This course covers what I take to be the main themes and developments of the Civil War and Reconstruction, as well as their roots and legacy. Because this course, as all others, is itself an interpretation of this period and these issues, I more than welcome lively discussion between you and me, as well as between students. Indeed, critical evaluation of the readings and lectures will be the key to success in all exams and writing assignments, as well as in class discussions.

In order to think critically about the reading, of course, you must do the reading. It will not be possible to do well in or enjoy this course without both participating in class and keeping up with the reading. Wise students will take heed: for unavoidable reasons of course structure, the amount of pages in each week varies widely. Thus I strongly urge each of you to not only keep up with the readings but read ahead of the prescribed schedule. But no matter how you accomplish it, keep in mind that doing and engaging with this reading is a vital part of the work you agree to do by taking this course.

**Required Books:**


Optional (sort of – see below under “Group Presentations”) Books, on reserve at the library unless otherwise noted:


Optional Resources:
There are various reference works available at the library which you can consult as you see fit for background and/or to help your research, including William L. Richter, *Historical Dictionary of the Civil War and Reconstruction* (in the Social Sciences / Education Reference stacks, call # E468.R53 2004).

Grading Breakdown (see below for exam and due dates):

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>9%</td>
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<tr>
<td>In-class reading responses</td>
<td>9%</td>
</tr>
<tr>
<td>Midterm #1</td>
<td>14%</td>
</tr>
<tr>
<td>Midterm #2</td>
<td>18%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
<tr>
<td>Research paper or group presentations</td>
<td>30%</td>
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Class Participation and In-Class Reading Responses
This part of your grade is based on your attention to lectures and especially your contribution to our discussions of the assigned readings. The discussions will be an important part of the class and you all bear a responsibility to make them work. We will discuss the core issues involved in the readings rather than the details, so you should read for argument more than detail. I will grade your participation by looking at its general pattern across the semester. Thus one or two absences will not hurt you very much, but more than that will, for if you are not in class you obviously cannot participate. What you say will matter at least as much as how much you talk.
You should bring the readings to class with you on the days indicated. It will be on days we discuss readings that you will write brief responses to the readings. This should prepare you for discussion as well as reward you for engaging with the readings. These will be done in the first 5 minutes of class on those days; if you are late and miss them you cannot make them up.

Exams
The exams will feature mostly essays of various lengths. You will take the midterms in the Testing Center and the final in our usual classroom. The final will feature a comprehensive essay as well as non-comprehensive shorter essays.

There will be only one, non-negotiable makeup time for the midterms. If you miss either of them and have an excuse, you can take a makeup midterm on Thursday, Dec. 10, time and place TBA.

Research papers and other such things
For these projects, you have a choice of approaches, meant to engage your interest and develop appropriate skills as much as possible. The options include the following:

1) GROUP PRESENTATIONS: History Teaching majors are required to do this option; it is optional for all others, but the groups are capped at 5 members each. It involves joining one of three groups (the topics being political history, women’s history, and memory) on the first day of class. The assignments relative to this option that all three groups will do are:

   A. A mini-lecture (usually 20-25 minutes) to the whole class for each reading, laying out the key contents and argument of the book or books in question for the benefit of those who have not read it. These groups will also lead a discussion of the topic. Both the mini-lectures and the discussions will work best if you successfully connect the subject matter to the main themes and questions of the course.
   I will grade you for this exercise based on how well you contribute to the presentation and discussion. You will also help in grading by rating the contributions of every member of your group. **This activity will comprise 8% of your total course grade.**

   B. A detailed lesson plan for how you would teach the subject matter involved with your mini-lecture if you had more like 50-60 minutes rather than 20-25. Specify what educational level you are tailoring these lesson plans for, and of course make them appropriate for that grade level.
   Good lesson plans show evidence of original thinking about content and pedagogy, rather than simply reiterating the group’s outline for the mini-lecture. **The lesson plan is due one week after the relevant group presentation in class, and will comprise 9% of your total course grade.**

   C. A paper of between 5 and 6 pages, as described below. **This paper will be due Nov. 22 for all groups, and will comprise 13% of your total course grade.**

Here is the breakdown of assignments for each group. For dates of presentations see the class and readings schedule below.
The political history group will:
- Present a mini-lecture on the Confederate debate over arming and freeing slaves and lead a discussion about what it means for our larger class themes.
- Turn in a lesson plan as described above, although it could be shorter than for 50-60 minutes.
- Write an in-depth book review of Levine’s *Confederate Emancipation*, based on having read many of the primary sources on which it is based in Durden, *The Gray and the Black*. This book review will involve summary and analysis of Levine’s argument, based on having read for yourself many of the primary sources on which it is based. Investigating and analyzing Levine’s use of his source base will allow you to speak more authoritatively to the question of whether his argument is persuasive.

The women’s history group will:
- Present a mini-lecture on women’s experiences in both the Union and the Confederacy, and lead a discussion comparing and contrasting those experiences and exploring their significance for our larger class themes.
- Turn in a lesson plan as described above.
- Write a joint book review of the two books, in which you summarize and analyze the argument of both books, and discuss which is more persuasive and why. Good reviews will accurately summarize the argument (as opposed to the subject or contents) of the book. More importantly, they will critique that argument, on grounds of logic, use of evidence, and so forth. Summarizing and then simply asserting “this book was persuasive” will not fly – you need to show why the argument was or was not persuasive. Also note: going on about how many sources the author used will not do. The *number* of sources is not what makes an argument convincing; it is the *type* of sources and how the author *uses* them. I have an example of an “A” book review from a past student available for those who are interested.

The memory group will:
- Present a mini-lecture on Dixon’s novel and how it impacted American memory of the Civil War era, and lead a discussion on how our memory of this era has changed and why that matters.
- Turn in a lesson plan as described above.
- Write a paper exploring these questions: How did Thomas Dixon remember the Civil War era? How have other Americans remembered it, and why? (Responding to these two questions is essentially summarizing the novel and Gallagher’s book, and should leave plenty of room for this interpretive question, for which your answer must be based on serious reflection on both readings but can also include outside research if you wish:) Why does it matter how Americans remember the Civil War era?

2) **RESEARCH PAPER:** This should require less description as you have likely done its like before, researching a particular question (that’s better than just researching “a topic”) from a variety of relevant sources both primary and secondary. The assignments relative to this option are:

A. A prospectus for your paper. The prospectus should lay out your question (not just a topic), then discuss how the sources proposed in the bibliography will help you answer that question. You do not need to provide even a tentative answer – just the question and how you propose to answer it. The prospectus is to be no shorter than 2 and no longer than 3 pages, not including the
A note on sources: I am very skeptical of secondary sources from the internet. Past students have been overly reliant on these sources, which are by definition unreliable.

The prospectus will be due Oct. 3, and will comprise 7% of your total course grade.

B. The final paper, which is to be no shorter than 9 and no longer than 12 pages. It must include either a bibliography (which would not be included in the page count) or full cites the first time you cite every source (short cites throughout are acceptable if you have a bibliography). This paper will be due Nov. 30, and will comprise 23% of your total course grade.

Turning in all the written assignments on time is important: the late penalty for each is one half-grade per class day late. Papers turned in any time after the start of class on the due date will be considered one day late. So if a paper is due on a Tuesday, from the beginning of class that day until Thursday any paper turned in will be considered one date late, after the beginning of class on Thursday will be two days late, and so forth. And turning them in means giving me a hard copy – emailing me a paper is not turning it in. But emailing me outlines or drafts is highly recommended in the weeks leading up to the research paper’s due date. (I will not read drafts within 2 weekdays of the due date, however.) You will likely do much better if you do this.

Staying within the page limit also matters; in doing so, you must use normal sized fonts and normal (1-inch) margins, and you are to double-space. You must number your pages, and be sure to staple them (no fancy folders desired, thanks).

Good papers will:
1) Have a clear thesis statement, and then will back that thesis up with specific evidence from the historical documents and readings in question. They will make logical use of that evidence;
2) Cite their sources clearly and consistently (I don’t care about citation format as much as that you do cite consistently and clearly);
3) Avoid both plagiarism and simply stringing other sources’ quotes together. In other words, their authors will cite when they both quote and paraphrase, and those authors will provide plenty of their own analysis rather than relying too much on quotations;
4) Violate zero (0) of the Helpful Writing Hints at the end of this syllabus, and in general will approach a clarity and felicity of style that will make their reader (me) rejoice.

Academic Honesty:
BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest.

If you have any questions about these standards, and even if you don’t think you do, I suggest you read the Academic Honesty Policy available at honorcode.byu.edu

Other Disclaimers:
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination,
please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Class and Readings Schedule (which can change at any time – keep posted):

<table>
<thead>
<tr>
<th>Week 1:</th>
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<tbody>
<tr>
<td>Aug. 29</td>
<td>Introduction</td>
</tr>
<tr>
<td>Aug. 31</td>
<td>Antebellum Northern society</td>
</tr>
<tr>
<td>Sept. 2</td>
<td>Antebellum Southern society</td>
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</tbody>
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<tr>
<th>Week 2:</th>
<th></th>
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<tbody>
<tr>
<td>Sept. 5</td>
<td>NO CLASS – Labor Day holiday</td>
</tr>
<tr>
<td>Sept. 7 and 9</td>
<td>Antebellum slavery politics</td>
</tr>
<tr>
<td></td>
<td>READ by 9/7: Gienapp, <em>Abraham Lincoln</em>, ix-48</td>
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<tr>
<th>Week 3:</th>
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<tbody>
<tr>
<td>Sept. 12 and 14</td>
<td>Crisis Decade: The 1850s</td>
</tr>
<tr>
<td></td>
<td>READ by 9/12: Gienapp, <em>Lincoln</em>, 49-66</td>
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<tr>
<td>Sept. 16</td>
<td>The Election of 1860</td>
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<tr>
<td></td>
<td>READ by 9/16: Gienapp, <em>Lincoln</em>, 66-81</td>
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<th>Week 4:</th>
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<tbody>
<tr>
<td>Sept. 19</td>
<td>Secession Winter</td>
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</tbody>
</table>
Sept. 21  Secession: district elections  
READ by 9/21: Freehling and Simpson, *Showdown in Virginia*, all

Sept. 23  Secession: Convention and retrospect  

Week 5:

** MIDTERM EXAM #1 – take at Testing Center between Mon. 9/26 and Wed. 9/28 **

Sept. 26  The Civil War: 1861 – early hopes  
READ by 9/26: Gienapp, *Lincoln*, 82-98

Sept. 28  The Civil War: 1861-62 – reality show  

Sept. 30  The Civil War: 1862 – Shiloh and the Peninsula Campaign  
READ by 9/28: Gienapp, *Lincoln*, 106-113

Week 6:

** 10/3: RESEARCH PAPER PROSPECTUS DUE **

Oct. 3 through 7  The Civil War: 1862 – Governmental responses  
Antietam and its impact  
READ by 10/5: Gienapp, *Lincoln*, 113-121

Week 7:

Oct. 10  Slavery and the war, part I  
READ by 10/10: Robinson, *Bitter Fruits*, 37-133

Oct. 12  Slavery and the war, part II: The Emancipation Proclamation  

Oct. 14  The Civil War: 1862-1863 – more Union disasters  
READ by 10/14: Gienapp, *Lincoln*, 129-144

Week 8:

Oct. 17  The Civil War, 1863 – Disunity in the Union  
Gettysburg and Vicksburg
Oct. 19  
**Group Presentation:** Union and Confederate women

The Southern Home Front


Oct. 21  
The Southern Home Front continued


**Week 9:**

Oct. 24 and 26  
The Civil War: 1863-64 – Grant, Lee, and the West


Oct. 28  
The Civil War: 1864-1865 – Sherman’s March and its Impact


**Week 10:**

Oct. 31  
To Appomattox

**Group Presentation:** Confederate emancipation

Nov. 2 and 4  
The CSA: A Postmortem


** **MIDTERM EXAM #2 – take at Testing Center between Thurs. 11/3 and Sat. 11/5**

**Week 11:**

Nov. 7  
War’s end

READ by 11/7: Gienapp, *Lincoln*, 193-203

Nov. 9  
Military retrospect: “Total war”? “Modern war”?

Nov. 11  
Reconstruction: Key questions

READ by 11/11: Ash, *Year in the South*, all

**Week 12:**

Nov. 14  
The Sharecropping Compromise


Nov. 16  
Political Reconstruction(s)

The End of Reconstruction

Nov. 18  The New South
READ by 11/18: Barney, Making, 184-231

Week 13:

Nov. 21  The New North
The New Union

Nov. 22-25  NO CLASS

** 11/22: GROUP MEMBERS’ PAPERS DUE **

Week 14:

Nov. 28  The Civil War Era in American Memory, Part I
Group Presentation: The Clansman

Nov. 30 and Dec. 2  Film and discussion: “Pharaoh’s Army”

** 11/30: RESEARCH PAPERS DUE **

Week 15:

Dec. 5  The Civil War Era in American Memory, Part II (or IV)

Dec. 7  NO CLASS, unless we’re still not done fighting from 12/5

FINAL EXAM:  Monday, Dec. 12, 2:30 – 5:30 p.m.
HELPFUL WRITING HINTS

Clarity and felicity of expression are things that I, your gentle reader, value highly. I know “this is not an English course, blah, blah,” but still, let me stress this point. Writing skills are among those I hope you all will hone in this course, so I hope you’ll take these tips to heart. The **FHSS Writing Lab (1051 JFSB, open M-F 9-3)** can often also help with these and other matters, and you could benefit from showing them a draft before you turn it in. Be assured there is no stigma attached to getting help on writing – we all need help, or we’d be living large off our book sales profits. To this end, here are some specific suggestions:

1) Strive for *simplicity* in your writing. Short, direct sentences and phrases are much better than high-falutin’ fancy-pants oratory, even in an academic paper. Trying to be fancier than necessary will almost always earn you an “AWK” (for awkward). Most problems can be avoided by being simple and direct.

2) Remember that the point of language is to communicate, not to obscure, meaning. Read back over what you’ve written to make sure you are saying what you think you are saying. *Don’t assume a spell check can catch everything – it just doesn’t work that way.* You may feel like a fruitcake when you do it, but if you read a paper *out loud* you can often catch some of the most egregious or nonsensical errors.

3) You should also *enlist someone else to proofread and read for meaning*, to make sure you are not leaving unsaid what needs to be said. I would also be delighted to read over drafts, outlines, etc., to help in this and other regards. (I will not read and comment on papers sent to me within two working days before a paper is due, however.)

4) Having someone else read your paper will also help you clarify points that you think are self-evident because you are closer to the subject. Keep in mind that you should *assume your audience knows next to nothing* about the subject.

5) Be sure your paper is a coherent essay with an introduction, body, and conclusion. You should present your argument clearly and then support it with relevant evidence. Be sure, as you construct and then read back over the essay, that *one point leads logically to another, you transition between points well*, etc. Logical presentation and flow will really help you present your points clearly (if you don’t, why bother?).

6) Strive for coherence *within as well as between paragraphs*. Remember the basics: each paragraph should have ONE (1) main idea, introduced well by a topic sentence. Topic sentences can also help in transitions between paragraphs / main ideas. The inventor of the paragraph sought to bless all our lives; honor his / her legacy in your writing.
Here are some very common problems that I trust you will look out for to keep me, your grader, friendly to your cause:

1) **The passive voice:** Avoid this like the plague. The passive voice is when the subject of your sentence has something “done to” it/him/her. A classic example of the passive voice is used in government, because it obscures the actor: “Mistakes were made.” The active voice is much better and clearer: “The CIA [or whoever] made mistakes.”

2) **Noun-verb disagreement:** When the noun is plural or the verb refers to more than one noun, the verb should be plural. Same with singular. And throughout the whole sentence.

3) **Incomplete / run-on sentences:** Having a natural voice in writing doesn’t always mean you write like you talk. Each sentence should have a noun and a verb. (For good examples of incomplete sentences, see the second and third sentences just above in #2.) Perhaps a more common problem is the run-on sentence, which can often be avoided simply by keeping your sentences simple and direct.

4) **Tense inconsistency:** Oh, the whiplash I’ve gotten over the years reading sentences or paragraphs that switch from the past to the present tense and then back again! The easiest way to avoid this in a history paper is to write in the past tense for past events. But whatever tense you choose to describe past events, *pick a tense and stick with it!*

5) **Apostrophe and quotation mark confusion:** Caused by confusing possessives with plurals. The plural does not require an apostrophe, while the possessive does. The same goes for plural possessives. Keep these things straight. So for instance, you are taking Matt Mason’s course, but are not Masons yourselves. But if you go over to the Masons’ house, . . . you get the picture, I hope. Related problems come when people aren’t clear on how we use quotation marks in the United States. Get clear on this.

6) **Overuse / underuse of the comma:** I thought this was basic stuff before I started grading student papers. Be sure you know the rules on when to use and not use a comma.

In short, English can be a nutty language, and it takes some work to keep it from being an instrument of torture for your reader. So while this is far from an exhaustive writing guide, from a purely selfish perspective I hope it will keep you from repeating some of the mistakes that have put me on the rack in times past.