

## **History 6040-001 Civil War and Reconstruction. Spring 2008. Haley 3238, 11-11:50 am MWF**

**Instructor:** Dr. Kenneth Noe, 314 Thach Hall. Telephone: 334.844.6626. E-mail: <noekenn@auburn.edu>. Web address: [www.auburn.edu/~noekenn](http://www.auburn.edu/~noekenn).

**Office Hours:** 10:00 – 10:50 MWF, and also by appointment.

**Goals:** To deepen graduate students' knowledge the period, to introduce them to the literature in the field, and to further develop reading and writing skills. Upon completion of the course, the student should be able to discuss orally and verbally the basic ideas and events of the period as well as its historiography in a rudimentary form.

**Texts:** Berlin, *Freedom's Soldiers*  
Fellman, et. al., *This Terrible War*  
Perman, *Major Problems in the Civil War and Reconstruction*, 2<sup>nd</sup> ed.  
Stowe, *Uncle Tom's Cabin*  
Watkins, "Co. Aytch"

**Grading:** Test 1 (Feb. 13): 20%  
Test 2 (Mar. 24) 20%  
Essay (Due Apr. 16): 20%  
Average Reading Quiz Score (20%)  
Final Exam (May 2, 9 am) 20%

**PLEASE NOTE:** all grading is on a ten-point scale.

*I do NOT* give "extra credit" assignments.

*I do NOT* discuss grades on the day I return a test, quiz, or assignment.

*I do NOT* give out or debate grades, including final grades, via e-mail or the telephone. That is a violation of federal law. If you don't like your grade, come see me in person.

*I ONLY* "round up" final grades to the next round number. An 88.9 rounds up to 89, not 90.

**Test Format:** Tests consist of four of six identifications (40%), and one of two essays (60%). Identifications will come from the daily outlines provided in class and on WebCT. Essays will require knowledge of assigned readings as well as lectures. The final is not cumulative, but rather covers the last third of the course. A sample test can be found in the "Introduction" power point on the course's Blackboard page.

**Reading Quizzes:** I will give four brief, five minute, multiple-choice quizzes during the semester, with questions and answers taken from the assigned readings. The scheduled dates are January 23, February 1, February 25, March 7, Apr. 7, and April 16. Additional "pop" quizzes will be given at the instructor's discretion in

the event of poor attendance or obvious lack of reading. I will drop the lowest grade at the end of the semester, and average the others.

**Paper: HIST 6040 Review Essay:** You are to choose one of the questions listed below, read five books associated with your topic, and write a ten page paper in which you both answer the question and describe the books, especially in regard to how the authors agree and disagree. E-mail me a short description of your planned paper for approval **by February 8**, or else lose five points on your final paper grade. The paper must be typed, double-spaced, and utilize a typeface no larger than that in this syllabus. Margins are to be no larger than one inch. History majors **must** follow the style found in the latest edition of Kate Turabian's *A Manual for Writers*, including endnotes and a bibliography page that do not count toward the required ten pages. Others should follow the style of their major. The proper form for citing electronic sources in any style can be found through the AU Library Homepage by clicking on "Search the Internet" and then "Citing Electronic Sources." Staple the completed assignment in the upper left-hand corner—no fancy binders please. Turn *off* right justification. You must keep a printed copy for your files. Any errors in fact, logic, or prose, as well as general messiness, will lower your grade.

The paper must be typed, double-spaced, and utilize a typeface no larger than that in this syllabus. Margins are to be no larger than one inch. History majors **must** follow the style found in the latest edition of Kate Turabian's *A Manual for Writers*, including endnotes (not footnotes) and a bibliography page that do not count toward the required ten pages. Others should follow the style of their major. Turn *off* right justification. Any errors in fact, logic, or prose, as well as general messiness, will lower your grade.

The paper is due *at the beginning of class*; you will lose five points if they come in later that day, and an additional ten points for every weekday the report is late. You will turn in the paper hard copy *and* in an e-mail as an attachment. **DO NOT INCLUDE ANY PERSONAL INFORMATION, INCLUDING YOUR NAME, WITH THE E-MAIL VERSION.** If you do so, I must assume that I have your permission to submit the paper with your name attached to Turnitin.com. Staple the hard copy in the upper left-hand corner—no fancy binders please. You must keep a printed copy for your files. Start early!

### Review Essay Questions:

1. **What motivated the abolitionists?** Books (choose five): Duberman, The Antislavery Vanguard, Harrold, American Abolitionists, McGivigan, The War Against Proslavery Religion, Oates, To Purge This Land With Blood, Quarles, Black Abolitionists, Stewart, Holy Warriors, Stewart, Wendell Phillips, Venet, Neither Ballots nor Bullets, Wyatt-Brown, Lewis Tappan and the Evangelical War Against Slavery.

2. **What motivated southern secessionists?** Books (choose five): Barney, The Secessionist Impulse, Channing, Crisis of Fear, Cooper, The South and the

Politics of Slavery, Dew, Apostles of Disunion, Johnson, Toward a Patriarchal Republic, McCardell, The Idea of a Southern Nation, Olsen, Political Culture and Secession in Mississippi, Walther, The Fire-Eaters, Wooster, The Secession Conventions of the South.

3. **For what did Civil War fight ?** Books (choose five): Jimerson, The Private Civil War, Linderman, Embattled Courage, Manning, What This Cruel War was Over, McPherson, For Cause and Comrades, Mitchell, Civil War Soldiers, Prokopowicz, All For the Regiment, Robertson, Soldiers Blue and Gray, Woodworth, While God is Marching On

4. **How did the Civil War affect women?** Books (choose five): Attie, Patriotic Toil, Clinton, ed., Southern Families at War, Edwards, Scarlett Doesn't Live Here Anymore, Faust, Mothers of Invention, Giesburg, Civil War Sisterhood, Leonard, Yankee Women, Rable, Civil Wars, Sizer, The Political Work of Northern Women Writers and the Civil War

5. **How did the Civil War affect African Americans?** Books (choose five): Cimprich, Slavery's End in Tennessee, Fields, Slavery and Freedom on the Middle Ground, Glathaar, Forged in Battle, Jordan, Black Confederates and Afro-Yankees in Civil War Virginia, Mohr, On the Threshold of Freedom, Rose, Rehearsal for Reconstruction, Smith, ed., Black Soldiers in Blue, Wilson, Campfires of Freedom

6. **How do modern scholars view Abraham Lincoln?** Books (choose five): Bennett, Forced Into Glory, Burlingame, The Inner World of Abraham Lincoln, Cox, Lincoln and Black Freedom, Donald, Lincoln, Guelzo, Abraham Lincoln: Redeemer President, Harris, With Charity For All, McPherson, Abraham Lincoln and the Second American Revolution, Neely, The Last Best Hope on Earth, Paludan, The Presidency of Abraham Lincoln, Wills, Lincoln at Gettysburg, Wilson, Honor's Voice.

**Makeup Policy:** Make-up quizzes and tests will be allowed *only* with a University-approved excuse. You will not receive the same test as that given to the rest of the class, but the format will be the same. Students cannot make-up a final exam, or take the final at a time other than the assigned day and hour, without written permission from your Dean's office. It is *your* responsibility to obtain that form from your dean. No make-ups will occur before a scheduled test or exam.

**Students With Disabilities:** Students needing accommodations should arrange a meeting the first week of class. Come during office hours or email for an alternate time. Bring the Accommodation Memo and Instructor Verification Form to the meeting. Discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT) or email: [haynemd@auburn.edu](mailto:haynemd@auburn.edu)

**Attendance and Classroom Behavior:** More than undergraduates, graduate students are expected to attend class every day, to be on time, to have read all assigned readings, and to participate in class discussions. Students who end the semester with two or fewer unexcused absences will receive two extra points on their final grade. Students with four or more unexcused absences will lose 10 points on their final grade. Two tardies equal once unexcused absence. Students exhibiting class behavior I deem inappropriate also will be counted “absent” that day. Turn off your cell phones and other handheld technologies when you’re in class, and keep them out of sight. The Auburn Classroom Behavior Policy is in effect; please review it at:

[www.auburn.edu/administration/governance/senate/behavior\\_policy.htm](http://www.auburn.edu/administration/governance/senate/behavior_policy.htm).

**Withdrawal:** Student may drop the course without penalty up to mid-semester, but after that will be permitted only in exceptional cases, and only with permission from the instructor and the dean’s office.

**Use of E-mail:** Feel free to e-mail me in regard to anything related to the course, history in general, or something in the nature of letters of recommendations. Please do not e-mail me in regard to your personal life unless it pertains directly to the course, as in the case of an absence. I will not respond to anything I deem inappropriate, and I retain the right to forward any e-mails to university authorities.

**Department of History Academic Honesty Policy:** The Department of History does not tolerate violations of the university's academic honesty policy and all instructors will report and pursue all such cases according to the procedures outlined in the *Tiger Cub*. Students are required to know what these policies and procedures are and to know what constitutes academic dishonesty. This includes, but is not limited to **plagiarism, falsified citations, cheating on exams, unauthorized collaboration** with other students, **multiple submissions**, and **fraudulent medical excuses**.

**Plagiarism** is using someone else's work without credit. It includes ideas, phrases, papers, reports, charts, diagrams, and computer and other data copied directly or paraphrased that are not your own. More specifically, plagiarism is:

- submitting a paper or other work that was wholly or partially written by someone else, regardless of the relationship;
- submitting a paper or other work that the student did not write but that was obtained from files or other sources on or off campus;
- submitting a paper or other work that was wholly or partially obtained from the Internet or the World Wide Web or from other sources that supply papers of this sort;
- submitting as their own work a paper or parts of a paper copied or paraphrased from other sources; and simply rearranging passages and making slight changes or additions in wording.

Note that intent is not an issue with plagiarism. Accidentally submitting written material as your own that comes from someone or somewhere else is not an excuse. Sources for written material, whether paraphrased or quoted, must be cited.

**Falsified citations** are those where the cited material cannot be found in the book, article, or other source. Claims that this was done accidentally do not constitute an excuse.

**Cheating on an exam** includes copying from others' exams, otherwise giving or receiving aid during an exam, obtaining copies of exams, using such copies in the exam, using electronic or other aids during an exam, taking an exam for another student, or any other means of deception.

**Unauthorized collaboration** includes working with or receiving assistance from others on graded or other assignments without the specific permission of the instructor. Study groups and collaborative work are generally encouraged, but the end results must reflect the work of the individual student. When in doubt about collaboration, ask the instructor.

**Multiple submissions** are when a student completes a paper or other assignment for a course and submits it to fulfill the requirements for another course.

**Fraudulent medical excuses** include but are not limited to forged signatures, times, diagnoses, and prescriptions.

***Violating this policy will result in your automatically failing the course, AND I will charge you before the university Academic Honesty Committee!***

**A syllabus is a legal contract:** Your remaining in the course indicates that you have read the syllabus and understand all course requirements.

### **Tentative Schedule:**

#### *Part I: "And the War Came"*

Jan. 9: Course Requirements.

Jan. 11: Introduction.

Jan. 14: North and South at 1848 (Discussion). Fellman, 11-17; Perman, 11-30.

Jan. 16: Slavery as a Moral Issue (Discussion). Fellman 17-31, 35-41; Perman, 2-10.

Jan. 18: Slavery as a Political Issue. Fellman, 31-35.

Jan. 21: Holiday, no class.

Jan. 23: The Compromise of 1850. Fellman, 41-55, 67-68, 401-3. *Quiz 1.*

Jan. 25: The Failure of Compromise, 1850-56. Fellman, 55-69, 404-8; Perman, 32-34, 41-52.

Jan. 28: Toward Disunion, 1856-58. Fellman, 65-67, 69-74, 409-15; Perman, 35-37.

- Jan. 30: The Dividing Union, 1859-60. Fellman, 1-10, 74-78, 416; Perman, 38-40.  
 Feb. 1: The Secession Winter. Fellman, 79-81. *Quiz 2*.  
 Feb. 4: Why Secession? (Discussion). Fellman, 417-19, 428-31; State Secession Declarations (website); Perman, 65-71, 80-88.  
 Feb. 6: The War Begins. Fellman, 81-85, 422-25.  
 Feb. 8: The Border States. Fellman, 85-86. *Paper Topics Due*.  
 Feb. 11: General Discussion. Stowe, all.  
 Feb. 13: *Test 1*.

*Part 2: "Hallowed Ground"*

- Feb. 15: Mobilization. Fellman, 87-92, 181-85, 426-27  
 Feb. 18: The Common Soldier and Tactics. Fellman, 190-98.  
 Feb. 20: First Blood. Fellman, 92-98; Perman, 126-27.  
 Feb. 22: The War in the West. Fellman, 113-28.  
 Feb. 25: The Peninsular Campaign. Fellman, 98-101, 105-7, 128-34; Perman 92-94.  
*Quiz 3*.  
 Feb. 27: "Confederate Tide Rising." Fellman, 134-36.  
 Feb. 29: Diplomacy. Fellman, 101-7, 107-12.  
 Mar. 3: Emancipation. Fellman, 146-51, 162-71, 432-33.  
 Mar. 5: Emancipation (Discussion). Perman, 157-59, 160-61, 279-82, 288-97.  
 Mar. 7: Invading the North. Fellman, 136-41, 152-61, 438; Perman, 97-98. *Quiz 4*.  
 Mar. 10: "Fire in the Rear": Fellman, 161-81, 206-11; Perman. 98-101, 127-32, 163-65.  
 Mar. 12: Confederate "High Tide": Fellman, 230-34.  
 Mar. 14: General Discussion. Berlin, 1-50, 83-118; Watkins, 1-80.  
 Mar. 17-21: Spring Break  
 Mar. 24: *Test 2*

*Part 3: "Last Full Measure"*

- Mar. 26: The Tide Turned. Fellman, 234-45, 247-56; Perman, 132-34.  
 Mar. 28: The Northern Home Front (Discussion). Fellman, 141-45, 185-86, 439; Perman, 187-203.  
 Mar. 31: The Southern Home Front (Discussion). Fellman, 186-89, 199-206, 211-22, 245-47, 258-63; Perman, 216-22, 265-76, 287-88.  
 Apr. 2: Women at War (Discussion). Fellman, 190, 222-29, 256-59; Perman, 247-76  
 Apr. 2: Grant vs. Lee. Fellman, 264-75, 302-5, 449-51.  
 Apr. 4: No Class.  
 Apr. 7: Sherman's March. Fellman, 275-83; Perman, 112-23. *Quiz 5*.  
 Apr. 9: The War Ends. Fellman, 284-95, 448, 452.  
 Apr. 11: From War to Peace. Fellman, 295-307; Perman, 312-314.  
 Apr. 14: Presidential Restoration. Fellman, 307-9, 453-57.  
 Apr. 16: Congressional Reconstruction. Fellman, 309-20, 458; Perman, 314-21, 322-41.  
*Quiz 6*.  
 Apr. 18: No Class  
 Apr. 21: Radical Reconstruction. Fellman, 320-43; Perman, 343-51, 378-87, 394-99.  
 Apr. 23: Retreat from Reconstruction. Fellman, 343-75; Perman, 402-9, 409-30.  
 Apr. 25: Memory (Discussion). Fellman, 384-99.

Apr. 28: General Discussion. Berlin, 118-75; Watkins, 81-248.  
May 2: *Final Exam*, 9: 00 AM.