.m.

Other times by appointment

Office number: South Santiam Hall 113

## Course Information

Course name: History 101

CRN: 33219

Scheduled time/days: Tuesday and Thursday, 11:30 a.m. to 12:50 p.m.

Number of credits: 3

Classroom: North Santiam Hall, room 207

## Course Materials

Required Book: James Michener "The Source". Please buy this book right away; if you can't get it by Week one, you can read a copy of it on reserve in the LBCC library, behind the circulation desk.

Rather than a textbook, you will have assigned Moodle readings for in-class quizzes. These readings will be listed below in your class calendar.

**Class Moodle Page**

You will need a Moodle account, since class readings, assignments, the class syllabus, class power points, and other material will be posted on your Moodle course site. How to get a Moodle account: Go to LBCC’s home page. Then, click on "Current Students" and then click on "Log in to Moodle". Then, watch the film on how to access Moodle, especially if you are a first time Moodle user. This film will take you through the entire process, including signing up for my course, which will be listed as “History 101 with Dr. Harrison, Winter 2020” and click the link. Make sure it is the Winter 2020 course, not an earlier one. Make sure you do this on the first day of class.

**Absences and your grade:** I check attendance for every class and missing class will lower your grade. For each unexcused absence up to and including 3, your final grade will be lowered by 1 point. Here are some examples of unexcused absences: Car problems beyond one incident (after the first incident, I expect that you can arrange some other way to get to school); attending camp, family vacation or other social event; waking up late; working on school work (whether for our class or another class). I will judge other types of incidents on an individual basis. Unexcused absences 4 and 5 will each cost you 5 points off your final grade, and for every unexcused absence over 5, you will lose 1 letter grade. If you have over 5 unexcused absences, you probably won’t be able to pass, and you should drop the course.

Excused absences up to and including 4 will not effect your grade. I excuse absences for sickness (you don't need to bring me a doctor's note); car trouble once (after one event I expect you to find other ways to school); being called in to work (if it's not a regular event). However, for excused absences 5 and 6, you’ll lose 1 point from your final grade; for every excused absence over 6, you’ll lose 5 points from your final grade. So, once you have missed more than 6 times, even if they are all excused, you’ll need to think about dropping the class before your grade falls too low to pass. It's important to contact me within 24 hours of missing a class and to let me know why you missed if you think you have a good reason. You should also e-mail me after missing class to see what you may have missed and whether a reading quiz or a lecture quiz is coming up. You can find the assigned reading for each class on the course calendar below.

**Be on Time:** Please work hard to be in class on time—if you have issues like a job or another class, let me know so I can work with you on it. After two late apperances, unless you come to me with what I consider legitimate reasons for being late, you will lose 1/2 point off your final average for each time you are late.

## Day by Day Course Calendar and Assigned Readings

The assigned readings listed below are on your Moodle course site—notice the label of the reading assignments carefully, since they are listed this way in Moodle. If you don’t have a Moodle account, follow the procedures which are on the first page of the syllabus. If you need help, let me know right away. It is your responsibility to know what to read for each class, and to be ready for in-class quizzes even if you miss a class or if you don’t hear me announce them in class. If you’re uncertain about what to read or can’t find it, e-mail me and make sure you e-mail me if you miss class.

**E-mail me if you miss class:** It's important to e-mail me when you miss class, so I can let you know about any possible upcoming quizzes and help you get ready for them. However, I will expect you to be ready for any quizzes by following the course calendar, whether or not you contact me.

# Week One

January 7 Course Introduction and Agricultural Revolution. For January 9, read “Enuma Elish” and “Epic of Gilgamesh” in Moodle under the “Mesopotamian Civilization” section.

January 9 Mesopotamian Civilization: Myth and Religion. For January 14, read “Code of Hammurabi” in Moodle under the “Mesopotamian Civilization” section; also read the section titled “Writing” in the “Mesopotamia at the British Museum” website. Read the “Story”, do the “Explore” and take the “Challenge”.

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Week Two

January 14 Mesopotamian Civilization: Law and the Invention of Writing. For January 16, read the Moodle website titled “Exploring the Pyramids with NOVA”. Also, go to the Moodle website titled “Ancient Egypt at the British Museum” and click on “Gods and Goddesses”— read the “Story”, “Explore”, and take the “Challenge.

January 16 Egyptian Civilization: Myth, Religion, and the Pyramids. For January 21, read the Moodle website titled “The Pharaoh Returns: King Tut”

Week Three

January 21 Egyptian Civilization: Treasures of Tutankhamen. For January 23, read the Moodle sources “Creation and the Garden of Eden”, “The Ten Commandments”, and “Are the Bible’s Stories True?” which are under the “Hebrew Civilization” section in Moodle.

January 23 Hebrew Civilization: the Bible as Myth and History and the Ten Commandments. For January 28, read the Moodle sources titled “Elijah vs. the Prophets of Baal” and “Job”.

Week Four

January 28 Hebrew Civilization: the Prophetic Revolution and Job. For January 30, under the area “Greek Civilization”, read the Moodle source titled “Pericles’ Funeral Oration”. Then, go to the Moodle website titled “Ancient Greece at the British Museum” and read the section “Sparta”—read the “Story”, go “Explore” and take the “Challenge”.

January 30 Greek Civilization: Mycenaeans, Athens, and Sparta.

**Due Today:** You must show me your book about your Meeting of the Minds character or lose 10 points off your bibliography grade.

Week Five

February 4 Meeting of the Minds, Show #1: Egyptian Queen Hatshepsut; Ramses II, pharaoh of Egypt; King David of the Hebrews; Samson and Delilah, star-crossed lovers in the Bible; Esther, Hebrew heroine; Kathleen Kenyon, pioneering archaeologist at Jericho.

February 6 In-class Test #1 on The Source, covering “The Tell”, “The Bee Eater”, “Of Death and Life”, and “An Old Man and His God”. You may not use your book during the test, but you may use as many notes as you like, either written or typed, on cards or on paper.

For February 11, read the Moodle source titled “Antigone”. Then, go to the “Ancient Greece at British Museum” website, click on “Festivals and Games”, and read the “Story” about the ancient Olympic games.

Week Six

February 11 Greek Civilization: Comedy, Tragedy, and the Olympic Games. For February 13, go into the website “Ancient Greece at the British Museum”, and click on “The Acropolis”—read the “Story”, go “Explore” section, and take the “Challenge.” Make sure you click and read every building and link in the “Explore” section.

February 13 Greek Civilization: Art, Architecture, and Science

Week Seven

February 18 Meeting of the Minds, Show #2: Milo of Croton, Olympic athlete; Eratosthenes, Greek geographer; Hypatia, scientist and philosopher; Sappho of Lesbos, poet; Medea, character in a play by Sophocles; Leonidas, leader of the Spartans at the Battle of Thermopylae; Diogenes, Greek Cynic philosopher .

For February 20, read the Moodle source titled "Polybius, The Roman Republic" under the "Roman Civilization" section.

February 20 Roman Civilization: Rise and Fall of the Republic. For February 25, go to the Moodle website “Ancient Rome with BBC”, click on “Pompeii” and then read the 4 articles about it. Then go to the Moodle website “Ancient Rome with BBC”, click on “Gladiators” and play the gladiator game.

Week Eight

February 25 Roman Civilization: The Roman Empire and Pompeii.

February 27 Meeting of the Minds, Show #3: Livia, wife of the emperor Augustus; Brutus, assassin of Julius Caesar; Spartacus, leader of a slave revolt against Rome; Cleopatra, Queen of Egypt and lover of Julius Caesar; Boudicca, English barbarian queen who resisted the Romans; Marcus Aurelius, last of the “good” Roman emperors; Achillia, woman gladiator in ancient Rome.

For March 3, read the Moodle sources “Sermon on the Mount” and “Gospel of Thomas” under the “Rise of Christianity” section.

Week Nine

March 3 Rise of Christianity: Jesus’ life and mission.

March 5 In-class Test #2 on The Source, covering “Psalm of the

Hoopoe Bird”, “The Voice of Gomer”, and “In the Gymnasium”. You may not use your book during the test, but you can use as many notes as you like, either written or typed.

For March 10, read the Moodle source “Letter to the Romans” under the “Rise of Christianity” section in Moodle.

Week Ten

March 10 Rise of Christianity: Paul’s Gospel and Spread of the Faith

March 12 Meeting of the Minds, Show #4: St. Patrick, missionary to Ireland; Bishop Ambrose and Symmachus, opponents in the controversy over the Altar of Victory; Mary Magdalene, disciple, companion and possibly the wife of Jesus; Blandina, young Christian martyr; Thomas, disciple of Jesus and author of the “Gospel of Thomas”;

**Final Meeting of the Minds - Tuesday, March 17, 12:30 to 2:20 p.m..:** Our last class

and last Meeting of the Minds will feature the following historical characters: Ishtar,

Mesopotamian fertility goddess; Jezebel, pagan queen of the Bible; Deborah, Hebrew

leader and judge. St. Helena, explorer of historic sites in the Holy Land; Lysistrata,

heroine of the Greek play by the same name; Lady of Oplontis, victim of the eruption of

Mt. Vesuvius; Scholastica, scholar and nun in the Middle Ages.

## Course Requirements

**1) In-class Quizzes on Assigned Reading on Moodle: 25% of your final grade**

I’ll give you 4 in-class quizzes on the assigned reading on your Moodle class site. These readings are all listed in the course calendar below. Please follow the course calendar carefully and make sure to do all the required reading for each class. You’ll take these quizzes in class without using your book, but you may use written or typed notes, though if you type them on a laptop, please print them for use on quiz day. The purpose of these quizzes is to prompt you to read carefully and thoughtfully, which means taking notes on the reading and reviewing those notes before class. Each quiz will count equally in this 25% of your grade.

**2) In-class Quizzes on Class Lectures/Films - 15% of your final grade**

I'll give you 2 in-class quizzes over my lectures, including any films we see, and these will be at the start of the next class after the lecture. For example, the quiz on the lecture for Monday’s class would be at the beginning of the next class on Wednesday. So, you need to take careful notes in class, either typed or written. If you type them on your laptop, please print them for quiz day. You can use these notes on your quiz, and to prepare for lecture quizzes, you can also review the power points which I used in class, since they will be posted on our Moodle class page. These quizzes will require you to write short answers to 2 or 3 questions, and you can only use your written notes, not your book or any recording. The purpose of these quizzes is to prompt you to be in class and listen carefully to my lectures and watch in-class films carefully. Each of these quizzes will count equally in this 15% of your grade.

**3) In-class Tests on The Source**: 4**0% of your final grade**

You will read the great historical novel by James Michener and take two in-class tests on it. Each test will cover large sections of the book and will consist of 10 short essay questions. The tests are closed book, but you may use as many notes, written or typed, as you wish. I will give you a study guide for each test. Each test is worth 20% of your final grade. These tests will be on February 6 and March 5.

**4) Meeting of the Minds: 20% of your total grade**. Each of you will portray a historical character as part of a talk show format called the Meeting of the Minds. Your goal is to become the character. I will ask you questions during your performance—you’ll find these questions listed at the top of our Moodle class page under "Meeting of the Minds Character Questions". A costume is required, and you will teach me and your classmates about your character’s life, achievements, and relevance for our lives. You will speak in first-person, using “I”, just as if you were the character. You will also write an annotated bibliography of at least 4 pages to describe your sources and what you learned from them. 30% of this Meeting of the Minds grade is based on how accurate and informative your performance in class is; 70% is based on the research you do, as shown to me in your annotated bibliography. You will find more details and requirements on the “Meeting of the Minds” page in this syllabus.

What if we could resurrect people from the past and talk about their lives? Well, now—with your help—we can! Each of you should ***choose a first and second choice of characters listed in the course calendar above.*** Let me know of your first and second choice either by e-mail or in person by the end of the first week of class. You should then find the questions you need to know about your character at the top of our Moodle class page in the file "Meeting of the Minds Characters".

**Research Requirements – 70% of your Meeting of Minds grade:**

1. **Annotated Bibliography Required:** The only written work you must turn in for your “Meeting of the Minds” presentation is an annotated bibliography—this is a list of your sources with a description of what you learned from each source. It should be at least 4 double-spaced pages long, but I encourage you to make it longer and more detailed. There is a sample bibliography at the top of our Moodle class page for you to follow. Your citations should follow the MLA format—this is available easily on the web or on our LBCC library website if you need help.

E-mailing Your Bibliography: You should e-mail your bibliography to me at [harrisr@linnbenton.edu](mailto:harrisr@linnbenton.edu). Please don't hand in a paper copy. You should send it as a word document, ending in either “doc”, “docx”, or google docs. You should also cut and paste your paper into the body of your e-mail, in case I have trouble opening your attachment. If your e-mail version of the bibliography doesn’t arrive, I will treat it as if you never sent it. It will be subject to late points, and if it’s over 1 week late, I won’t accept it, regardless of any screen print outs you send me. I will send you a confirmation e-mail within 24 hours after you e-mail me your assignment, so if you don’t get this confirmation e-mail, call me and let me know immediately.

**2. *Primary and Secondary Sources:***  You will need to read at least 1 primary source and 1 secondary source in preparing your presentation.  A primary source is any source written by your character or any description of your character written by someone who knew them. For primary sources, you should use "Ancient Sourcebook" on the web, from Fordham University. Just type in your character's name in the search box, and every document produced will be a primary source.

A secondary source is one which was written by a modern scholar about the person you are portraying long after this person’s death. Your primary source can be an online site or book, but your secondary source must be a book or biography of your character. You will also need to cite and describe these sources on a typed Annotated Bibliography, which is due at the time of your presentation, either on paper or via e-mail.

3. **Use books for a secondary sources, not websites. NO Wikipedia, online encyclopedias, or .org sites.** In your research, you must find at least one full-length book or biography about your character. Internet sources like Wikipedia are not acceptable secondary sources because they are not in-depth, not scholarly, and not always reliable. Even if you use a book, citing web-based secondary sources like Wikipedia will cost you from 10 to 20 points off your bibliography grade, depending on how many you use.

**Show me your book for your Meeting of Minds character by Thursday, January 30; otherwise, there will be a 10 point deduction from your bibliography grade.**

4. **Searching for a biography**: Start your research on the LBCC library home page—do a keyword search in our LBCC library for your character’s name. Look for the most recent book on your character. If you don’t find any book in our LBCC library or at a neighboring Consortium library, go to World Cat (just google it) and do a keyword search for your character's name. World Cat stands for "World Catalog" and lists books closest to your location--it has everything! You can check out books from the Linn and Benton county public libraries and from Oregon State University’s library. I will show you how to search the Linn Consortium and how to use “world cat” in class. The main thing is to start early!

**In-class Performance – 30% of your Meeting of the Minds Grade**

**1 - Answering My Questions:** Each of you will answer questions asked by me in a talk-show format. You’ll find these questions on my Instructor Website. You will be sitting in front of the class with your fellow guests, and I’ll ask questions. You will have a conversation with me, so please don't read from notes and don't give a prepared speech. Rehearse thoroughly, so your answers to these questions are accurate, detailed, thoughtful, and interesting! Also, I may ask you follow up questions which are not on your list, so be ready for them. Do your homework, but also be enthusiastic and get into your character!

**2 -** **Rehearse and** **Don’t Read!**  You may use note cards during the presentation, but you may not read from them. You should rehearse your answers to my questions. You should speak to us in a natural voice and look at us (unless you need to read a direct quotation).

**3 - Costume is Required**: You must have a costume in order to do the Meeting of the Minds. Without a costume, as I define it, I will not let you present. You will have to present on another day, and it will cost you at least 15 points from your grade. My definition of a “costume” is that it’s at least similar to what the person would have worn—it includes more than a hat or shoes, but an entire outfit. Also, it cannot consist of clothes which you might ordinarily wear. Ask me for help, since I have some costumes which may work for you, but you may also come up with an outfit of your own. You are not required to buy anything to create your costume.

Make sure you talk to me about your costume at least 2 days before your presentation, whether you use my costumes and come up with one of your own.

**My Goals for you in this Class**

Together we can explore how ancient civilizations have and continue to influence our own society’s response to many economic, social, and political challenges. These people have helped to make us who we are—in both positive and negative ways. There’s a lot to learn from the people of the ancient world! In the end, learning these lessons and applying them will make you a better citizen in the broadest sense of that word: that you will help participate in building your larger community and contribute to a healthy environment for all. In other words, studying history can help you see how “success” isn’t simply achieving our personal financial goals, but that it has to do with making the entire society work for all. Also, to understand the current events which shape our lives, we need to appreciate their historical context. I will help you put civilization itself into a larger historical context and look at it critically. Finally, to be good citizens, we also need to know that the past is open to many interpretations and that it is constantly being packaged and used to promote various economic, social, and political agendas. My “agenda” is that studying history should promote a well informed citizenry who take responsibility for maintaining a truly democratic and socially just society.

# Class Policies:

You are held accountable to the [Student Code of Conduct](https://www.linnbenton.edu/current-students/administration-information/policies/students-rights-responsibilities-and-conduct), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.

1. Paraphrasing: You will be writing quizzes, tests, and a bibliography using sources, and it is very important that you put the information from these sources into your own words.   This is called paraphrasing. You need to do more than just change a few of the words or phrases around.  I want to see that you have read the material, thought about it, and that you can develop your own ideas about the material in your own words.  When you write your tests and papers, do not have your books in front of you, but rather use notes in which you have already condensed the information from your sources.  Also, if you are having trouble summarizing what a source says in your own words, see me for help.  I **will not accept any answer on which you follow your sources too closely**.  I will allow you to correct your mistakes, but I will deduct at least 10 points from your grade, ask you to re-do it, and treat it as late. If there is still a problem with paraphrasing in your revised work, you will receive a 0 on that paper.

2. **Plagiarism:** Plagiarism is when you use information from sources without giving those sources credit—this is academic dishonesty and it is a serious offense. The first offense of plagiarism will result in a 0 for that assignment; a second offense will result in your failing the course.

3. **Cheating**: **Make your own notes and do your own work—don’t study together and don’t share notes.** Cheating is not doing your own work—if you give a classmate your notes or note cards, either outside of class or in class, that’s cheating, and it will result in a 0 for you on that assignment. Please don’t study together—if you need help, ask me!

4. **Use Only the Required Sources on Assignments – No internet sources or notes allowed!**

I will not give you any credit on an answer from an internet source like Sparks Notes or Cliff Notes. All information on your in-class quizzes must come from your assigned readings on Moodle and all your information on The Source tests should come from that book.

**Classroom Rules of Behavior:**

\*Please don't use your cell phone for any reason in class unless I give you permission. Otherwise, keep it in your bag or pocket.

\*You should be quiet and attentive—only one person should be talking at any one time in class, whether it’s me or a student. Please raise your hand if you want to ask a question or make a comment during class.

\*Please sit up in class and pay attention. Don’t sleep or slump forward or backward during class. This kind of body language says to me that you aren’t paying attention and that you don’t really care about the class.

\*Please don’t eat during class—it’s too distracting and too noisy. You may drink a beverage if you’re quiet.

\*Please try not to use the restroom during class—try to do this before or after class. But if you can't avoid it, please let me know before leaving class.

Dealing with classroom behavior: After a first incident, I will give you a friendly reminder; after a second incident, I’ll give you a more serious warning and talk to you in more detail about the problem; after a third incident, I will ask you to discuss the matter with me and the dean of my division to explore the problem in more detail.

### Don’t use at cell phones in class

## Please don't look at or use your cell phones during class, unless I give you permission. Put them away in your bag or pocket; if there is an emergency, you should leave class to take the call.

**E-mail me if you miss class:** It's important to e-mail me when you miss class, so I can let you know about any possible upcoming quizzes and help you get ready for them. However, I will expect you to be ready for any quizzes by following the course calendar, whether or not you contact me.

**Accommodations for Disabilities:**Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you have not accessed services and think you may need them, please contact Disability Services, 917-4789.

**LBCC Comprehensive Statement of Nondiscrimination**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

### Late Assignment Policy:

All assignments should be turned in on time unless you have a legitimate problem, and then **you need to talk to me within 48 hours after an assignment is due**.  It is your responsibility to check with me to see if you missed a quiz or the due date for a paper. If I feel that you have a legitimate reason for turning in the work late, I will accept it late, but I will deduct points from every late assignment, regardless of the reason. After the first late day, I will deduct additional points depending on your reasons and the circumstances, but also on your interest, work ethic, and enthusiasm for the class. You need to contact me about why you missed an assignment or quiz within 48 hours after the assignment or quiz was due. Also, I will not accept any work later than 5 class days after it is due, under any circumstances and regardless of the reason.

## LBCC Email and Course Communications: You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

## Disability and Access Statement

## LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](http://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789.

## Statement of Inclusion: To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

## Title IX Reporting Policy: If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](https://linnbenton-advocate.symplicity.com/public_report/index.php/pid073717?) a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

## Public Safety/Campus Security/[Emergency Resources](http://www.linnbenton.edu/public-safety-emergency-planning): In an emergency, call 911. Also, call LBCC Campus Security/Public Safety at [541-926-6855](tel:(541)%20926-6855) and [541-917-4440](tel:(541)%20917-4440). From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a [public safety app](http://lbccpublicsafety.mobapp.at/landing/Desktop) available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.

# Changes to the Syllabus: I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class or by LBCC e-mail.