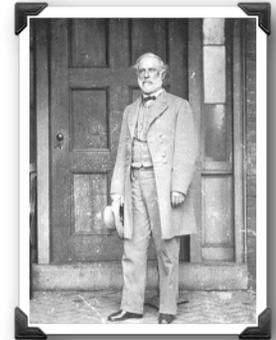


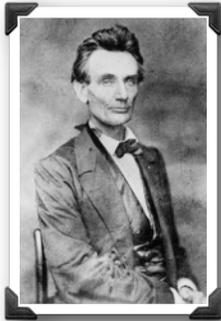


Instructor: Dr. C Joseph Genetin-Pilawa
Office: 3175 Horizon Hall
Email: cgenetin@gmu.edu
Office Hours: Virtual, by appointment



Description

This course is designed to introduce students to the history of the Civil War and its profound impact on the United States. It focuses on the period from the nullification crisis of 1830s through the end of Reconstruction in 1877. Through lectures, readings, discussions, and films, this course examines the development of the North/South sectional tensions that brought the nation to war in 1861.



The course takes as its central theme, an in-depth exploration of the concept of freedom for nineteenth-century Americans. To that end, we will discuss national debates concerning slavery, the politics of the 1850s, and the creation of Southern nationalism, paying particular attention to concepts of freedom and nationality. It also examines the military, economic, and social aspects of the war; the process of emancipation, and the role of African Americans in these events. Finally, this course concludes with an exploration into the Reconstruction era and its legacy for race and gender issues, as well as politics and economics.

Required Texts

- James McPherson, *The War that Forged a Nation* (2015)
- Ari Kelman/Jonathan Fetter-Vorm, *Battle-Lines: A Graphic History of the Civil War* (2015)
- Drew Gilpin Faust, *This Republic of Suffering* (2009)
- Jennifer Fleischner, ed., *Incidents in the Life of a Slave Girl* (2010, Bedford/St. Martin's)
- Michael Shaara, *Killer Angels* (2003)

In addition, we will read articles and primary sources throughout the semester. These will be made available via Blackboard.



Graded Work

Participation	50 points	Critical Response Essay	40 points
Attendance	50 points	Synthetic Essay	50 points
Small Group Presentation	20 points	Take-Home Midterm Exam	100 points
Book Review Assignment	40 points	In-Class Final Exam	100 points
Thought Journals	50 points	TOTAL	500 points

- ** -- Students must complete ALL written work to receive a grade for the course.
- ** -- Late work will receive a 20% penalty for everyday past the deadline.

Grading Scale:

500-470 = A 384-365 = C
 469-450 = A- 364-350 = C-
 449-435 = B+ 349-335 = D+
 434-415 = B 334-315 = D
 414-400 = B- 314-300 = D-



Attendance and Participation

The success of this course depends largely on the amount of effort you put into class preparation and in-class discussions. As such, I count attendance and participation as a significant portion of your grade (20%)!! I will take attendance in every class session. You may miss 3 classes (unexcused) with no penalty, after that, the next three will result in 15-20-point penalties to attendance and participation each. If you miss more than 6 classes without college-recognized excuses, you will receive an "F" for the class. I expect you to attend class regularly, this policy WILL be strictly enforced.

Written Assignments

Exams

The midterm exam will be a take-home exam. I will provide a writing prompt and ask that you answer the prompt as fully and completely as possible. Your response should be 2-3 pages in length. You will be required to cite your sources.

The final exam will follow an essay and short answer identification format. These questions are drawn from lecture materials and course readings. Students will receive study guides prior to the exam period.

Book Review

Each student will write a book review (2 full pages), of one of our readings for the semester, Drew Faust's *This Republic of Suffering*. You will submit an initial draft and a revised version that responds to feedback I provide.

The review should:

- 1) Identify the author of the work
- 2) Clearly and accurately summarize the author's argument/point-of-view
- 3) Discuss the manner in which the author supports her argument
- 4) Cite specific examples of the evidence used to support her argument
- 5) Critique the book. What are its strengths and weaknesses

The review should be typed, double-spaced, 12-point font, 1" margins, error-free.

Critical Response Essay

Your essay must be at least 3 pages in length (750 words). It must also draw specific evidence and examples from the primary and secondary sources we've discussed. Details matter!! You must cite your sources. **DO NOT USE INTERNET SOURCES AT ALL!**

WRITING PROMPT

The rise of the Republican Party is one of the most important events in the nineteenth century and perhaps one of the most important political events in United States history. Create an argument demonstrating where and how it developed. What were the key events (political, economic, social)? Who were the key historical figures? What were the consequences of these developments for the nation and for American politics? Did the rise of the Republican Party make a civil war inevitable?



Synthetic Essay

Your essay must be at least 3 pages in length (750 words). It must provide a clear, concise thesis statement and demonstrate a thorough knowledge of course materials. It must also draw specific evidence and examples from readings and lectures.

WRITING PROMPT

This essay will ask you to put into conversation, several of our readings from the semester, including *Killer Angels* and *Battle-Lines*. Specifically, you should focus on how the research and writing of each book connects to its author's goals, as well as the significant similarities and differences in each author's approach.

Small Group Presentation

The class will divide itself into small groups (3-4 students per group) during the first week of the semester. Each group will select and research a literary or artistic expression from the Civil War. The group will then prepare a 10-15 presentation to be done in front of the class. Each student will also write a summary of the research and presentation, 1-2 pages in length, as a part of this assignment. Additional details to follow.

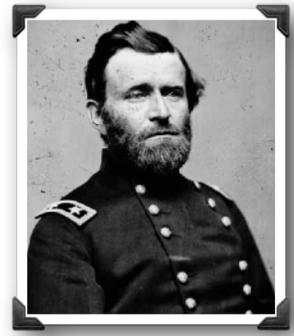
Thought Journals

Students are required to write five, 1-2 page journal entries (typed, double-spaced, 12-point font, 1" margins) throughout the semester. The reading journals are due on the days indicated in the syllabus. Late entries will be accepted, but will lose 20% of the grade for every day that is it overdue.

- The reading journal is designed to help you internalize and reflect on the course readings. It is also intended to help you prepare for the in-class discussion, our exams, and our critical response essays.
- The journals should address three main points:
 - 1) Important points from the reading. What specific events, facts, or ideas stood out to you. Be sure to bring an extra copy of your entries to class to facilitate our discussion.
 - 2) Questions you have about the author, his/her research or perspective, OR important quotes from the text – did the author state anything in a particularly interesting or poignant way
 - 3) Your (informed) opinion about the quality of the writing and the utility of the piece for our course.

A Note about Communication

Email is a necessary part of life in the digital age. I will communicate with you via email throughout the semester and will use your Illinois College email address. I do not accept "I did not check my email" as a valid excuse. I check my email frequently and will strive always to respond to your questions and concerns as soon as possible.

**A Note about Plagiarism:**

Plagiarism is a serious academic offense that can result in significant penalties. I will not tolerate it in any form. If you have any questions or concerns about plagiarism, please talk to me. Also, review the Illinois College Academic Honor Code: <http://www.ic.edu/academics/academichonesty.asp>

Approaching the Class

In order to make my expectations as clear as possible, I provide the following guidelines that I expect students in this class to follow:

1. Respect the classroom environment by respecting me and your fellow students

I consider it my duty to provide an environment that is conducive to learning for those students who are engaged and interested in learning. I therefore have the following policy: You must enter or exit the room only before the beginning of class or at the end of class. It is disruptive to have students coming and going during the session.

2. Take responsibility for your education and for your success in this course

I consider it my job to provoke you to think in new ways about your world, and ultimately to come to your own conclusions about the questions I am raising. I do not consider it my role to provide you with all the information you need to understand the issues we are exploring. Lectures, reading and discussions are the core of the course, but you should go beyond this in discussing these issues with other students or with me in office hours, finding additional information in the library or on the web, etc. I strongly urge you to ask questions, challenge interpretations, and participate in an informed way in our discussions.

3. Remember why you are here

Your work in this class and your time at the college is your chance to enhance your skills of communication, argumentation and interpretation. It is up to you to take advantage of the opportunities here by working, reading, engaging and taking responsibility for your education. Use the resources at your disposal: the professors, instructors and students in this class, but also the library and computer resources on campus, the many lectures and events, etc.



SCHEDULE

WEEK 1 - Introductions

Jan. 24: Why should we study the Civil War?

Jan. 26: Americans interpret their Civil War; Film

Required Readings:

- For Jan. 26

-- Edward Ayers, "Worrying about the Civil War" in *What Caused the Civil War*, 103-130

-- Tony Horowitz, "150 Years of Misunderstanding the Civil War," *The Atlantic*

-- Ta-Nehisi Coates, "The Unromantic Slaughter of the Civil War," *The Atlantic*

WEEK 2 - The Origins of Sectionalism

Jan. 31: Slaveholding, Slavery, and the South

Feb. 2: Antislavery, Abolition, and the North

Required Readings:

- For Jan. 31

-- McPherson, *The War that Forged a Nation*, chap. 1-2

- For Feb. 2

-- Faust, *The Republic of Suffering*, preface

Kelman & Fetter-Vorm, *Battle-Lines*, preface

THOUGHT JOURNAL #1 DUE

WEEK 3 - Defending Slavery

Feb. 7: The Missouri Compromise and the Nullification Crisis

Feb. 9: An Empire for Slavery: Texas and the Mexican War

Readings:

- For Feb. 9

-- Faust, *This Republic of Suffering*, 3-101



WEEK 4 - The Political Crisis of the 1850s

Feb. 14: Compromises, Crimes, and Contestation: 1850

Feb. 16: Bleeding Kansas and Bloody Congressmen: 1850s Politics

Required Readings:

- For Feb. 14
 - Faust, *This Republic of Suffering*, 102-211
- For Feb. 16
 - McPherson, *The War that Forged a Nation*, chap. 3-4

Recommended Reading on Blackboard:

- Republican and Democratic Platforms, 1856
- Timeline of John Brown's Life and Exploit

THOUGHT JOURNAL #2 DUE

WEEK 5 - The Election of 1860 and the "Irrepressible Conflict"

Feb. 21: Lincoln, the Republicans, and the Election of 1860

Feb. 23: Secession!; Film; Critical Response Essay Due

Required Readings:

- For Feb. 21 -- McPherson, *The War that Forged a Nation*, chap. 8-9
- For Feb. 23 -- Selections of Lincoln's writings and speeches (Blackboard)

Recommended Readings on Blackboard:

- Platforms of the four parties in 1860
 - Declarations and Ordinances of Secession of South Carolina, Texas, Mississippi, and Georgia
 - Inaugural Address of Jefferson Davis
 - Political Cartoons for 1860
-

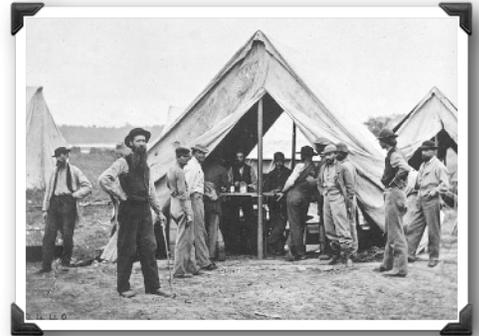
WEEK 6 - The March to War

Feb. 28: "Fun, Frolics, and Firewater"

Mar. 2: Blockades and Beachheads; Take-Home Midterm Discussion

Required Readings:

- For Feb. 23 -- Kelman & Fetter-Vorm, *Battle-Lines*, chap. 1-3
- For Feb. 25 -- McPherson, *The War that Forged a Nation*, chap 5-6



WEEK 7 - Struggles for the "Border"

Mar. 7: Harriet Jacobs, Slavery and Abolition

Mar. 9: Midterm Work Day; **Midterm Essay due before Spring Break**

Required Readings:

- For Mar. 7 Fleischner, ed., *Incidents in the Life*, 25-100

SPRING BREAK -- March 13--March 19

WEEK 8 - Mistakes, Missteps, and McClellan

Mar. 21: A bad case of "the slows," the Stalemate

Mar. 23: The Proclamation

Required Readings:

- For Mar 21.
 - Fleischner, ed., *Incidents in the Life*, 101-217
- For Mar. 23
 - McPherson, *The War that Forged a Nation*, chap 7 & 10
 - Documents related to the Proclamation (Blackboard)

Recommended:

- Emancipation Proclamation, First Draft
 - Emancipation Proclamation, Final Draft
 - Lincoln to Albert Hodges, Washington, 4 April, 1864
-

WEEK 9 - A War Transformed

Mar. 28: Gettysburg

Mar. 30: Politics and the Problems of Civil Liberties; **Film**

Required Readings:

- For Mar. 28
 - Kelman & Fetter-Vorm, *Battle-Lines*, chap. 4-6
- For Mar. 30
 - Faust, *This Republic of Suffering*, 211-250

Recommended Readings on Blackboard:

- Gettysburg Address
- Second Inaugural Address of Abraham Lincoln

THOUGHT JOURNAL #3 DUE



WEEK 10 - The “Hidden” Indigenous Histories of the Civil War

Apr. 4: Lincoln and the Indians

Apr. 6: The Dakota War, Sand Creek, and Indian Territory;

Required Readings:

- For Apr. 4

-- Faust, *This Republic of Suffering*, 250-271

- For Apr. 6

Kelman & Fetter-Vorm, *Battle-Lines*, chap. 7-9

WEEK 11 - War in the West

Apr. 11: Vicksburg, Chickamauga, and Chattanooga, **Book Review Due**

Apr. 13: Northern Politics, 1863-1864; **Film**

Required Readings:

- For Apr. 11 -- Shaara, *Killer Angels*, 3-52** (Page numbers vary)

- For Apr. 13 -- Kelman & Fetter-Vorm, *Battle-Lines*, chap. 10-11

Recommended Readings on Blackboard:

- Platforms of the Democratic and Union (Republican) Parties in 1864
 - Political cartoons from the election of 1864
-

WEEK 12 - Total War: Fighting and Killing

Apr. 18: Northern Politics, 1863-1864

Apr. 20: Sherman's March to the Sea

Required Readings:

- For Apr. 18 -- Shaara, *Killer Angels*, 53-122**

- For Apr. 20 -- Shaara, *Killer Angels*, 123-216**

THOUGHT JOURNAL #4 DUE

WEEK 13 - Finding Peace?

Apr. 25: To Appomattox and Presidential Reconstruction

Apr. 27: Radical Reconstruction; **Film**

Required Readings:

- For Apr. 25
 - Shaara, *Killer Angels*, 217-291**
- For Apr. 27
 - Shaara, *Killer Angels*, 291-374**

Recommended:

- Douglas Linder, "The Trial of the Lincoln Assassination Conspirators"

WEEK 14 - Problems of Reconstruction

May 2: African Americans after Slavery; **Synthetic Essay Due**

May 4: U.S. Grant and the End of Reconstruction

Required Readings:

- For May 2
 - Kelman & Fetter-Vorm, *Battle-Lines*, chap. 12-15
- For May 4
 - McPherson, *The War that Forged a Nation*, chap. 11-12

Recommended Readings on Blackboard:

- "Black Codes," *Handbook of Texas Online*
- 13th, 14th, 15th Amendments to the Constitution of the United States
- "Military Reconstruction Acts"

THOUGHT JOURNAL #5 DUE

FINAL EXAM: Thursday, MAY 11, 10:30-1:15PM

