

HIST 363 Civil War and Reconstruction Syllabus

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COURSE CREDIT: Three Semester Hours

REQUIRED COURSE MATERIALS:

To order textbooks or obtain information about book titles you may go to www.exstudies.adams.edu and click on the “ASC Bookstore” icon.

Use **Section Number: 780** to order books from Bookstore site.

Text

McPherson, J. (2000). *Ordeal by fire: The Civil War and reconstruction*, (3rd ed.)
New York: McGraw-Hill Humanities/Social Sciences/Languages.
ISBN: 0072317361

Monographs¹

Frazier, D. (1997). *Blood and treasure: Confederate empire in the Southwest*.
College Station, TX: Texas A & M University Press. ISBN: 0890967326

Gienapp, W. (2002). *Abraham Lincoln and Civil War America*. London, UK:
Oxford University Press. ISBN: 0195151003

Supplemental Text

Turabian, K.L. (1996). *A manual for writers of term papers, theses, and
dissertations*, (6th rev. ed.) Chicago: University of Chicago Press.
ISBN: 0226816273

¹ A monograph is a separate dissertation or essay on a single subject or an aspect of it.

COURSE DESCRIPTION:

A study of the antebellum South, sectional discord, armed conflict, and reconstruction of the Union.

COURSE OBJECTIVES:

- (1) Students shall be able to identify historical content in the context of the times for the period covered in this course.
- (2) Students shall be able to knowledgeably discuss the significance of major themes, key concepts, and identifiable terms as related to the social, political, and intellectual history of the period, as demonstrated through the student's writing and examinations.
- (3) Students shall demonstrate appropriate historical writing and analysis skills by producing acceptable essays on the two assigned monographs and in the term paper.

COURSE REQUIREMENTS:

1. **READING ASSIGNMENTS.** The course is divided into three units. The student should read the text as detailed in the lessons below. Keep in mind that you are reading in order to acquire a framework on which you can view this period of history in terms of key content and identifiable terms. Rather than being expected to memorize dates of events, you will be asked to demonstrate that you have developed an understanding not only of what happened, but of the overall significance of that event to the historical period. In addition to top line events (such as might appear in newspaper headlines of the time), you are reading for social, political, and intellectual content. What key concepts or core ideas are prevalent at the time? How are these ideas influencing social and political history? What are the key conflicts taking place? Who are the players? What are the core ideas or concepts underlying these conflicts? The **KEY TERMS** that you should pay attention to in each chapter of each unit are listed in the study guide.

At the end of each unit of study are essay questions. You should write out your answers to each one of these questions, making sure that your answers are defensible, that is, that you can support the argument you are making utilizing specific citations from the historical record. Please refer to the rubric at the end of this syllabus for guidance on how to construct an essay response based on (a.) structure, (b.) evidence, and (c.) quality of writing.

YOUR UNIT EXAMINATION WILL CONSIST OF ONE OF THE ESSAY QUESTIONS, PLUS A LIST OF EIGHT KEY TERMS. YOU WILL BE EXPECTED TO CHOOSE FIVE OF THE EIGHT TERMS THAT APPEAR ON THE EXAM. YOU WILL BE ASKED TO EXPLAIN EACH TERM AND IDENTIFY THE SIGNIFICANCE OF EACH TO THE HISTORICAL PERIOD.

2. **EXAMINATIONS.** There are three units of study in this course, with an examination at the end of each unit. As stated above, each examination will consist of a list of eight identification terms, from which you will chose five. The examination will also include one of the essay questions for which you have already prepared a response.

Each exam is worth 50 points. The essay is worth 35 points (70%). The identification items (significant terms) are worth 3 points each or 15 points total (30%).

The **FINAL EXAMINATION** will be included in the exam for Unit Three and will be worth an additional 50 points. The comprehensive examination section will include an essay question drawn from one of the three units of study (and for which you have previously prepared) and will be worth 35 points. There will be an additional list of identification items drawn from the entire course of study. Again, there will be eight items on this list, from which you will choose five. The comprehensive identification items are also worth three points each for a total of 15 points.

3. **ESSAYS ON MONOGRAPHS.** Each student shall craft a five-page essay in response to the following questions: (These essays should be typed-double spaced, no more than 12 point font, one-inch margins all around).
 - 1) Based on reading Donald Frazier's treatment of the invasion of New Mexico, what other factors, besides Jefferson Davis' lack of focus on securing the region, explain why the Confederacy failed to secure the Southwest? **(Due at the end of Unit One.)**
 - 2) Based on reading William E. Gienapp, *Abraham Lincoln and Civil War America*, what aspects of Lincoln's personality, formed in his earlier life, proved especially valuable in helping him become an effective commander in chief? (Use specific examples from his early life and his presidency. See especially pp. 189-191.) **Due at the end of Unit Two.)**
4. **TERM PAPER.** Each student shall draft a term paper, addressing an essential aspect of Civil War causation or Civil War military history. It should contain a minimum of ten pages of text and use the endnote citation form described in Turabian (1996), *Manual for Writers*. These must make wholesale use of available primary sources and address a controversy in the scholarship in the Civil War era. You must obtain my informal approval for a topic by **Week 18**, submit a prospectus describing what you are going to argue and what source materials you will use by **Week 19**. See below for suggested term paper topics. You must submit your final draft by **Week 20**.

NOTE ON RESOURCES: The McPherson and Gienapp's texts contain really good notes on source materials. For military history, see David J. Eicher, *The Civil War in Books*. Standard sources include newspapers like the *New York Times*, *The War of the Rebellion*; published papers of participants, *Congressional Globe*, and voluminous diaries. The Nielsen Library also has the 93 roll microfilm collection of the Abraham Lincoln papers from the Library of Congress. You may also find *The Library of American Civilization* and the *Western Americana* collections useful. There are ample primary materials, including the *Official Record of the War of the Rebellion* and the Basler edition of *Lincoln's Collected Works*, on the web at a variety of Civil War sites.

Suggested paper topics: "Bleeding Kansas" and the Rise of the Republican Party; Hinton Rowan Helper and secession in the lower South; Abraham Lincoln and the First

Emancipation Proclamation; General McClellan and the “Lost Orders” at Antietam, Robert E. Lee and Pickett’s Charge; Jefferson Davis and the Appointment of Leonidas Polk.

GRADE DISTRIBUTION AND SCALE:

Test one	50	A =	270- -300
Test two	50	B =	240 - 269
Final	100	C =	210 - 239
Monograph essay one	25	D =	180 - 209
Monograph essay two	25	F =	below 180.
Term Paper	<u>50</u>		
Total points	300		