



“The Camp Life,” National Museum of Civil War Medicine (2000). Mural Description: “The Union camp in the early morning shows all kinds of activities: Baking the bread, preparing breakfast, washing the clothes, reading letters, warming up near the fire, etc.”

TERM: SPRING 2023

LOCATION: WEB

PROFESSOR: DR. S. L. WILLIAMSON

EMAIL: SAVANNAH.WILLIAMSON@SULROSS.EDU

SPRING 2023 OFFICE HOURS:

Day	Time	Location
Mondays	10am-1pm	UC 212
Tuesdays	12:30-2pm	LH 211
Wednesdays	9am-1pm	UC 212
Thursdays	12:30-2pm	LH 211
Fridays	<i>By appointment</i>	

I. Course Description

The Civil War was responsible for more American deaths than any other, as many as 620,000 men with as many more wounded. The carnage was so great that only now, in the 21st-century, have the combined deaths from the American Revolution through the “War on Terror” in Iraq and Afghanistan surpassed the number of casualties sustained during the Civil War. Those 620,000 represented roughly 2% of the entire population of the United States in 1860. When, why, and how did such a crisis occur? Furthermore, what came next?

As much as the Civil War was a culmination of centuries of history, it was also a moment of fundamental rupture, transformation, and opportunity. The war, reconstruction, and their reverberations shook the whole nation—north and south. At the center of this tumultuous time was the destruction of slavery—on which the nation had been built—and the reconstruction of freedom, labor, and capital across the country. This course will highlight the social, political, economic, and cultural forces that shaped the epoch and changed the nation. Some of the issues we will investigate include: the causes and effects of the American Civil War, slavery, emancipation and freedom, race, racism and racial violence, gender, the role of women in the war and its aftermath, shifts in American labor, and historical memory.

II. Student Learning Outcomes

The graduating student in history will be able to:

1. The student will be able to develop an informed, critical, and articulate approach to the study of history.
2. The student will be able to demonstrate knowledge of historical events, movements, major turning points and personalities of the past.
3. The student will be able to demonstrate an ability to identify and relate the role that historical interpretation plays in assessments of the past.
Marketable skills---Students can utilize data to persuade various audiences.
Students can utilize data to generate and strengthen ideas.
Students can decipher stances adopted by various individuals.
4. The student will develop analytical writing skills and be able to write effectively, logically, and persuasively about topics in History.
Marketable skills---Students can identify useful resources from a pool of data.
Students can select and organize data in a relevant manner.
Students can make written presentations to various audiences.
5. The student will be able to communicate information, arguments, ideas effectively to demonstrate knowledge of History.
Marketable Skills---Students can meet deadlines in a successful manner.
Students can discharge responsibilities in an adequate manner.
Students can manage the absorption of data.

III. Required Texts

- James M. McPherson, *Battle Cry of Freedom: The Civil War Era* (2003)
- Edward Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (2016)
- David M. Potter, *The Impending Crisis, 1848-1861* (1976, 2011)
- Elizabeth R. Varon, *Armies of Deliverance: A New History of the Civil War* (2019)
- Don H. Doyle, *The Cause of All Nations: An International History of the American Civil War* (2017)
- Stephanie McCurry, *Women's War: Fighting and Surviving the American Civil War* (2019)
- Chandra Manning, *Troubled Refuge: Struggling for Freedom in the Civil War* (2017)
- David W. Blight, *Race and Reunion: The Civil War in American Memory* (2002)

Recommended Texts

Mary Rampolla, *Pocket Guide to Writing in History*, 9th edition
ISBN-13: 978-1319113025
ISBN-10: 1319113028

IV. Course Format

- This is an online course, which means that you **must** have regular, reliable access to a working computer with internet. Students are responsible for checking email and the Blackboard site on a regular basis to access course materials and information.
- Though this class will not meet face-to-face, we will still be covering an entire semester's worth of material. You must be both able and willing to put in the necessary time and effort to do well in the course.
- Think of this course like joining a gym—you get out what you put in. As your professor, it is my responsibility to make sure you know how to use the equipment and to assist you when you need a spotter. Meanwhile, it is your responsibility to engage with the course materials, put in the work, and complete the assignments by the designated due dates. The grade you earn is determined by the quality of your effort, not necessarily the time you spend.
- **This is a Reading- and Writing-Intensive Course** intended to introduce you to the practice of history. History is an analytical discipline. While facts and dates are indeed important, alone they do not allow us to understand the past in a meaningful fashion. Among other things, history is the art of mustering evidence to make an argument or arguments about the past in as compelling a manner as possible. If you engage the course material in a meaningful way, this class will help you to read more carefully, think more critically, and write more eloquently.

V. Grades

- **Discussion & Participation** (25% of the final grade): This is a seminar-styled course, meaning that participation in discussion is mandatory. If you have not read the book or prepared, do not bother coming to class. The success of this course depends on translating thoughtful reading into productive discussions. Discussion and Participation includes presentations over supplemental readings, discussions of assigned texts, and meetings with the professor.
- **Reviews/Précis** (50% of the final grade, 10% each): Each student will write a two-to-three-page, double-spaced book review (aka précis) and participate in class discussion over the assigned readings. For each reading assignment, you will write a two-page summary and analysis of the selected readings, which you will submit via Blackboard before the start of class for which the book will be discussed.
 - Students will turn in a 2-3-page précis, or scholarly book review, over the assigned reading before the book discussion that week. A précis should summarize a given book or article's argument, scope, and methodology as clearly and concisely as possible. Some reviews may require students to write a comparative analysis of multiple readings at the discretion of the professor. These reviews should evaluate the effectiveness of the monograph or article(s) as well as its limitations. Précis should be 2-3 full, double-spaced page, in 12-point Times New Roman font, with one-inch margins all around. For examples of a scholarly review (otherwise known as a precis), see: www.h-net.org/reviews/home/php

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- The purpose of a review is to both summarize the book's or article's contents and, more importantly, to critically evaluate its contribution to knowledge, both factual and historiographical. The reviewer's first priority is to critically appraise each book; to analyze it on its own terms, to discuss what it did and did not do, what sort of evidence the author used and how well, what its strengths and weaknesses were. *Be sure to point out the thesis of each book and whether or not the author presented a supported a persuasive argument.* Also ascertain what kind of historiographical context (if any) the author provided—in other words, how did the author's work fit into a broader body of historical literature? If the author did not do this, hold them to task.
- **Final Paper** (25% of the final grade): You will complete a 12-15-page paper on the topic of your choice.
 - You will consult with the professor about possible paper topics prior to making your final decision. You may choose any subject relevant to the theme and chronology of this seminar. This essay must have a strong, coherent thesis statement, which will be supported by a minimum 15 scholarly sources, at least 5 of which must be scholarly books and at least four of which must be primary sources. These may include works from the required, supplemental, and/or recommended reading lists.
 - Papers that are not formatted according to Chicago Manual of Style guidelines and requirements will be dropped one letter grade. This includes a cover page before the start of the essay, page numbers, footnotes or endnotes as internal citations, and a works cited after the essay. Neither the cover page nor the works cites will be counted toward paper length.
 - All papers will be evaluated on style and content and therefore should be well-written and free of grammatical errors.
 - Papers that are not formatted according to Chicago Manual of Style guidelines and requirements will be dropped one letter grade.
 - It is required that each of you will consult with the professor to discuss possible paper topics prior to making your final decisions. You may choose any subject relative to the theme of this seminar, and your papers must be based on both primary and secondary sources.
 - Topics must be approved before the end of week 8 of the term (see calendar/course schedule), at which point the student will prepare and submit a two to three (2-3) page research proposal (aka prospectus) that outlines the major themes of your project, discusses your possible sources, and includes a tentative works cited.

Assignments will be evaluated on the following points:

- strength of your historical arguments and content
- how well you have used historical evidence to support your arguments
- composition (i.e., spelling, grammar, sentence structure)
- form (i.e., correct citation)
- **THE 5 C'S OF HISTORICAL REASONING**
 1. **Change and Continuity:** Historians debate what has changed over time and what has remained the same. Change can be a dramatic pivot or a slow shift.

2. **Causation:** Historians debate the causes of historical events. Actually, it would be more accurate to say that we often discuss about causality, sometimes passionately. Few events have only one cause (monocausal), so we debate with one another about which cause should be considered the most important.
3. **Context:** Historians insist that the past must be understood on its own terms. Any historical event, person, idea must be placed in the context of its historical era to be interpreted. The historian's goal is to discover how people in the past understood their own lives, which is often quite different from how we may react to their situation.
4. **Contingency and Connections:** Historians are aware that events happen for a variety of reasons, which are often interconnected. Change one factor, and the event might not have happened at all. This idea helps us to remember that historical events are not inevitable.
5. **Complexity:** Historical reasoning is not about memorizing dates and names. It is about making sense of the messiness of the past, in all its complexity. That often means recognizing that different historical groups experienced events in different ways.

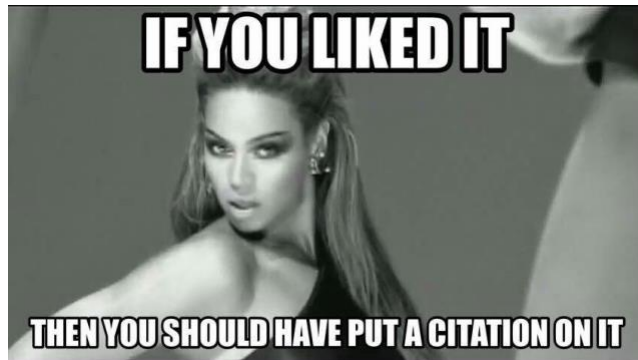
VI. Course Policies

- **Objectionable Materials Warning**
 - At times this semester we may be discussing historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our coursework.
 - If you ever feel the need to remove yourself from a class discussion, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please arrange to get notes from another student or see me individually to discuss the situation.
- **Classroom Climate of Respect**
 - Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.
- **Diversity Statement**
 - I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or

even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

- **SRSU Distance Education Statement**

- Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.



- **Academic Honesty**

- The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. "Cheating" includes:
 1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
 2. Using, during a test, materials not authorized by the person giving the test.
 3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
 4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.

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5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.
12. "Falsification of Data" means the representation, claim, or use of research, data, statistics, records, files, results, or information that is falsified, fabricated, fraudulently altered, or otherwise misappropriated or misrepresented.
 - All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and eventually, to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic and Student Affairs shall be final.
 - Please read the complete policy at http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/stulife/student_conduct_discipline.pdf

VII. Student Resources

- **Learning Strategies, Styles, and Centers**

The University offers tutoring for many subjects, holds numerous workshops on developing better note-taking, reading, and study skills as well as assisting students with writing and test taking strategies through the **Academic Center for Excellence (ACE)**. **Location:** FH 214

Web: <http://www.sulross.edu/academic-center-excellence>

- **Library**

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

- **Counseling and Psychological Services**

Provides counseling services and offers other services to students in need.

Students seeking counseling services must contact:

Mary Schwartze-Grisham, M. Ed., L.P.C., Coordinator for Counseling and Accessibility Services

Location: Ferguson Hall 112.

Hours: M-F 8am-12pm and 1pm-5pm.

Phone: (432) 837-8203.

Web: <http://www.sulross.edu/section/2408/counseling-accessibility-services>

- **Accessibility Services**

Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request for accessibility services each semester and for each class.

Students seeking accessibility services must contact:

Mary Schwartze-Grisham, M. Ed., L.P.C., Coordinator for Counseling and Accessibility Services

Location: Ferguson Hall 112

Telephone: 432-837-8691

E-mail: mschwartz@sulross.edu

Mailing Address: P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832

TENTATIVE COURSE SCHEDULE

NOTICE: Failure to complete all assignments and participate in the course will result in a lower grade for the semester. It is highly recommended that you take detailed notes over the readings in order to facilitate discussion and to prepare for examinations and additional assignments in the course. **Abbreviations:** Blackboard=Bb

Week 1 (Wednesday, Jan. 18-Sunday, Jan. 22) Introductions

Take time to go over the syllabus, search for supplemental articles over weekly topics, and consider your final paper topic for the course.

Week 2 (Monday, Jan. 23-29)

- Read: *Battle Cry of Freedom*, Introduction, xvii-p.77. Discussion post over assigned reading due to Bb by 11:59pm Sunday
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Week 3 (Monday, Jan. 30-Sunday, Feb. 05) An Empire of Slavery

- Read: Edward Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (2016). Précis/review of reading due to Bb before 11:59pm Sunday
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Week 4 (Monday, Feb. 06-12) Sectional Crisis

- Read: David M. Potter, *The Impending Crisis, 1848-1861* (1976, 2011). Précis due to Bb by 11:59pm Sunday
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Week 5 (Monday, Feb. 13-19)

- Read: *Battle Cry of Freedom*, p.78-201. Discussion Due to Bb by 11:59pm Sunday
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Week 6 (Monday, Feb. 20-26)

- Read: *Battle Cry of Freedom*, p.202-307. Discussion Due to Bb by 11:59pm Sunday
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Week 7 (Monday, Feb. 27-Sunday, March 05) War in 1860

- Read: Elizabeth R. Varon, *Armies of Deliverance: A New History of the Civil War* (2019). **Précis due to Bb by 11:59pm Sunday**
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Week 8 (Monday, March 06-12)

- Read: *Battle Cry of Freedom*, p.308-545
 - Term Paper Topic approval required no later than the end of Week 8
-

Week 9 (Monday, March 13-19) SPRING BREAK

Week 10 (March 20-26)

- Read: *Battle Cry of Freedom*, p.546-590
 - **Term Paper Proposal/Abstract due to Bb by 11:59pm Sunday**
-

Week 11 (Monday, March 27-Sunday, April 02) Diplomacy & Foreign Relations in Crisis

- Read: Don H. Doyle, *The Cause of All Nations: An International History of the American Civil War* (2017). **Précis due to Bb by 11:59pm Sunday**
-

Week 12 (Monday, April 03-09) Women in the War

- Read: Stephanie McCurry, *Women's War: Fighting and Surviving the American Civil War* (2019). **Discussion due to Bb by 11:59pm Sunday**
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Week 13 (Monday, April 10-16)

- Read: *Battle Cry of Freedom*, p.591-867. **Discussion due to Bb by 11:59pm Sunday**
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Week 14 (Monday, April 17-23) The Fight for Freedom

- Read: Chandra Manning, *Troubled Refuge: Struggling for Freedom in the Civil War* (2017).
Précis due to Bb by 11:59pm Sunday
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Week 15 (Monday, April 24-30): The Civil War & Reconstruction in Historical Memory

- Read: David W. Blight, *Race and Reunion: The Civil War in American Memory* (2002).
Discussion due to Bb by 11:59pm Sunday
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Week 16 (Monday, May 01-07): RESEARCH & WRITING

Week 17 (May 08-14): RESEARCH & WRITING

****FINAL PAPERS DUE by 11:59pm Friday, May 12th by 5:00pm****

- LATE PAPERS WILL BE DROPPED ONE-THIRD OF A GRADE FOR EACH DAY LATE, INCLUDING WEEKENDS. PAPERS SENT VIA EMAIL WILL NOT BE ACCEPTED.
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