

**The University of Texas at Tyler**  
**Department of History**  
**HIST 4386—The Civil War and Reconstruction**

**COURSE DESCRIPTION:**

HIS 4386 examines the era of the American Civil War. This course describes and analyzes the history of America's greatest crisis, from its origins in the early nineteenth century through the abandonment of Reconstruction in 1877, with some attention to sectional reconciliation and the various ways in which the crisis is remembered. It interweaves the political, military, social, economic, and cultural dimensions of this experience with emphasis on the linkages between them. Students will achieve an understanding of the main developments of the Civil War and Reconstruction era, the ways in which these developments reflected or shaped developments in general American history, and the main interpretations advanced by scholars who have studied this subject. This course will not simply focus on the military aspects of the Civil War.

**ASSIGNED TEXTS:**

- **Michael Fellman, et al, *This Terrible War: The Civil War and its Aftermath* (2003) ISBN: 0321052854**
- **Charles Dew, *Apostles of Disunion: Southern Secession Commissioners* (2002) ISBN: 081392104X**
- **James M. McPherson, *For Cause and Comrades* (1998) ISBN : 0195124995**

**GRADING:**

Course work will be evaluated on the basis of content (knowledge of the facts) and quality of analysis. Classroom participation will be evaluated on the basis of a demonstrated understanding of the reading material, quality of critical thinking about the material, and clarity of expression. Generally speaking, a grade of 90.00% corresponds to a borderline A- & 89.99% to a B+; 80% is the line between a B- & a C+ and so on. **Grades will not be curved in this course. No extra credit will be accepted to substitute for poor test grades.**

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| ▪ <b>Midterm Exam</b>                                  | <b>30%</b> |
| ▪ <b>Final Exam</b>                                    | <b>30%</b> |
| ▪ <b>Book Test (<i>Apostles of Disunion</i>)</b>       | <b>15%</b> |
| ▪ <b>Book Review (<i>For Cause &amp; Comrades</i>)</b> | <b>15%</b> |
| ▪ <b>Class Participation</b>                           | <b>10%</b> |

This course is reading and writing intensive. Students who do not come to class thoroughly prepared to discuss the assigned readings, and students who cannot analyze the assigned readings in clear, concise, literate prose for the purposes of tests, the final exam, and papers will have difficulty passing this course.

## EXAMS:

Two exams—a midterm and a final—will be given during the semester. Exams will be comprised of matching, short identification, and essay. Each test will focus on lectures and assigned readings.

## MONOGRAPH TESTS:

Students are required to read two monograph studies dealing with the Civil War and Reconstruction era this semester. In lieu of book reviews/reports for the first book Charles Dew, *Apostles of Disunion*, students will take an essay test dealing with that particular study. On the date of the test students will have been expected to have read the entire book and thus be prepared to write on a series of essay topics dealing with the work. The purpose of these tests is for students to have a grasp of some of the overarching concepts dealing with the Civil War era. **No study guides will be available prior to each exam.**

## BOOK REVIEW:

Students are required to read two monograph studies dealing with the Civil War and Reconstruction era this semester. For the second book, students will be required to write a 4-5 page review essay on James McPherson, *For Cause and Comrades: Why Men Fought in the Civil War* (1996). The essay will analyze and respond to the book in a critical fashion. A detailed description of the essay requirements will be distributed later during the semester. **The essay is worth 15% of student's overall grade** and will be due on. Students who fail to turn in the assigned review will be penalized a letter grade a day (including weekends) until the professor personally receives the assignment (sorry no emailed papers). A more detailed preparation guide will be forthcoming.

## CLASS DEPARTMENT:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the professor; students are prohibited from engaging in any other forms of distraction (talking, reading the newspaper, etc.). Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

## WITHDRAWALS:

It is your responsibility to understand The University of Texas at Tyler's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. Please consult the Registrar's office for deadlines and procedures.

## ACADEMIC INTEGRITY:

In my courses all students are responsible for adhering to a certain standard of behavior when it comes to honesty and plagiarism. I expect each individual to adhere to these standards so that every member of the class knows that his or her work is being held to an equal standard. A student who cheats or plagiarizes in **ANY** fashion will receive an **"F"** for the course. Plagiarism is the misrepresentation of the work of another person as your own. It includes the purchase of papers, failure to acknowledge sources properly in a paper, or failure to place the writing of another author in proper quotation marks. For additional information, see "A student Guide to Conduct and Discipline at the University of Texas at Tyler" (<http://www.uttyler.edu/mainsite/conduct.html>).

## **MAKEUP EXAM POLICY:**

Tests may not be taken early. Students must arrange work schedules, job interviews, and vacation/travel plans (even those last minute travel deals which always come up, especially in a spring semester) in order to take the exams on the scheduled dates. There are no make-ups unless you have some kind of documented medical emergency, in which case all make-ups will be given at the end of the semester at the same time as designated by the professor. No excuses will be accepted more than 48 hours after the scheduled test date.

Make-up exams will be given only to students who in my opinion have a legitimate excuse, such as a severe illness, or absence due to a University-sponsored activity. The burden of supplying sufficient documentary proof rests upon the student. Students who have “last-minute” travel plans and might need to take an exam early will be referred to this portion of the syllabus.

Make-up tests are given at the end of the semester on the same day as the final exam. Students will be allowed only one makeup exam on that date. Due to material restrictions the number of choices for the identifications and essay questions will be limited; thus, the makeup exam/quiz will be composed of an entirely different format covering the same material. It is the student’s responsibility to prepare for such a test. No study guides will be provided.

## **STUDENTS WITH DISABILITIES:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. I will make every reasonable accommodation to assist students with disabilities. It is the responsibility of the student to let me know of the disability for accommodation to his/her needs. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with Federal law, a student requesting accommodations must provide documentation for his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 111. The telephone number is 566-7079 (TDD 565-5579).

## **CLASS PARTICIPATION COMPONENT:**

Ten percent of your grade will be based on a subjective class participation component. I will occasionally call on students to answer questions or to explore themes related to the individual topics. From time to time, the instructor will pose questions to the class, but feel free to initiate your own comments and ask questions related to course material, and respond to the questions and comments made by others.

Since participation in class is expected, I will keep track of who shares in discussion, who attempts to dominate discussion, and who says next to nothing. Obviously, since you have to attend class to contribute to the class, there will be a strong emphasis on attendance for the class participation component. The professor will check attendance on a daily basis and use this to correlate this portion of the overall grade.

## **NOTE TAKING:**

You are expected to take notes during lectures, discussions, and, if applicable, videos. Lecture outlines and exam study guides will assist you in this process. However, it is not enough simply to copy the lecture outline—you must take notes in order to do well on exams. Please do not try to follow along with me in your textbook—I do not lecture directly from your book and you will end up missing key points in the lecture and the point(s) I am trying to make. If you miss a class, check with your fellow students to see if someone will lend you their notes. The professor does not provide lecture notes for any student(s).

## **CLASSROOM POLICY AND EXPECTATIONS:**

Students are required to do the assigned reading and come to class prepared to ask questions or participate in discussion of course material if desired. Students unwilling to participate in lecture and class discussion formats should not enroll in the course. Class discussion is the essential mode of instruction in this course. Students are expected to participate actively in discussion and to respect the ideas of all participants.

Students are expected to complete written assignments on time. Late assignments will be penalized a letter grade a day. Assignments turned in after the beginning of class will be designated as late. A penalty of a letter grade a day (including weekends) will accrue until the professor personally receives the assignment. Please take note of pre-existing medical conditions, computer/printer difficulties, job conflicts, and travel plans, etc. when viewing the course requirements. **There will be no exceptions to the late penalty.**

## **LECTURE POLICIES:**

Questions during lecture: Often I will ask the class if there are any questions on the material we are covering, and you should feel free to ask whatever you want during that time. During lecture, you are encouraged to raise questions on the material at any point. Should you have additional questions that are not pertinent to the rest of the class or if you feel uncomfortable asking them during class, please come by my office hours.

Questions after Class: Unfortunately, the Spring 2007 semester will have the professor hustling to and from class at a very rapid rate and he will be unavailable for answering questions. Prior to HIST 4386, I will be teaching HIST 4397 in BUS 207 C and I will also have to shuttle away from class as soon as it is over. Therefore, I encourage students to use office hours or to set appointments to discuss course material or any other university-related matter. Please do not hesitate to visit me during my office hours, even if you do not have specific questions. Professors have office hours for the benefit of their students, but sometimes students' schedules conflict with those times. Feel free set up appointments or to email me or leave clear phone messages as well with any questions or concerns. Due to privacy concerns and potential typographical errors, the professor makes it a policy not to divulge grades via email.

## **GRADE REPLACEMENT:**

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2006-08 Catalog, p. 35)

## **REPORTING OF GRADES:**

No grades will be given out by phone or email, as this can potentially violate student confidentiality. All grades will be posted via the university password protected **CAMPUSCONNECT**.

## **INCOMPLETES:**

It is the professor's prerogative to not grant incompletes for any reason. Students must acknowledge this model if they are to enroll in History 4386.

## **THE WRITING CENTER:**

Located in BUS 202, the UT-Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper. Appointments: 903-565-5995. [www.uttyler.edu/writingcenter](http://www.uttyler.edu/writingcenter).

## **WHAT I EXPECT FROM YOU:**

1. Please try not to be late to class. We only have 50 minutes per class—we can't afford any distractions. If there is a reason why you must be late, try to be quiet as you come in.
2. Take all exams and quizzes on the scheduled dates. Take your tests when they are scheduled. All make-ups are left for the end of the semester and are subject to professor's approval. Visit office hours if you need help or have additional questions.

## **WHAT TO EXPECT FROM ME:**

1. My lectures will be well-prepared and organized.
2. I will see that your papers and exams are graded promptly and accurately and I will remain accessible throughout the semester and hold office hours regularly.

## **NOTE:**

- **Please do not bring a tape recorder to class unless you can provide some documentation for a disability.**
- **Feel free to e-mail me in regard to anything related to the class, the topic, or professional matters.**
- **This syllabus is subject to change at the professor's discretion. All changes will be provided verbally in class.**

**Please consider that there are only two major exams for this course, a midterm and a final, in addition to three other grade components. There are no assignments or extra credit opportunities to substitute for poor grades or non attendance. It is understood that remaining in this class constitutes an agreement to abide by the terms outlined in this syllabus and an acceptance of the requirements outlined in this document.**

## Schedule of Lectures and Readings (subject to change)

**Date**            **Lecture#**            **Lecture Topic**

### **Week One: Course Introduction and the Road to the Civil War**

Introduction & Course Expectations

Half Slave, Half Free: The North, South, East, and West

Fellman, et. al., *This Terrible War*, 11-25

### **Week Two: “Free Soil, Free Labor, Free Men”: The Territorial Debate of the 1850s**

Manifest Destiny and its Legacies

Fellman, et. al., *This Terrible War*, 36-39; 40-45

“America at War with Itself”: The Compromise of 1850

Fellman, et. al., *This Terrible War*, 45-54

“Kansas, Bloody Kansas”: The Kansas-Nebraska Act and its Controversies

Fellman, et. al., *This Terrible War*, 54-65

### **Week Three: Armageddon: The Critical Years of 1857-1861**

The Deepening Crisis, 1857-1859: The Slave Power Conspiracy?

Fellman, et. al., *This Terrible War*, 66-70; 1-10

Lincoln Ascendant: The Election of 1860

Fellman, et. al., *This Terrible War*, 70-75

Days of Defiance: The Secession Crisis

Fellman, et. al., *This Terrible War*, 76-82

### **Week Four: “War is Upon Us”: Fort Sumter and the End of Peace**

Fort Sumter and the Coming of War

Fellman, et. al., *This Terrible War*, 76-82

#### **Book Test: Dew, *The Apostles of Disunion***

The Confederate South and the Concept of Nationhood

Fellman, et. al., *This Terrible War*, 82-83

### **Week Five: “A Brother’s War”: The Civil War’s First Months**

“The Strategic Importance of the Border”: The Border States and the Union

Fellman, et. al., *This Terrible War*, 83-90, 109-115

“The Battle Lines Form”: Mobilizing for the Great Civil War

Fellman, et. al., *This Terrible War*, 83-90, 109-115

“On to Richmond! On to Washington!”: The War’s First Battles

Fellman, et. al., *This Terrible War*, 91-97, 127-134

### **Week Six: The War Changes Shape**

The Confederate Highwater Mark: The Fall of 1862

Fellman, et. al., *This Terrible War*, 109-126, 134-135, 136-140

“Blow Ye Trumpet Blow”: Emancipation and its Legacy

Fellman, et. al., *This Terrible War*, 141-167

“A Brutal Stalemate”: Crises on the Battlefield, 1862-1863

Fellman, et. al., *This Terrible War*, 168-181, 225-229

## **Week Seven: The Pinnacle of War**

“We Should Assume the Aggressive”: The Critical Year: 1863  
Fellman, et. al., *This Terrible War*, 229-237

“We Should Assume the Aggressive”: The Critical Year: 1863 (Part II)  
Fellman, et. al., *This Terrible War*, 246-250

Civil War Diplomacy  
Fellman, et. al., *This Terrible War*, 97-100; 237-240

## **Week Eight: Midterm Week**

**Review**

**Midterm Exam Part I**

**Midterm Exam Part II**

## **Week Nine: No Class Scheduled—Spring Break Week**

**No Class Scheduled—Spring Break**

## **Week Ten: A Crisis of Confidence: The Civil War Homefronts**

“The Limits of Freedom”: Wartime Discontent in the North  
Fellman, et. al., *This Terrible War*, 204-207; 242-244

“Died of States’ Rights”: Wartime Discontent in the South  
Fellman, et. al., *This Terrible War*, 182-190; 207-217; 240-242

“To Do a Man’s Business”: Women and the American Civil War, 1861-1865  
Fellman, et. al., *This Terrible War*, 217-224; 250-258; 281

## **Week Eleven: A Military Stalemate**

The Road to Hard War

“The Darkest Hour”: The Collapse of the Confederacy  
Fellman, et. al., *This Terrible War*, 259-281

**Last Day to Drop with an Automatic “W”**

“The Deep Waters Are Closing Over Us”: Surrender and Defeat  
Fellman, et. al., *This Terrible War*, 282-291  
**Book Review Due—McPherson, *For Cause and Comrades***

## **Week Twelve: Ending a Civil War**

Challenges: The Legacies of the War in the North  
Fellman, et. al., *This Terrible War*, 292-296

Challenges: The Legacies of the War in the South  
Fellman, et. al., *This Terrible War*, 317-324

“The Flag of Freedom”: The Problems and Plans of Presidential Reconstruction  
Fellman, et. al., *This Terrible War*, 296-303

## **Week Thirteen: Showdown—The President and Congress**

“Something Like Defiance”: Reactions to Presidential Reconstruction  
Fellman, et. al., *This Terrible War*,

“They Would Not Cooperate”: Congressional Reconstruction  
Fellman, et. al., *This Terrible War*, 303-310

“The Gauntlet is Thrown”: The Impeachment of Andrew Johnson  
Fellman, et. al., *This Terrible War*, 310-314

#### **Week Fourteen: Emerging from the Shadows**

“The Republican State Regimes”: Republican Governance in the South  
Fellman, et. al., *This Terrible War*, 317-324; 338-341

“The Freedom Sun Shine Out”: African Americans and Reconstruction  
Fellman, et. al., *This Terrible War*, 324-331

“The Road Not Taken”: Land Reform and the Transformation of the Plantation  
Fellman, et. al., *This Terrible War*, 342-345

#### **Week Fifteen: Reconstruction Eclipsed**

“Carry the Election Peacefully if We Can, Forcefully if We Must”: White Resistance to Reconstruction  
Fellman, et. al., *This Terrible War*, 331-336; 346-352

“An Ugly Legacy”: The Failure of Reconstruction  
Fellman, et. al., *This Terrible War*, 353-373

“Are You for the Nation, or are You for the Rebels?": The Election of 1876 & the End of Reconstruction  
Fellman, et. al., *This Terrible War*, 353-373

#### **Week Sixteen: Causes Lost But Not Forgotten: The New South and the Memory of the Civil War**

“Like a Phoenix From the Ashes”: The Rise of the New South

“Losing the War, Winning the Peace”: The Lost Cause and Civil War Memory  
Fellman, et. al., *This Terrible War*, 374-382

“Losing the War, Winning the Peace”: The Lost Cause and Civil War Memory  
Fellman, et. al., *This Terrible War*, 374-382

#### **Week Seventeen: Loose Ends**

Summary

### **Final Examination**