

# HIST4330: CIVIL WAR AND RECONSTRUCTION, 1848–1877 FALL 2016

#21767, TR, 2:40–3:55 (IRBY 114)



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OFFICE HOURS: M 1–4pm, TR 4–5:30pm, and by appointment

COURSE WEBSITE: Blackboard (via myUCA or <http://bblearn.uca.edu>) and  
<http://civilwaramerica.wordpress.com>

## COURSE STRUCTURE

This course will address the causes and consequences of the sectional conflict between the North and the South. Special attention will be given to the institution of slavery, the rise of sectional politics and the struggle over slavery's expansion into the West, the secession crisis, the military campaigns of Union and Confederate forces, daily life on the home front, the Emancipation Proclamation, and the varied plans for postwar reconstruction. Our task this semester is to understand all facets of this conflict—*not* just military strategy, tactics, and battles—including how the Civil War affected African Americans, women, and Native Americans, making this a course devoted to social and political history as much as military history. We will be examining this history through an academic lens, not the lens of a hobbyist or enthusiast.

In addition, this course will introduce you to the work of historians and give you skills essential to a variety of disciplines within the arts and sciences (besides just history). We will accomplish this through four learning models: lecture (*hearing* about history), discussion and

presentations (*talking* about history), research reports and book reviews (*writing* about history), and selected textbooks, secondary sources, and primary historical sources (*reading* about history).

## COURSE POLICIES

The academic classroom exists to facilitate intellectual exploration, so it is crucial for students to stay focused and be respectful of others. See this class as an opportunity to learn, not as a chance to catch up on social media, read emails, do homework for other classes, or chat with friends. Please keep your cell phone on silent or turn it off during class so it is not disruptive. *Students who use cell phones during class time will have 20 pts. deducted from their grade for each occurrence.* Laptop computers and tablets are **ONLY** permitted for use during discussion of specific digital readings as a way to save on printing costs, or at times when necessary for group projects; use of such devices is at the discretion of the instructor and you may be asked to put away your electronics at any point. Students who engage in disruptive behavior (including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom), harassment, or other misconduct may be subject to discipline as outlined in the *Student Handbook* (you should familiarize yourself with all policies therein). Course materials prepared by the instructor, together with the content of all lectures and discussions presented by the instructor, are the sole property of the instructor. Video and audio recording of lectures and discussion sessions without the consent of the instructor is prohibited. Last but not least, all course emails will be sent to your university account, so you *must* check it daily or use a forwarding service.

## ACADEMIC MISCONDUCT POLICY

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the University's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook.<sup>1</sup> **Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.** Students who commit academic misconduct will also have paperwork filed with the university documenting the infraction. Continued enrollment in this course affirms a student's acceptance of this university policy.

Violation of the expectation of academic integrity is academic misconduct. Examples of misconduct commonly identified by universities include but are not limited to those listed here (definitions are quoted from the Random House *Webster's Unabridged Dictionary*, 1999 ed.):

*Cheating*: to cheat is, in an academic context, "to take an examination or test in a dishonest way, as by improper access to answers." Cheating may also occur in the context of other academic assignments.

*Plagiarism*: "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." This concept may apply to any kind of intellectual property.

*Fabrication*: to fabricate is, in this context, "to fake; forge (a document, signature, etc.)." Fabrication is commonly associated with falsified research findings.

As stated above, these definitions from *Webster's* are not comprehensive. Other forms of academic misconduct may include unauthorized collaboration or submitting the same paper or

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<sup>1</sup> Most of the language in this section is taken verbatim from Board Policy No. 709 and outlined here per university guidelines; see <http://uca.edu/board/files/2010/11/709.pdf> (accessed July 26, 2014).

portions of the same paper to two different courses without the consent of both instructors. Failing to cite sources correctly is another form of plagiarism. In short, when you quote an author's work word-for-word you must use quotation marks and provide a specific citation (with the corresponding page number), or set it as a block quote with a specific citation. Also, paraphrasing another author's idea requires a citation (but no quotation marks). In addition, you cannot submit someone else's paper as your own. All work submitted for this course (including drafts and take-home quizzes) must include citations and be your original production. If you struggle with writing (from grammar and organization, to forming a thesis, etc.), you can get help from me during office hours or from the UCA Writing Center in Thompson 109. See their website (available at <http://uca.edu/writingcenter/home/>) for more information, or call (501) 450-5123.

## TITLE IX DISCLOSURE

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit <https://uca.edu/titleix>.

## STUDENTS WITH DISABILITIES

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you need an accommodation under this act due to a disability, please contact the UCA Office of Disability Support Services, located in the Student Health building, Suite 212, (501) 450-3613; more information is available at <http://uca.edu/disability>. A Disability Resource Coordinator will discuss testing and potential accommodations with you. ***In order to receive accommodations, you must be registered with this office and provide them with documentation of your disability.***

## BUILDING EMERGENCY PLAN

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time.

## GRADING AND EVALUATION

20%	Attendance and Participation	15%	Quizzes and Homework
15%	Secession Era Editorials Project	5%	Class Presentation
15%	Book Review #1	15%	USCT Pension File Project
15%	Book Review #2		

The grading scale is as follows: A = Excellent (90-100%) B = Good (80-89%) C = Satisfactory (70-79%) D = Poor (60-69%) F = Unsatisfactory (0-59%). My philosophy on grading is simple: I don't determine your grade, you do. Meaning, I simply evaluate the work you hand in and assign the appropriate letter or percentage—it is up to you to attain the grade you desire in this course. You will receive grade updates with each major assignment (I do not use the

Blackboard grade book). If you withdraw during the WP/WF period (October 29–November 28), you will receive whichever grade corresponds with your current letter grade in the course; no exceptions. I am not one to negotiate grades. Final grades sitting at the cusp (e.g. 79%, 89%, etc.) will only be bumped up for students who have consistent attendance, were willing participants in class discussion, submitted work on time, etc. In other words, students earn bump ups by being diligent and conscientious.

## ASSIGNMENTS

### Attendance and Participation

Regarding attendance and participation, I will allow **TWO unexcused absences**. After that point, you will be docked from both attendance points and participation points. Save those unexcused absences for the occasional mishaps of life, since excused absences are **only** available for a) the death of an immediate family member (with verification), b) serious personal illness (with a doctor's note) or c) official travel for university sanctioned events (with a letter from the athletic coach, program director, etc.). I define participation as actively contributing to large-group and small-group discussions, asking questions, and participating in other learning exercises with enthusiasm. My courses are student-driven; therefore it is up to you to keep the discussion moving forward. This means you must interact with other students, respond to their statements in a constructive fashion, provide evidence from the text to support your own interpretation, etc. Be advised that engaging in disruptive or distracting behavior (disrespectful language, persistent talking, arriving to class late, leaving early, etc.) can result in you being marked absent for that day's class. If you miss class, it is your responsibility to contact a fellow student for notes, check the announcements posted online, and follow the syllabus.

### Readings

All assigned texts must be read before class discussion; these are listed below in the course schedule and unless otherwise noted, readings will appear as links on the course website or in a text that has been purchased. It is students' responsibility to access JSTOR or EBSCOHost readings directly. You must bring the readings to class, since we will refer to the text regularly. The course website page with readings is password protected; the password is our meeting room number, with the first letter capitalized. In order to ensure that students are completing reading assignments, there may be pop quizzes (administered at instructor's discretion).

### Quizzes and Homework

There will be at least four scheduled quizzes, and each will cover both lecture and the assigned sections of *The American War*, which functions as a textbook overview of this period. These may be any combination of multiple-choice, fill-in-the-blank, short answer, or essay questions. There may also be pop quizzes to evaluate whether students are keeping up with the readings. There will be **no** makeup quizzes unless you receive an excused absence for one of the reasons listed above under "Attendance and Participation." Homework assignments usually entail developing discussion prompts, answering short-answer questions about readings, etc.

### Book Reviews

During this course you will write **two** book reviews, choosing from the four monographs that we will be reading: *Generations of Captivity*, *Mothers of Invention*, *Copperheads*, and *Redemption*. The book review will follow the format of a scholarly review, consisting of 3–4 full pages. See the paper assignment handed out in class and posted online for a more detailed description. Only the first two assignments will be graded, so do not submit more than two

assignments. I would be happy to meet with you prior to submission; just email me a draft and come meet with me at least two days before the paper is due. **All papers must be submitted on Blackboard by class time on the day they are due.** Late assignments will be docked one letter grade for each 24-hour period they are late. Please upload your files as Word files (either .doc or .docx); do not upload .rtf, .pdf, .odt, .wps, .pages, or .txt files. **If I cannot open your file, or the file is corrupted, it will not be considered a completed submission; in such cases the late penalty will go into effect until you remedy the issue.** Also, it is your responsibility to upload the correct file. If you fail to do so, and you wish to re-submit with the correct file, the late penalty will accrue until I have the correct file. I would recommend that you check Blackboard after you submit to make sure there were no issues.

### Secession Era Editorials Project

This project involves research into how newspapers discussed the sectional crisis, using sources from the Secession Era Editorials Project (<http://history.furman.edu/editorials/see.py>). Students will read a selection of editorials from both Northern and Southern newspapers and write a report based on their findings. Please see the assignment handed out in class and posted on the course website for further guidelines. Follow the same submission guidelines as above under "Book Reviews."

### USCT Pension File Project

Students (working in pairs) will conduct research into the experiences of African American soldiers in the USCT, focusing on records from pension files (these will be distributed as PDFs to each group). Each pair will conduct research into their assigned soldier and complete a report. A more detailed description will be provided. Follow the same submission guidelines as above under "Book Reviews."

### Class Presentation

Students (again working in pairs) will give a very short presentation (~5 minutes) to the class about their findings in the USCT project. A more detailed description will be provided.

### Extra Credit

A maximum of 30 extra credit points may be offered at instructor's discretion. Typical assignments include short response papers over field trips, movie viewings, or outside lectures.

### COURSE TEXTS

All of these are available at the university bookstore or online retailers such as Amazon.com (be sure to check the ISBNs if you purchase online). All other core materials will be available through the library, on the course website, or will be handed out in class. **Be advised that many e-books (such as Kindle books) do not include page numbers, which means you should only purchase e-books that can be accurately cited. Usually (but not always) Google Play is your best option.**

1. Berlin, Ira. *Generations of Captivity: A History of African-American Slaves*. New York: Cambridge University Press, 2003. ISBN 9780674016246. **REQUIRED**
2. Faust, Drew. *Mothers of Invention: Women of the Slaveholding South in the American Civil War*. Chapel Hill: University of North Carolina Press, 1996. ISBN 9780807855737. **REQUIRED**

3. Gallagher, Gary W., and Joan Waugh. *The American War: A History of the Civil War Era*. State College, PA: Flip Learning, 2015. ISBN 9780991037537. **REQUIRED** ← This will be referred to as the “textbook”
4. Lemann, Nicholas. *Redemption: The Last Battle of the Civil War*. New York: Farrar, Straus, and Giroux, 2007. ISBN 9780374530693. **REQUIRED**
5. Weber, Jennifer. *Copperheads: The Rise and Fall of Lincoln’s Opponents in the North*. New York: Oxford University Press, 2008. ISBN 9780195306682. **REQUIRED**
6. Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. Chicago: University of Chicago Press, 2013. ISBN 9780226816388. **RECOMMENDED**

## COURSE SCHEDULE

### Week 1: Introductions

**August 18**                      Class introduction and syllabus overview

### Week 2: Southern Slave Society

**August 23**                      Lecture, “The Creation of a Southern Slave Society”

**August 25**                      Discussion of Berlin, *Generations of Captivity*

**Textbook: No readings!**

### Week 3: The Controversy Over Slavery’s Expansion

**August 30**                      Lecture, “A Union in Peril: The Sectional Crisis Over Slavery’s Expansion” and discussion of J. D. B. DeBow, “The Non-Slaveholders of the South”—**BOOK REVIEW OVER BERLIN DUE!**

**September 1**                      Lecture (cont...) and discussion of Nicole Etcheson, “The Great Principle of Self-Government: Popular Sovereignty and Bleeding Kansas” *Kansas History* 27 (Spring/Summer 2004): 14-29

**Textbook: *The American War*, Chapter 1**

### Week 4: The Secession Crisis

**September 6**                      Lecture, “Lincoln’s Election, The Secession Crisis, and the Onset of Military Conflict,” discussion of “Mississippi Declaration of Secession,” and introduction to the Secession Era Editorials Project

**September 8**                      Discussion of “Arkansas Ordinance of Secession” and Charles Dew, “Apostles of Secession” *North & South* 4, no. 4 (April 2001): 24-38, and—**QUIZ #1! (over Chapter 1 of *The American War*, and lectures from 8/23 to 9/6)**

**Textbook: No readings!**

### Week 5: Why They Fought

**September 13**                      Lecture, “Political Leadership, Military Strategy, and the Onset of War in 1861”

**September 15**                      Discussion of Chandra Manning, “Introduction” in *What This Cruel War Was Over: Soldiers, Slavery, and the Civil War* (New York: Vintage, 2008) and Gary Gallagher, “Introduction” in *The Union War* (Cambridge, MA: Harvard University Press, 2011) —**SECESSION ERA EDITORIALS PROJECT DUE!**

**Textbook: *The American War*, Chapters 2, 4**

### Week 6: The Southern Home Front

September 20 Lecture, "Southern Civilians and Life on the Confederate Home Front"  
 September 22 Discussion of Drew Faust, *Mothers of Invention*  
 Textbook: No readings!

### Week 7: Leadership and Strategy

September 27 Lecture, "The Challenges of Command and Leadership, 1862"—**BOOK REVIEW OVER FAUST DUE!**  
 September 29 Discussion of "Is Robert E. Lee Overrated as a General?" in *Taking Sides: Clashing Views in American History*, vol. 1, 14<sup>th</sup> ed., eds. Larry Madaras and James SoRelle (New York: McGraw Hill, 2010)

Textbook: *The American War*, Chapter 3

### Week 8: The Northern Home Front

October 4 Lecture, "Conscription and Civil Unrest on the Northern Home Front" and discussion of Jennifer Weber, *Copperheads*  
 October 6 Photograph analysis and discussion of Louisa May Alcott, "A Day" in *Hospital Sketches*—**QUIZ #2! (over Chapters 2-4, 8 of *The American War*, and lectures from 9/13 to 10/4)**

Textbook: *The American War*, Chapter 8

### Week 9: Turning Points

October 11 Lecture, "Turning Points: The Battles of Gettysburg and Vicksburg, 1863"—**BOOK REVIEW OVER WEBER DUE!**  
 October 13 **NO CLASS—FALL BREAK!**

Textbook: *The American War*, Chapters 6-7

### Week 10: Emancipation

October 18 Lecture, "Moving Toward Emancipation: Lincoln, Contrabands, and Union Policy" and discussion of "The Emancipation Proclamation"  
 October 20 Discussion of Ira Berlin, "Who Freed the Slaves? Emancipation and Its Meaning" in *Union and Emancipation: Essays on Politics and Race in the Civil War Era*, eds. David W. Blight and Brooks D. Simpson (Kent, OH: Kent State University Press, 1997) and James M. McPherson, "Who Freed the Slaves?" in *Drawn with the Sword: Reflections on the American Civil War* (New York: Oxford University Press, 1996)

Textbook: *The American War*, Chapter 5

### Week 11: African Americans in the Military

October 25 Introduction to the USCT Pension File project and discussion of Susan-Mary Grant, "Fighting for Freedom: African American Soldiers in the Civil War," in *Themes of the American Civil War: The War Between the States*, 2<sup>nd</sup> ed., eds. Susan-Mary Grant and Brian Holden Reid (New York: Routledge, 2010)—**QUIZ #3! (over Chapters 5-7 of *The American War*, and lectures from 10/11 to 10/18)**

**October 27** Lecture, “The USCT and Black Recruitment in the West, 1862–1865” and group work on the USCT Pension File Project

**Textbook: No readings!**

### Week 12: Conflict in the West

**November 1** Lecture, “Military Conflict in the Trans–Mississippi Theater and the Far West” and discussion of Daniel Sutherland, “Guerrillas: The Real War in Arkansas” in *Civil War Arkansas: Beyond Battles and Leaders*, eds. Anne J. Bailey and Daniel E. Sutherland (Fayetteville: University of Arkansas Press, 2012)

**November 3** **NO CLASS—INSTRUCTOR AT CONFERENCE!—USCT PENSION FILE PROJECT DUE!**

**Textbook: No readings!**

### Week 13: Sherman’s March

**November 8** **CLASS PRESENTATIONS!**

**November 10** Lecture, “The Atlanta Campaign and Sherman’s March to the Sea” and discussion of Dolly Burge’s journal and Mark E. Neely, Jr., “Was the Civil War a Total War?” *Civil War History* 50, no. 4 (2004): 434–458 (on JSTOR)

**Textbook: *The American War*, Chapter 9**

### Week 14: From Surrender to Reconstruction

**November 15** Lecture, “Military Campaigns in Virginia, the Surrender at Appomattox, and the Lincoln Assassination”

**November 17** Lecture, “A Success or a Failure?: The Era of Reconstruction, 1865–1877”

**Textbook: *The American War*, Chapters 10–11**

### Week 15: Race and the Post–War South

**November 22** Discussion of Lemann, *Redemption*

**November 24** **NO CLASS—THANKSGIVING BREAK!**

**Textbook: No readings!**

### Week 16: Civil War Memory

**November 29** Lecture, “Controversy and Consensus: How We Remember the Civil War in the 21<sup>st</sup> Century” and discussion of Kevin Levin, “Black Confederates Out of the Attic and Into the Mainstream” *The Journal of the Civil War Era* 4, no. 4 (December 2014): 627–635

**December 1** Discussion of newspaper articles and blog posts (links on course website)—**QUIZ #4! (over Chapters 9–12 of *The American Civil War*, and lectures from 10/27 to 11/17)**

**Textbook: *The American War*, Chapter 12**

### Finals Week

**NO IN-CLASS EXAM OR FINAL ESSAY DUE! If you are writing a review of Lemann, your review will be due FRIDAY, DECEMBER 9, AT 2PM.** The regular late penalty will NOT be in place, so plan ahead!