

# HIST 4386: Civil War and Reconstruction

May 2016



M-F: 10:00-12:45; BUS 257 (Class Room)  
Prof. Matt Stith; BUS 238 (Office); mstith@uttyler.edu  
Office Hours: After class for as long as needed; or by appointment.

## **Course Description:**

This course explores the causes, course, and consequences of the American Civil War. We will use social, cultural, political, military, and environmental history to both understand and interpret the era.

## **Content Objectives:**

Upon completion of this course, students should be able to:

1. Demonstrate a strong understanding of the causes, course, and consequences of the American Civil War era.
2. Think critically and objectively about the Civil War and its place in American social, cultural, environmental, political, and military history.
3. Develop analytical skills through thinking, speaking, and writing about American history generally and the Civil War era specifically.

## **Important Note:**

I encourage you to meet with me regularly to discuss or clarify lecture, discussion, or reading—or to talk about Civil War history in general. My job (and satisfaction) is as much to work with students on an individual basis as it is to lecture and facilitate discussion. Please keep this in mind throughout the semester.

**Required Reading:**Books:

- Michael C. C. Adams, *Living Hell: The Dark Side of the Civil War* (Baltimore: Johns Hopkins University Press, 2014)
- John Q. Anderson, ed., *Brokenburn: The Journal of Kate Stone, 1861-1868* (1955; Baton Rouge: Louisiana State University Press, 1995)

Articles/Chapters [All on Blackboard]:

- James M. McPherson, "From Limited to Total War, 1861-1865," in McPherson, *Drawn With the Sword: Reflections on the American Civil War* (New York: Oxford University Press, 1996): 66-86.
- Drew Gilpin Faust, "Killing: 'The Harder Courage,'" in Faust, *This Republic of Suffering: Death and the American Civil War* (New York: Alfred A. Knopf, 2008): 32-60.
- Michael Fellman, "Terror and a Sense of Justice: Civilians in Guerrilla War," in Fellman, *Inside War: The Guerrilla Conflict in Missouri during the American Civil War* (New York: Oxford University Press, 1989): 23-80.
- Vicki Betts, "'A Sacred Charge upon Our Hands': Assisting the Families of Confederate Soldiers in Texas, 1861-1865," in Kenneth W. Howell, ed., *The Seventh Star of the Confederacy: Texas during the Civil War* (Denton: University of North Texas Press, 2009): 246-267.

**Recommended Reading:**

- Michael Fellman, et al., *This Terrible War: The Civil War and Its Aftermath* (Pearson, **any edition**) [Any Edition]

**Historiographical Essay (100 pts):**

- Recipe for a Good Essay:
  - o Introduction (One Paragraph): Forcefully articulate your argument/thesis based on your assigned reading with respect to the nature of the Civil War on the battlefield and home front, and provide a clear framework for the essay that follows.
  - o First Section (Three-Four Paragraphs): Start with McPherson's chapter and then transition to Adams and Faust; Write about the severity of the *regular* war using plenty of examples couched in thorough analysis.
  - o Second Section (Three-Four Paragraphs): Re-engage McPherson and then explain, using Fellman and Betts, the severity and style of the *irregular* war on the home front in Missouri and Texas with copious examples integrated with ample analysis.
  - o Conclusion (One Paragraph): Powerfully reiterate your central argument/thesis and leave the reader in shock and awe with the prowess of your prose.
- Final Product:
  - o 6+ double-spaced pages in size 12 Garamond.
  - o Rigorously cited by way of footnotes.
  - o Flawlessly written.

**Brokenburn Essay (100 pts):**

Read Kate Stone's diary and choose one write a 4-6 page, double-spaced essay based on between 1-3 "themes" that you find especially intriguing. The essay should have a strong introduction with a clear thesis/argument followed by a beautifully written, thoroughly cited, and carefully analyzed series of paragraphs in which you tell a your (true) story based on evidence from the diary.

**Map Quiz (20 pts):**

You will have a map quiz at the beginning of class on Wednesday, May 18. I will distribute blank maps and locations on the first day of class. The map quiz is worth 20 points.

**Exam (100 pts):**

There will be ONE take-home exam due by 11:59 pm on Thursday, June 2, on Blackboard. The exam will consist of ONE essay question worth 50 points. The question will you to contemplate, interpret, and articulate the causes, course, and consequences of the Civil War from a political, military, social, and environmental perspective. Your "study session" for this exam is the entire three-week class. We will talk it out, and you will have the specific question in advance.

**Attendance and Participation:**

This is an upper-level university course. Attendance and participation are mandatory. *More than two unexcused absences will result in the drop of a letter grade.*

**Point Breakdown and Due Dates:**

Map Quiz:	20 pts (Wednesday, May 18)
Hist. Essay:	100 pts (11:59pm, Friday, May 27, on BB)
Exam:	100 pts (11:59pm, Thursday, June 2, on BB)
<u>Brokenburn Essay:</u>	<u>100 pts (11:59pm, Friday, June 3, on BB)</u>
Total:	320 pts

**Classroom Conduct:**

Be nice.

**Make-up Policy:**

I'll work with you.

**Academic Honesty:**

Cheating of any kind, including plagiarism, will result in immediate failure of the class and possibly further sanctions from the University of Texas at Tyler. Plagiarism, put simply, is using another's work as your own without proper citation or usage. This includes everything from copying and pasting from the Internet to failing to cite an idea from another source that you put in your own words. I strongly recommend reviewing the university policy for cheating and academic dishonesty at the following website: <http://www.uttyler.edu/judicialaffairs/>

**Schedule of Topics:**

- What Caused the Civil War?
- Slavery and the American Republic
- Political Collapse, 1848-1860
- Southerners Secede and Amateurs Go to War, 1860-1861
- Discovering the Scope of the War, 1861-1862
- Reckoning with Slavery, Reckoning with Freedom
- Attack and Die, 1862-1863
- The Other War
- An Inconclusive Year, 1863
- A War of Exhaustion, 1864-1865
- Northern Politics and Southern Reconstruction, 1863-1868
- White and Black Reconstruction, 1863-1872
- Destroying Reconstruction
- Remembering and Forgetting the Civil War

**Class Calendar:**

- Week 1 (May 16-20)
  - o Titillating Lecture and Mesmerizing Discussions All Week
  - o Map Quiz, Wed., May 18
  - o Reading: Start Adams, *Living Hell*
- Week 2: (May 23-27)
  - o Mon., 5/23 (Online): Read McPherson
  - o Tues., 5/24 (Online): Read Fellman
  - o Wed., 5/25 (Online): Read Betts
  - o Thurs., 5/26 (Online): Read Faust
  - o Fri., 5/27 (MEET IN CLASS): Lecture; Historiographical Essay due by 11:59pm
- Week 3: (May 30-June 3)
  - o Mon., 5/30 (NO CLASS—Memorial Day)
  - o Tues., 5/31 (Lecture)
  - o Wed., 6/1 (Lecture)
  - o Thurs., 6/2 (Online): Work on Exam; Submit it on Blackboard by 11:59pm
  - o Fri., 6/3 (Online): Work on *Brokenburn* Essay; Submit it on Blackboard by 11:59pm

### **University-Wide Policies:**

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus) <http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a disability diagnosis such as a chronic disease, learning disorder, head injury or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with an Accessibility Case Manager. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR webpage (<http://www.uttyler.edu/disabilityservices/>) or the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu).

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Preve