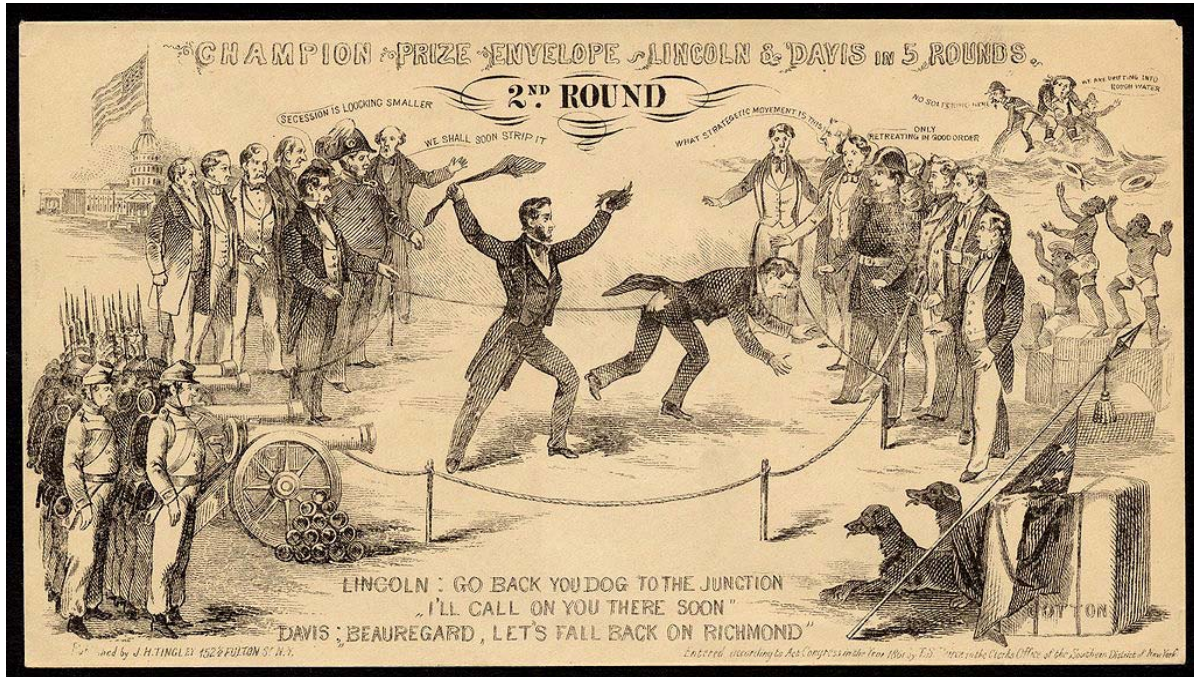


HIS 469: The Civil War and Reconstruction CID 4560

Dr. Katherine Pierce

Time: 1230-1350 Lee Drain Bldg, 215

Fall 2007



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Office: AB4, 470
Office Hours: Tue: 1700-1800
Wed: 1000-1130
(other times by appointment)

Course Description: In the span of fifteen years, the United States won its first major war, doubled in size and began the westward migration that would create a continental state. Yet at the end of that time, the nation was shattered as Abraham Lincoln entered the White House. Why? How did Americans interpret the war and its aftermath? How did the emancipation of four million slaves affect society North and South? How did Americans create a unified state out of the misery of four years of war and over 700,000 military and civilian deaths? This class will examine these questions and others through assigned readings, in-class discussions, two examinations, and one 15 page research paper.

Course Objective: Everyone will conduct research using appropriate sources and write a 15 page research paper on an approved topic relevant to the Civil War era's history. Since writing well is a process, everyone will work through a series of steps including a session led by the library staff on research tips and sources, individual meetings with me on your topic and sources, and using the writing center on-campus to improve your writing before it is graded. Other course grades include two in-class examinations and participation. Buy the Benjamin book as it has guidance for preparing and submitting research papers for historians.

Required Texts:

Jules R. Benjamin. *A Student's Guide to History*, New York: Bedford St. Martin's, 10th ed., 2006.

Barton, Michael, et.al. *The Civil War Soldier: A Historical Reader*. New York: NYU Press, 2002. Note this book is available via Google Books at the following link.

<http://books.google.com/books?id=i5v5HIW7ITcC&dq=%22michael+barton%22+%22civil+war+soldier%22&printsec=frontcover&source=web&ots=OCsEqQAuT3&sig=H5ib70t5igdx5Gn-AukOcN71hqp#PPA229,M1>

Dew, Charles. *Apostles of Disunion*. Charlottesville: University of Virginia Press, 2001.

Foner, Eric. *Forever Free: The Story of Emancipation and Reconstruction*. New York: Vintage Books, 2006.

Sheehan-Dean, Aaron. *Struggle for a Vast Future*. Oxford: Osprey Publishing, 2006.

Office Hours: Please note my office hours at the top of the syllabus. If these are not convenient note you can make an appointment to see me. Given the requirement to plan ahead and respond to unforeseen problems such as a lack of sources for your first idea for a research topic, I encourage you to come and see me early and often. If you are flailing or confused make the effort to see me so we can handle problems before they become a crisis. If you are commute, use email.

Attendance: This is an advanced course, so you are expected to attend each class and be on time. If you are late take one of the empty chairs by the entrance. Same if you arrange with me to leave early – sit by the door and quietly exit. If you are routinely late or a distraction you may be asked to leave, and if such behavior continues, you may be dropped from the roll. We will also have in-class writing and discussion exercises that cannot be made up without arrangement with me.

Examinations: Why tests? This course is primarily driven by the production of a research paper, but I need to ensure you are knowledgeable of the overall narrative of key events, places, and people of the Civil War era. The exams are multiple choice and short answer format and will be given in class.

Research Paper: Each student will select their own research paper topic which will be approved when meeting with me. We will meet both during regular class times and individually scheduled appointments. When we meet to work out your topic, bring your

topic typed, with name, date, and a paragraph about the topic. When approved, that is your topic and if it needs to change, you must resubmit a formal typed topic.

We will conduct some in-class or short 1-2 page responses to readings to get you practical experience in historical thinking and analysis. These all become part of the participation grade and individually consider yourself doing well if you show improvement over time. I am far more impressed with someone who starts slowly and improves than with a hot-shot who mails it in on the research paper. Remember I am always available for assistance outside of class.

On August 28th, we will meet in room 157 in Newton Gresham Library for instruction in how the library staff can assist you with researching your topic. Begin thinking about your topical interests now so you can ask relevant questions during the session. On-line Civil War sites are great but note that Wikipedia is not one of them.

By **Friday at noon on September 21st** everyone must submit a research plan with working bibliography to me by email. Your bibliography must have at least seven sources – both secondary and primary – and using scholarly journals and books. Be sure the bibliography is properly formatted by consulting Benjamin. The only purely on-line material that may be used is primary sources. On-line journals [scholarly] are acceptable. Items such as *Time* magazine, Wikipedia, *Encyclopedia Britannica* are not acceptable sources. If you are confused re a source's acceptability, contact me before submitting the bibliography.

By **Thursday class time on November 13th**, everyone must have used the campus Writing Center to vet a complete rough draft of a minimum of ten pages of text – bibliography and footnote pages do not count. You should make an appointment with the Writing Center as this is the pre-Thanksgiving rush period. They require a minimum of 48 hours to check your work so set your deadlines accordingly. Plan ahead and remember you are not graded by them only helped. Note also that I receive notice from the Writing Center of each student assisted.

The final draft of the research paper is **due November 29th in class**. You must include the rough draft that the Writing Center worked on as part of the submission. Use the Writing Center and Benjamin to ensure proper format of endnotes/footnotes and bibliography. Late papers lose one letter grade per day.

Grading:

<u>Midterm:</u>	10%
<u>Final:</u>	10%
<u>Participation:</u>	20%
<u>Topic Approval/Working Bibliography</u>	10%
<u>Working Draft:</u>	15%
<u>Final Paper:</u>	35%

A FLORAL AND FRUIT FESTIVAL

570
Sept 19

WILL BE HELD AT THE
ROXBOROUGH LYCEUM HALL,
BY THE ROXBOROUGH
LADIES' AID SOCIETY!

TO BEGIN ON
Wednesday September 23, 1863,
At 4 o'clock, P. M.

The proceeds to be devoted to our brave
SICK AND WOUNDED SOLDIERS.

It is hoped that the citizens generally, both from far and near will attend.

Single Admission for Adults,	•	•	10 Cents.
do. do. Children,	•	•	5 "
Season Tickets for Adults,	20 Cts.	Children,	5 Cts.

King & Barn. Printers, 507 Sanson Street, Philadelphia.

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Schedule:

Aug 21: Course Introduction. "What Caused the Civil War" handout.

Aug 23: Discussion of "What Caused the Civil War" short reaction papers due in class.

Aug 28: ** **Room 157 Newton Gresham Library for research aid fm library staff** **

Handouts for Discussion in Class Aug 30

Aug 30: War with Mexico and Westward Expansion

Sep 04: Political Juggling: Compromises and Congressional Feuds

Read Chapter One of *Struggle for a Vast Future*, pp. 21-39.

Sep 06: Creating a North

Read Borritt: "The Crisis of American Democracy: The Political System and the Coming of the Civil War" **[e-reserve]**

Sep 11: Escalating Tensions: John Brown and Reactions to the Raid

In-Class Exercise on Responses to John Brown's Raid

Sep 13: A "Southern Way of Life" Read *Apostles of Disunion*

Part Two: And the War Came

Sep 18: A Short Glorious Fight – Expectations and Surprises

Sep 20: The War Afloat: Blockades, Ironclads, and Combined Arms Warfare

Read *Struggle*, 113-32

Sep 25: Who Were the Soldiers? Where they came from and why

Read *Struggle*, 79-81; *CW Soldier*, 44-84

Sep 27: Leadership: Combat Commanders and Political Generals

Read *Struggle*, 61-71

Oct 02: Campaigns: 1861-1862

Oct 04: Antietam: National and International Responses to Emancipation

Read *Struggle*, 195-256

Oct 09: Mid-Term – In class

Begin preparing for Civil War Soldier Discussion: Read CW Soldier pp. 155-75; 260-81; 281-422; 425-55. Take notes on the argument and intent of each author. Guidance will be provided for the in-class exercises

Oct 11: 1863: Gettysburg and Vicksburg – Turning Points??

Oct 16: The Hard Hand of War: The Homefront I

Read *Struggle*, 175-94

Oct 18: The Hard Hand of War: The Homefront II

Oct 23: Governing Nations at War: Lincoln v. Davis

Read *Struggle*, 41-60

Oct 25: 1864: Cold Harbor, Petersburg, and Atlanta

Oct 30: In-Class Exercise on the Civil War Soldier Experience

Part Three: Reconstruction - Read Foner *Forever Free*

Nov 01: War's End: Freepeople and Reconstruction

Nov 06: Winning a War and Losing the Peace?

Nov 08: Writing and Consultation with me during class period

Nov 13: Reconstruction as a national crisis – East, West, North, South

Read Elliott: “Reconstructing Race”

Nov 15: Military Legacy of the Civil War? American and European Observers

Read *Struggle*, 97-110

Nov 20-22 **Thanksgiving Break - There will be much rejoicing**

Part x: Remembering the Civil War:

Read *Struggle*, 91-95; 247-53, 237-47

Nov 27: Viewing of Ken Burns *Civil War* and American Experience *Reconstruction* clips

Nov 29: Discussion of: David Blight, *Civil War History*. "Homer with a Camera: Our *Iliad* without the Aftermath: Ken Burns's Dialogue with Historians," [Read following articles](#)

http://muse.jhu.edu/journals/reviews_in_american_history/v025/25.2blight.html

Caroline Janney: *Civil War History*. "Written in Stone: Gender, Race, and the Heyward Shepherd Memorial"

http://muse.jhu.edu/journals/civil_war_history/v052/52.2janney.html

Dec 04: Final Exam

Dec 06: Presentations of Student Research



Student enrollment in this course confirms that you have read and accepted these policies.

University Policy Regarding Academic Dishonesty

According to the administration's guidelines: *"All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may*

initiate disciplinary proceedings against a student accused of any form academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.”

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

University Policy Regarding Classroom Rules of Conduct

According to Section 5 of the Student Handbook, students are expected to assist in maintaining a classroom environment that promotes learning. *“Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, [chewing gum], using tobacco products, making offensive remarks, reading newspapers, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be referred to the Dean of Students for disciplinary action in accordance with the university policy.”* As approved by the dean of Humanities & Social Sciences, my personal policies, outlined in the following section, will be in effect in addition to the university policy. I reserve the right to handle any behavioral distractions by barring you from attending class until you meet with me and we reach some common ground.

Visitors in the Classroom

According to the Administration’s guidelines: *“Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor’s discretion whether or not the visitor will be allowed to remain in the classroom.”* In addition, anyone visiting the class must make arrangements with me before class begins.

Student Absences on Religious Holy Days Policy

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

At the same time, please know that I cannot recreate the lectures, and as stated, I will feel obligated to disseminate material and instructions one time only. The responsibility for obtaining information due to absences for religious holidays—like any other absence—is incumbent upon you. Once more, you would be wise to establish relationships with fellow students for assuring that you remain well informed and that you are adequately prepared for exams.

Policy Regarding Students with Disabilities

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

http://www.shsu.edu/~vaf_www/aps/811006.pdf

Additional Notes: The best way to handle potential problems is to communicate with me via email or phone beforehand. If you know you are best man at a wedding or serve in an on-call type job, let me know, and clear it ahead of time = no problem. I respond well to those who take initiative and responsibility ahead of time – your future employers will also follow this policy. The best rule to follow is courtesy and treating others with respect. Challenge the opinion not the individual.

No electronic devices are allowed in class, with the exception of those allowed by a documented disability. Otherwise, that means **no electronic devices**. Period. No tape recorders; no laptops. (I really wish I could allow you to take notes on your laptops, but because we have a wireless connection, too many students have been checking their e-mails, playing games, and otherwise **not** taking notes.) Classroom material is protected by relevant copyright protections.

If you are expecting some emergency call on a particular day, you might consider whether you should even be in class. Contact me before class. If you know you must leave early for some reason, then you need to contact me before class.

Please be considerate of your classmates and me. Be aware that obnoxious mastication of food and noisy extraction of drinks from bottles and cups is distracting – particularly when multiplied. No tobacco means no dipping either.

In consideration of time constraints and unforeseen circumstances that might adversely affect the majority of the class, I will reserve the right to make changes to this syllabus.