History 202 – US Civil War to Gilded Age – Fall Term, 2019

Linn-Benton Community College

Classes: T R, 3:30-4:50; BC-244

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Office Hours – T R, 3:30-4:50

**Hello!**

Welcome to History 202, US Civil War to Reconstruction! This course covers an extremely important period in the history of our country as it struggled with the issue of slavery, expanded westward across the continent, and engaged in the systematic oppression of native peoples. We will be studying all of these topics in-depth and exploring the many ways in which these events shaped the future of the US. Although we will be talking about the Civil War, this is not a military history class and we will not dwell on battles and the more mundane mechanics of the conflict itself.

**Course Aims**

History 202 is designed to give you an overview of the United States from the mid-nineteenth century through to the dawn of the twentieth century. The primary aim is to help you to develop an understanding of how the Civil War and its aftermath – the era of reconstruction – shaped our nation. This will give you the foundational knowledge to proceed into the next course in the United States history sequence, and to better understand the world as it is today. This class also helps you develop critical thinking and writing skills.

**Required Texts**

The following book is ***REQUIRED TO BE PURCHASED*** and should be brought with you to every class. The bookstore will have copies available for purchase. If you decide to buy one through Amazon or elsewhere online, please ensure that you are purchasing the ***FIFTH EDITION***, copyright 2017. There are four older versions of this book that are quite different, so make sure that you do not acquire one of these, they will not be adequate for this course.

Eric Foner, *Give me Liberty: An American History (Brief)* ***FIFTH EDITION*** (W. W. Norton, 2017).

**Assignments and Grading**

In this class, your comprehension and understanding of the material will be evaluated in a number of ways.

Attendance and Participation – regular attendance in this course will help you succeed. Roll will be taken every day that we have a class, letting me know if and when you are absent. Participation in this class will be evaluated primarily on your participation in weekly online discussions in Moodle. These can be accessed through this class’ Moodle site by clicking on the relevant week. We do not have a required discussion forum for the first week, but a forum has been generated which asks you to introduce yourself to the class (optional) as a way of familiarizing yourself with the platform. Things to note about participation:

1. Participation during in-class discussions and in the discussion forum on Moodle are required and contribute to your grade. Each week there will be a question posted in the forum to which you must reply.
2. Posts must be substantial, and a one-sentence reply similar to “I like your post” will not get you any credit.
3. You must respond to the question being asked as well as make at least two other posts. These can be in response to other students or to me.

Exams – you will take two exams for this class, a mid-term and a final. These will include a combination of multiple choice, fill in the blank, and essay questions. We will go over the format a week before the exam. A study guide will be given, and by reviewing your notes and your assigned readings you will ensure that you are prepared. There will be no surprises. You must bring a “Green Book” with you for each of these.

Quizzes – in addition to the major exams, you will take four quizzes over the term. These will cover the reading assigned since the last quiz, both Foner and any supplemental reading we might have had.

Group Presentations – Besides your research paper, the other outside assignment will be a group presentation. I will assign you to a group in week 2, giving you plenty of time to organize and plan your presentations. These will look at Jim Crow laws in different states. Each group will need to:

1. Describe the Jim Crow laws passed in your state.
2. Discuss the politicians who supported these.
3. Discuss any opposition they may have had.
4. Tell the class about the court decisions related to these laws, how were they legally justified and how were they defeated?

Paper – the single largest assignment in this class will be a term paper. These are the requirements:

1. It must be between 1,500 and 2,000 words.
2. You must cite at least three primary sources and two secondary sources, and these should be done in accordance with the Chicago Manual of Style.
3. You should format your paper on letter size paper, using 12 point Times New Roman font, and it should be double spaced.
4. You must choose a topic and commit to it by coming to see me during office hours by the end of the third week of class. A list of topics will be provided during the first week, from which you will select one.
5. The paper will be due in by the last day of class during the week before finals.

Grading – each task (as described above) contributes to your overall result in this course. The breakdown is as follows:

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| --- | --- | --- |
| Participation | 10% | 100 points |
| Mid-term Exam | 10% | 100 points |
| Final Exam | 20% | 200 points |
| Quizzes | 20% | 200 points |
| Group Presentation | 10% | 100 points |
| Paper | 30% | 300 points |
| Total | 100% | 1000 points |

Letter grades – your total score will determine your letter grade at the end of the term. I assign these as follows:

A: 100-93; A-: 92-90

B+: 89-88; B: 87-83; B-: 82-80

C+: 79-78; C: 77-73; C-: 72-70

D+: 69-68; D: 67-63; D-: 62-60

F: 59 and below

***LATE WORK POLICY*** – I do not accept late work unless you arrange with me ahead of time or you encounter an unavoidable circumstance.

**Class Outline**

Below is the schedule of our class meetings. Next to each week you will find the required reading material. Readings from Foner are our textbook. You need to read the assigned pages before class on the day noted and be prepared to discuss the material both in class and in the discussion forums on Moodle. Supplemental readings will be provided in the class resources for this module, available in Moodle. Supplemental readings are also required and are assigned to expand on what you will read in Foner. While doing your reading, pay attention to the questions I have noted for each class, as we will be discussing them when we meet! So make sure that you’re prepared! Each week will consist of two (2) 1.5 hr. lecture classes, with class-wide discussions mixed in.

**October 1 –**Introduction to the class, discussion of the syllabus and US history.

**October 3 –** Foner 338-363; Frederick Douglass; Catharine Beecher. Describe the reform movement and the abolition movement and its origins. What was Douglass saying in his speech and what did Beecher say in her letter?

**October 8 –** Foner 364-382; John O’Sullivan; Daily Dispatch (1854); Smithsonian Magazine (2017). What is Manifest Destiney? How did this concept affect American policy in the mid-nineteenth century? Who were the “Know-Nothings” and what were their policies?

**October 10 –** Foner 383-400; Dredd-Scott Decision. Discuss the Dredd-Scott case and how the justices argued to support their decision. What were the consequences of this Supreme Court case?

**October 15 – *QUIZ*** Reading: Lincoln – Wisconsin; Lincoln – Inaugural Address; Alexander Stephens. What were Lincoln’s views on society? How did he perceive the threat to the United States presented by the South and threats of secession? What was the basis of Stephens’ views?

**October 17 –** Foner 401-440; Smithsonian Magazine (2012). How did the public react to the outbreak of the war? What were the differences between the North and the South? Why is this described as the “first modern war”?

**October 22 –** Foner 401-440. Lecture on the outline of the war.

**October 25 –** Foner 401-440. Lecture on the outline of the war.

**October 29 –** Foner 441-461; Debate on 14th A.; Thaddeus Stevens; Grant on the 14th; text of 13th, 14th, 15th Amendments. What was the purpose behind these three amendments? Who supported them and who opposed? How did President Johnson affect these laws?

**October 31 –*QUIZ*** Foner 462-474; Lincoln on Amnesty; Johnson State of the Union; Colfax Reports; Cruikshank Case. What was going on in the South in the wake of the war? How were African-Americans being treated? What does this massacre and case tell us about the period?

**November 5 – *MID-TERM EXAM***

**November 7 –** Foner 475-486 and 505-509; Hallgrimsdottir *et al*. Who were the Knights of Labor and what did they fight for? What were working conditions like in the late nineteenth century?

**November 12 –** Foner 484-497; Treaty of Fort Laramie; Kam Wah Chung. How were Native Americans treated in the post-war era? How did the presence of Chinese immigrants affect the West?

**November 14 – *QUIZ*** Foner 497-503; Daniel Bender; Thomas Leonard. What is Social Darwinism? What is eugenics? How were Progressive policies influenced by these?

**November 19 –** Foner 512-520. What was the populist platform in late 19th century politics? Who were the major figures in the party?

**November 21 – *GROUP PRESENTATIONS***.

**November 26 –** Foner 521-545; Brad Berner (Chapters 1 and 2); Watch Video. What were the causes of the Spanish-American War? How did this war develop? Who were the major players? What were the consequences for America?

**December 3 – *QUIZ*** Foner 528-532; Li Chen; Doug Chin. What was the Chinese Exclusion Act? What was the basis for this policy?

**December 5 – *PAPERS DUE*** Review for Final Exam.

**Final Exam – *DECEMBER 10 – 4:30-6:20PM***

**Classroom Policies**

1. In-class conduct – whenever you are in my classroom, I expect you to be courteous and act in a professional manner to me and your fellow students.
	1. Talking when you are not participating in a group discussion is inappropriate. Do not distract yourself or others from my lectures. The information being delivered is essential to getting a good grade in my class.
	2. Using electronics for anything other than taking notes is forbidden. While I allow laptops and tablets in class, if I find out that you are using them for something besides notes, or if they become a distraction, I will ask you to put the item away and you will lose your privilege of bringing it into my class. Phones are not to be used during class unless it is an emergency.
	3. [Sexual harassment will not be tolerated](https://www.linnbenton.edu/future-students/stuff-parents-want-to-know/student-right-to-know/title-ix-sexual-harassment-dating-violence-partner-violence-stalking.php). The College’s policy for preventing and responding to sex discrimination, including sexual misconduct, should be consulted if you are unsure of what constitutes sexual harassment or discrimination. If I observe inappropriate behavior in class, I will speak to the student involved as well as notify the appropriate people within the College’s administration.
	4. Harassment and abuse of any kind will not be tolerated. I have a “zero tolerance” policy regarding all forms of bullying and aggression. Things such as hate speech, racial slurs, threatening language, etc… will result in you being asked to leave my class and being reported to the relevant College authority.
2. Cheating and Plagiarism – cheating on a quiz or an exam, or plagiarizing in your term paper, will result in a failure and referral to the College’s disciplinary committee.
	1. Cheating is considered copying answers from other students or using unapproved notes during a quiz or an exam.
	2. Plagiarism is copying the writing and ideas of other people and not citing them properly, or, more seriously, taking credit for them as your own.
	3. Both cheating and plagiarism are extremely easy to spot, so do not try to fool me. It is not worth jeopardizing your academic career and future; just study for the quizzes and exams, and start working on your paper early, and you will have no problem earning good grades.
3. Missing Quizzes and Exams – only students with approved absences will be eligible to retake a quiz or an exam that they miss.
	1. An approved absence is outlined in the student handbook.
	2. Missing either the mid-term or the final exam will result in the automatic loss of 10% or 20% of your possible grade.
4. Behavior in the Discussion Forum – when you are writing responses to discussion questions in Moodle you will be held to the same standards of behavior as you are in class.
	1. Do not harass anyone in the discussion forums.
	2. Respect other peoples’ ideas, even if you disagree with them. The purpose of the discussion forum is to foster dialogue between students regarding the material we are studying. When you disagree with someone’s answer to a discussion question and wish to write a reply, make sure that you do so in a courteous way and that you backup your position with evidence. Always make sure that you are criticizing the idea, and not the person.
	3. Remember that in addition to submitting an answer for each of the discussion questions, you must also post two substantial (at least five sentences long) comments which engage with the answers of other students or with my comments. The forum for each week opens the Sunday before our lectures start, and only answers submitted by the following Saturday at midnight will count towards your participation grade.
5. Getting in Touch with Me – over the course of our ten weeks together, you will almost certainly need to get in contact with me. The best way to do this is through e-mail if it is a simple question, or to visit me during my office hours, which are listed on the first page of this syllabus. I am here to help you regardless of what the issue is, so please do not hesitate to talk to me.
6. 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](https://www.linnbenton.edu/cfar) for steps on how to apply for services or call (541) 917-4789.