History 202 – Winter 2019 - Dr. Harrison

## Instructor Information and Availability

Instructor name: Dr. Robert Harrison

Phone number: Office phone: 541-917-4571

E-mail address: harrisr@linnbenton.edu

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

Tuesday and Thursday, 10 to 11:15 a.m.

Office number: 113 South Santiam Hall

## Course Information

Course name: History 202

Section number: 02

CRN:31389

Scheduled time/days: Monday, Wednesday, Friday 1 to 1:50 p.m.

Number of credits: 3

Classroom(s): North Santiam 207

## Course Materials

Required Book: Terry Jones, "The American Civil War"

Required Book: E.L. Doctorow, "The March"

Additional Required Readings and Films: These readings and films are on your Moodle class page and are referenced in your course outline below.

**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 202 with Dr. Harrison, Winter 2019” and click the link. Make sure it is the Spring 2018 course, not an earlier one. Make sure you do this by the end of the first week of 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 possible upcoming quizzes and help you get ready for them. However, even if you don't contact me, I will expect you to follow the course calendar and be ready for in-class quizzes.

**Why Study History and the American Civil War?**

I love teaching history because together we can explore how events during the Civil War era 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 Civil War! In the end, learning these lessons and applying them will make you a better citizen in the broadest sense of that word: 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 the Civil War 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. Studying history should promote a well informed citizenry who take responsibility for maintaining a truly democratic and socially just society.

# Class Calendar and Assigned Readings

It is your responsibility to know what the assigned reading is for each day in class, and you should be ready for quizzes on the reading, whether or not you missed a class or heard me talk about upcoming quizzes. You can always e-mail me if you're not sure what to read. Make sure to e-mail me when you miss class to get information about possible upcoming quizzes.

Jones = Terry Jones, "The American Civil War"

# Week One

January 7 Course Introduction. For January 9, read chapter 1 in Jones

January 9 Slavery in America. For January 11, read chapter 2 in Jones.

January 11 Moving toward War, 1850-1860. For January 14, read pages 57-68 and pages 101-110 in Jones.

**Week Two**

January 14 1861: War: Union and Confederate Strategy, Tactics, and Logistics. For January 16, read pages 68-78 and pages 111-116 in Jones.

January 16 1861-1862: Battle of First Bull Run, Battle of Wilson’s Creek, and Battles of Fort Henry and Fort Donelson. For January 18, read pages 137-153 in Jones.

January 18 1862: The Peninsula Campaign and Stonewall in the Valley. For January 23, read chapter 8 in Jones.

Week Three

January 21 NO CLASS – MARTIN LUTHER KING, JR DAY. For

January 23 Civil War at Sea. For January 25, read pages 160-169 in Jones.

January 25 1862: Battle of Antietam. For January 28, read chapter 9 in Jones.

Week Four

January 28 Emancipation: African-Americans in the Civil War. For January 30, read pages 411-426 in Jones.

January 30 Women during the Civil War

February 1 Guest Presentation.

Week Five

February 4 Meeting of the Minds, Show #1: Elmer Ellsworth, Union soldier and martyr; Rose Greenhow, Confederate spy; Anthony Burns, runaway slave who was re-captured; Union soldier Lyons Wakeman.

February 6 Meeting of the Minds, Show #2: Mary Chesnut, Southern lady who kept a diary during the Civil War; J.E.B. Stuart, Confederate cavalry leader; Kate Cumming, Confederate nurse; George Root, Union songwriter.

February 8 In-class Test #1 on “The March”, covering “Georgia” and “South Carolina” (parts one and two of the book)

For February 11, read pages 331-338 in Jones.

Week Six

February 11 1862-63: Battles of Fredericksburg and Chancellorsville. For February 13, read pages 338-357.

February 13 1863: Battle of Gettysburg. For February 15, read the Gettysburg Address on Moodle.

February 15 1863: Lincoln at Gettysburg. For February 20, read chapter 15 in Jones.

Week Seven

February 18 NO CLASS: PRESIDENTS DAY. For February 20, read chapter 15 in Jones

February 20 1863: The Vicksburg Campaign.

February 22 Meeting of the Minds, Show #3: Confederate soldier Sam Watkins; Clara Barton, Union nurse; William Carney, African-American hero of the Battle of Fort Wagner; Belle Boyd, Confederate spy. For February 25, read pages 513-534 in Jones.

Week Eight

February 25 1864: Grant against Lee. For February 27, read chapter 19 in Jones.

February 27 The Dark Side of the Civil War: Prisons and PTSD.

March 1 Meeting of the Minds, Show #4: Bloody Bill Anderson, rebel guerilla leader; Union General Phil Sheridan; Mary Edwards Walker, Union doctor; Harriet Tubman, leader of slaves to freedom.

For March 4, read the article titled "The Mythology of Sherman's March" on our Moodle class page.

Week Nine

March 4 1864-1865: Sherman's March. For March 6, read pages 595-611 in Jones.

March 6 1864-1865; Union Victory.

March 8 In-class Test #2 on The March” covering “North Carolina”.

For March 11, read pages 612-622 in Jones

Week Ten

March 11 1865: Assassination. For March 13, read chapter 24 in Jones.

March 13 Aftershock: Reconstruction

March 15 Meeting of the Minds, Show #5: Union General Winfield Scott Hancock and Confederate General Lewis Armistead, best friends before the Civil War; Varina Davis and Jefferson Davis, First Lady and President of the Confederacy; Clifton Prentiss and William Prentiss, brothers who fought on opposite sides during the war.

**Final Meeting of the Minds: Wednesday, March 20, from 1 to 2:50 p.m.**

Our last Meeting of the Minds show will feature the following characters:

Mary Lincoln, wife of Abraham Lincoln; George Armstrong Custer, reckless Civil War cavalry

commander; Matthew Brady, Civil War photographer; Nathan Bedford Forrest, Confederate

cavalry commander; Tunis Campbell, African-American political leader during Reconstruction;

Elizabeth "Crazy Bet" Van Lew, Union spy in Richmond; Clement Vallandigham, Democratic

politician who opposed the war; Solomon Northrup, free African American who was kidnapped

into slavery. Cap. Henry Wirz, commander of the Andersonville prison and Union soldier John

Ransom, prisoner at Andersonville;

## Class Requirements:

**1. In-class Quizzes on Assigned Reading in Jones textbook: 25% of your total grade**

I’ll give you 4 in-class quizzes on the assigned reading in your textbook -- Terry Jones, The American Civil War. 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, and these can be in any format--paper or note cards, as you wish. 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 total 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 (no laptops, please--write out your notes). 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 March**: 4**0% of your total grade**

You will read the great historical novel by E.L. Doctorow about Sherman's March 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. 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 8 and March 8.

**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. 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” below.

**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 can use the web by searching your character's name followed by the phrase "primary sources".

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.

3. **Use books for a secondary sources, not websites. NO Wikipedia or similar 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! These are not in-depth, not scholarly, and not always reliable. I will not accept your bibliography if you don’t have a biography or book, and 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 biography for your character by Friday, February 1, otherwise there is a deduction of 10 points 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 at the top of our Moodle class page in the file titled “Meeting of Minds Character Questions”. 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 need to come up with an outfit of your own. You are not required to buy anything to create your costume. You can usually find enough clothing or perhaps borrow enough clothing to make one.

# Class Policies

## Behavior and Expectations

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. Below is a definition of plagiarism, cheating, and my policy for dealing with them.

**Plagiarism:** Plagiarism is when you use information from sources and present it as your own work, without giving those sources credit—this is academic dishonesty and it is a serious offense. Make sure your bibliography is in your own words--don't copy information from any online source. The first offense of plagiarism will result in a 0 for that assignment; a second offense will result in your failing the course.

**Cheating**: **Make your own notes and do your own work—don’t share notes.** Cheating is not doing your own work—if you give a classmate your notes, either outside of class or in class, that’s cheating, and it will result in a 0 for you on that assignment. You can help a classmate with a page number, but not the answer to questions. The best way to avoid cheating is to just ask me for help.

**Use Only the Required Sources on Assignments:**

Another way to avoid plagiarism is to use only the sources which I give you for tests and quizzes. 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 March tests should come from that book. You should write your bibliography in your own words based on your reading of the sources themselves--don't use any internet summaries of your sources.

**Classroom Rules of Behavior:**

1 - 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.

2 - Please don’t use your cell phone or a lap top computer during unless I give you permission to do so.

3 - 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.

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

5 - Please try not to use the restroom during class—try to do this before or after class. If you must go, please let me know before leaving class.

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

### Please do not have your phones out during class; please don't text or look at your phone and silence them; if there is an emergency, you should go outside to use your phone.

## Attendance/Tardiness Policy

**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:** Coming late to class is disruptive and distracting. 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 a excusable reasons for being late, you will lose 1/2 point off your final average for each time you are late.

**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 possible upcoming quizzes and help you get ready for them. However, even if you don't contact me, I will expect you to follow the course calendar and be ready for in-class quizzes.

### Late Assignment Policy

All assignments should be turned in on time unless you have a legitimate problem, and then **you need to e-mail me or 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 may not allow you to turn it late, depending on your reasons and the circumstances.  I will deduct at least 10 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, through a Moodle Announcement, or through LBCC e-mail.