

SYLLABUS - HISTORY 4323.001
U. S. CIVIL WAR AND RECONSTRUCTION

Sul Ross State University – Fall 2014 - Tue & Thu, 11:00am – 12:15pm. LH303

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Course Description:

This is a senior-level course designed to help the student explore the causes of the Civil War; the military, geographic, political, economic, and social aspects of the war; the issues and results of Reconstruction; and to place this period in context by integrating it with the broader themes of American history.

General goals of this course:

At the end of this course, the student should have a greater appreciation and knowledge of the causes that led up to the Civil War, major engagements and battles of the war itself, and an understanding of what happened and the controversies surrounding the post-war period known as the Reconstruction. In completing this course, the student should acquire the following competencies:

Primary Learning Objectives:

1. Explain the various economic causes of the war, with particular emphasis on slavery as the foundation of the southern economy.
2. Understand how Manifest Destiny, territorial expansion, and the Compromise of 1850 led to the war.
3. Identify the political causes of the war, including the Dred Scott decision, the Kansas-Nebraska Act, and the Lincoln-Douglas debates.
4. Comprehend how 1860 was a pivotal year in the coming war.
5. Appreciate the ideological conflict over slavery in the United States.
6. Explain the advantages of the North and the South in the war.
7. Recognize the major battles of the Civil War, in both the Eastern and Western Theaters of action.
8. Demonstrate an understanding of the various critical turning points of the conflict, and be able to present a good argument as to which turning points they believe to be the most important.
9. Understand the politics and governmental structures of the war, both North and South.
10. Grasp how the war affected civilians, both in the North and the South.
11. Recognize how Reconstruction came about, the differences between Presidential Reconstruction and Congressional Reconstruction, and how these differences affected the presidency of Andrew Johnson.
12. Know how the southern states were readmitted to the Union.
13. Be familiar with southern politics during Reconstruction.
14. Appreciate how Reconstruction affected southerners, both white and black.
15. Comprehend how Reconstruction ended with the Compromise of 1877.

16. Understand how scientific and technological developments affected both civilian and military personnel during the Civil War.

17. Recognize how citizens, both civilian and military, participated in society and in the military services during the war and Reconstruction.

18. Appreciate how the economic systems and the distribution of goods and services affect the war and influenced how each side approached it.

19. Apply their knowledge of people, places, and environments to their understanding to how geography can affect history, particularly military history.

20. Employ their knowledge of significant events, developments, and turning points of the war and Reconstruction, as well as multiple historical interpretations and ideas, to explain how that period of American history is still affecting American society today.

Required Text:

Battle Cry of Freedom by James M. McPherson. You do not need any particular edition of this book, and neither must you have a new copy. You can order this book at Front Street Books, in town, or online at a website such as Amazon.com, Half.com, Booksprice.com, CheapestTextbooks.com, or Abebooks.com. You may use the Kindle edition. You may also check and see if you can get it for free via an inter-library loan, via the Bryan Wildenthal Memorial Library.

Semester Project:

You will purchase one standard poster-board sheets and will produce a display poster about TECHNOLOGY AND THE CIVIL WAR. The individual technology itself will be selected at an in-class drawing. Essentially, you are going to "adopt" a Civil War technology, conduct online and library research concerning this facet of the war, and then use this poster to tell the rest of the class about what you learned. This font you use on this poster must be readable from a distance of at least 2 feet. It must have a Title, along with your name, and should also include photographs, quotes, charts, timelines, and any other pertinent information. The poster should be well-organized, colorful, and as complete as possible. When making this poster, remember the *FOUR "W's"* -WHO (name names), WHERE (geographical location and any important or significant geographical determining factors), WHEN (dates and the historical context) and WHY (why was it important, why it is remembered and studied today, etc.). You will present this poster to the rest of the class at the end of the semester, for a grade. Sources used will be displayed on the back of the poster board.

Attendance policy:

You are expected to attend every class! Regular attendance and punctuality are vital to academic success. As per university requirements, roll call will be taken at the beginning of each class. If you are going to be absent from class while traveling on a university-sponsored trip, you must complete a travel authorization form and turn that it to your sponsor or coach at least three days prior to the actual trip, so that you may be listed on the "Explained Absence List" which the Student Life Office prepares and sends out to all faculty. If you miss class due to illness, car trouble, a death in the family, etc., you must email me directly with an explanation of your absence. Students with excessive unexplained absences will be dropped from the class with a grade of "F."

Student conduct:

By enrolling at Sul Ross State University and in this class, you are assuming the responsibility for your personal and social conduct while on campus and in class. Students who disrupt a class in any way, such as arriving late, using their cell-phone or talking loudly may be directed to leave the class and could face disciplinary action which can include being withdrawn from the class.

Academic honesty

All work you submit must be your own work. Plagiarism will not be tolerated and students caught using the words or work of others as their own will be dropped from the class. Students caught cheating on exams will be given a zero for that exam.

Contacting the instructor:

The instructors email address and phone number are provided for emergency situations. The preferred method of contacting the instructor is via email. All email messages to the instructor should include your name, your class title, and a simple message stating the reason you are contacting the instructor. Emails will normally be answered within 24 hours; however, questions such as "what did we cover in class?" will normally not be answered. Student phone messages will normally not be returned, due to the problem of "phone tag."

ADA Compliance

The instructor is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Notify the instructor and contact the ADA coordinator on campus for further information on what assistance is available in order to ensure that students with disabilities can fully participate in all university classes, programs, and activities.

CLASS OUTLINE:

1) At the beginning of every week, you will hand in a one-page summary of three chapters from the textbook, as indicated in the class schedule. You may single space, and if you use quotes, the documentation may be placed on the back of the sheet. When appropriate, you may use bullet-point format – for example, when listing battles that took place during that particular period.

2) From time to time, you may be asked in class to explain a statement that you made in your chapter summary.

3) You will present your poster to the class towards the end of the semester. This presentation should take between 5 and 10 minutes, and allow time for questions. You will be graded on both your poster and your presentation.

4) You will take your final exam – for no grade – at the beginning of the semester. That exam will be handed back to you and will remain in your possession for the rest of the semester. It will be the EXACT SAME EXAM that you will take at the end of the semester for grade.

Grading:

Chapter summaries: 10 summaries, at 10 points apiece: 100 points total

Poster and Presentation: 200 points

Final Exam: 100 points

Grade break-down:

360-400	A
320-359	B
280-319	C
240-279	D
239-----	F

Class Schedule:

Week 1 (Aug 26 and 28) - INTRODUCTION & SYLLABUS. Final Exam. Project drawing.

Week 2 (Sep 2 and 4) - Economic Causes of the Civil War. HAND IN SUMMARY OF CHAPTERS 1, 2, and 3 (include the prologue also).

Week 3 (Sep 9 and 11) - Social causes of the civil war. The Ideological conflict over slavery. Political causes of the Civil War. Manifest Destiny. HAND IN SUMMARY OF CHAPTERS 4, 5 and 6.

Week 4 (Sep 16 and 18) - Dred Scott. John Brown. 1860 as a critical year. Lincoln-Douglas Debates Secession and the beginning of the Civil War. Fort Sumter. HAND IN SUMMARY OF CHAPTERS 7, 8, and 9.

Week 5 (Sep 23 and 25) - Advantages of the North. Advantages of the South. Arms. Common soldier. The Homefront. Confederate capital moved to Richmond. Border states. Mobilizing for war. First military clashes. First Battle of Bull Run. Wilson's Creek. Naval Blockade. Fort Hatteras. Port Royal. Blacks in the Army. Blacks in the Navy. HAND IN SUMMARY OF CHAPTERS 10, 11 and 12.

Week 6 (Sep 30 and Oct 2) - WAR IN 1862, EAST OF THE APPALACHIANS. *Monitor v. Merrimack*. Peninsular Campaign. Seven Pines. Fair Oaks. Seven Days Campaign. Second Bull Run. Antietam. Emancipation Proclamation. Fredericksburg. Naval Blockade: Roanoke, New Bern, Fort Pulaski, Fort Macon, New Orleans, Pensacola. *Trent* affair. HAND IN SUMMARY OF CHAPTERS 13, 14 and 15.

Week 7 (Oct 7 and 9) - WAR IN 1862, WEST OF THE APPALACHIANS. Fort Henry. Fort Donelson. Pea Ridge. Shelby Expedition. Val Verde. Glorietta Pass. Peralta. Shiloh. Fall of New Orleans. Admiral Farragut. HAND IN SUMMARY OF CHAPTERS 16, 17 and 18.

Week 8 (Oct 14 and 16) - WAR IN 1863, EAST OF THE APPALACHIANS. Chancellorsville. Gettysburg. Gettysburg Address. Slavery and the war. The Copperheads. Lincoln and Civil Liberties. HAND IN SUMMARY OF CHAPTERS 19, 20 and 21.

Week 9 (Oct 21 and 23) - WAR IN 1863, WEST OF THE APPALACHIANS. Vicksburg. Quantrill. Chickamauga. Chattanooga. Galveston. HAND IN SUMMARY OF CHAPTERS 22, 23 and 24.

Week 10 (Nov 4 and 6) - WAR IN 1864, EAST OF THE APPALACHIANS. Military stalemate. The Wilderness. Spotsylvania. Cold Harbor. Battle of the Crater. Valley Campaign. Sherman's march on Atlanta. *CSS Hunley*. HAND IN SUMMARY OF CHAPTERS 25, 26, 27 and 28

Week 11 (Nov 11 and 13) - WAR IN 1864, WEST OF THE APPALACHIANS. Red River. Battle of Mobile Bay. Naval engagements: *CSS Florida*. *CSS Alabama*. *USS Kearsage*. Election of 1864.

Week 12 (Nov 18 and 20) - WAR IN 1865. END OF THE WAR. Sherman's March to the Sea. Fort Fisher. Five Forks. 13th Amendment. Appomattox. Palmetto Ranch. End of the Confederacy. Assassination of President Lincoln. Shelby Expedition. Prisons. Prisoners of War. RECONSTRUCTION – Presidential and Congressional. U.S. Grant administration. Readmission of southern states. Southern Politics. KKK. Election of 1876. Compromise of 1877.

NOV 20 – PRESENTATIONS

DEC 2 – PRESENTATIONS

FINAL EXAM - Tuesday, DEC 9.