HIST 3342:
The American Civil War
Angelo State University
Fall 2018

Professor: Dr. Wolnisty
Email: cwolnisty@angelo.edu
Office Hours: 9-10 MWF, and by appointment
Office: Academic Building Room 210E

I. Course Description

HIST 3342 is an examination of the causes, course, and consequences of the United States Civil War. It places this pivotal conflict in the context of the nation’s development during the nineteenth century. Topics include, life in the Old South, development of an industrial North, slavery, abolitionist movements, expansion, politics, and some military strategies.

II. Classroom Environment and Policies

Electronic Devices:
There will be no students using electronic devices (laptops, smartwatches (except to keep time), kindles, tablets, phones, recording devices…) in this classroom, even for note taking. They are distracting for students, especially in smaller classes, and the unsanctioned use of them in class is disrespectful towards your classmates and towards me. Using such electronic devices will hurt your attendance and participation grade because it means that you are not truly present in class. If a student uses an unsanctioned electronic device multiple times during class sessions, I may ask you to leave the class. If you use an unsanctioned electronic device 3 times, that also counts as an absence. The only exception to this rule is if you have obtained special accommodations permission.

Food, Clothing, and Visitors:
Unless a student tells me during the first week of class that they have a food allergy, then it is fine if you want to bring food (excluding tobacco products) into the classroom. I do ask that you wear a full set of clothing with shoes and that you don’t bring people who are not enrolled in this class with you to class (Yes, I have to write that out here).

Communication:
I ask that you check your ASU email accounts on a regular basis. I will communicate important information about this course (such as an unexpected class cancelation) via email if need be and you are responsible for knowing that information. You are more than welcome to contact me with questions via email (cwolnisty@angelo.edu). Don’t worry if I do not respond to your email immediately. I will send a reply to you within 48 hrs.

You will submit your paper assignment parts to Blackboard and I will update your grades on Blackboard. You will also find all of the lecture outlines and reading assignments there. Therefore, I suggest you log into Blackboard fairly regularly.
Late Work:
All written work must be turned in on Blackboard at the beginning of the class that it is due. I do not need a physical copy of your paper. There will be a 10% deduction for every day that the assignment is late. Unless otherwise specified, anything turned in to me after the start time of class will be late and will cost the student turning in that assignment a letter grade. Anything turned in between 1:01pm the day the assignment is due and 1:01pm the day after the assignment is due (including weekends) will be deducted 10%. It is ALWAYS better to turn in something within 10 days rather than not turn in anything at all.

Academic Integrity:
Plagiarism is a form of academic misconduct that is defined as the theft of ideas or information from a source without giving proper credit. Plagiarism is a serious offense that could result in failure of the course, among other penalties. Submit only original work, complete with proper citations. There is no excuse for plagiarism. It is your responsibility to plan your semester and time effectively to avoid putting yourself in a situation where you might turn to plagiarism. A digital plagiarism detection program (SafeAssign) will be used to check your work.

Academic misconduct is not limited to plagiarism. It also includes forgery, cheating, signing attendance sheets for another student, and disruptive or disrespectful behavior. Although discussing your work with classmates may be helpful, you must also be aware of “unauthorized collaboration” as a form of academic misconduct. Citing sources will be discussed in class. If you are unsure about a citation, contact me with your question.

Plagiarism cases will result in a 0 on an assignment for the first offense and a 0 in the entire class for subsequent offenses. In other words, don’t do it! Life is better without it.

The ASU Student Handbook has additional information relating to the Honor Code. You can find a copy of the handbook online at the ASU website (under “Current Students” and “University Publications”) or at the Student Life Office (located in the University Center). You may view the university’s honor code at the following website:


Special Accommodations:
Persons with disabilities which may warrant academic accommodations must contact the Student Life Office (Room 112 University Center; (325) 942-2191 or Student.Life@angelo.edu) in order to request such accommodations, such as extra time during testing, prior to any accommodations being implemented. You are encouraged to make this request within the first week of the semester so that appropriate arrangements can be made. Faculty members are not allowed to provide accommodation for a student’s disability needs without approval from the Office of Student Life and requests sometimes take a while to process.

Religious Holy Days:
Students who intend to be absent from class to observe a religious holy day (as defined in ASU OP 10.19 so don’t make stuff up!) must tell me 48 hrs prior to the absence and make up any
scheduled assignments within an appropriate timeframe that I determine. While the absence will not be penalized, failure to complete the make-up assignment satisfactorily and within the required timeframe will result in penalties consistent with other absences and assignments.

University Policies:
For additional general university policies, consult the university student handbook. Here is a handbook link for you:

http://www.angelo.edu/student-handbook/

III. Assignments and Grades

Assignment Types:
There are 3 types of grades that measure student learning objectives in this class:

1) Attendance and Participation: 20% of your final grade
   a. Attendance: 10%
   b. Participation: 10%

2) 1 Research Paper: 20%
   a. Three parts: 1%, 9%, and 10%

3) 4 Tests: 60%, 15% each

CLASS TOTAL: 100%

Attendance and Participation: 20%

a. You will earn a full 10% of your final grade by simply showing up to class on time and managing to not fall asleep, to not be on electronics during class, and to not be disruptive. After the first day of class, there will be an attendance sheet to record your attendance.

You are allowed 9 absences in this class without penalty. If you’re not feeling well, have an emergency, have to travel, or need a mental health day, you may use your freebies at your discretion over the course of the semester. You do not need to provide me with documentation if you are taking one of your 9 absences. If you miss more than 9 days due to serious illness or other emergencies, you will need to provide documentation. If you exceed more than 9 absences without providing documentation of illness, a school-sanctioned event such as athletic team travel, Agriculture Department judging, or other emergency, you will lose a letter grade for each day that you miss over 9 absences.

I’m going to repeat that. If you exceed more than 9 absences without providing proper documentation, you will lose a letter grade off your total grade in the class. Don’t say I didn’t warn you!

Furthermore, it is important that you come to class on time and you are mentally present in class. You will not receive credit for attending a class if you are more than 8 minutes late. If you are late to class 3 times, that counts as an absence. If you do other work (such as other coursework,
workouts, or work for your job) **1 time** in my class, that counts as an absence. If you use an unsanctioned electronic device **3 times**, that also counts as an absence.

If you experience extenuating circumstances that make these parameters hard to follow (such as **childcare**, a previous class on the other side of campus, or medical needs), please let me know if at all possible. I have to assume you are ditching class or flat out ignoring me otherwise.

a. You will have to earn another 10% of your attendance and participation grade by being an active participant in class.

**“Active participation”** entails actions such as answering and asking questions, following the rules of my classroom, taking notes, and engaging your peers in conversations. You must also bring relevant class texts to class every Friday and have read them **before** coming to class. This is absolutely key. We can’t have a productive discussion if nobody knows what we are talking about! If you are shy about speaking in class, I suggest you write down three things that you want to say before class. We will have the most class discussions on Fridays.¹

**Paper: 20%**
You will have **1 research paper** due at the end of the semester. You will submit 3 parts of this paper (worth 1%, 9%, and 10% of your final grade respectively) over the course of the semester and the final product will be 8 pages long. You will work with a Civil War era collection of primary sources housed at ASU’s West Texas Collection on the second floor of the student center. The archivists there have set aside several options from which you can choose. Details to follow.

**Exams: 60%**
There will be **4 exams** over the course of this class. Each exam will be worth 15% of your overall grade and will require essay format answers. I will provide you with a **study guide** before each exam. Students will not be allowed to make up or skip an exam. Each exam will cover material from approximately four weeks and will not be cumulative.

**Grading Scale:**
At the end of the semester, your accumulated point total will be put into a percentage and slotted into its respective category below. The following is a list of how grades will be assigned for the course.

- 1000-900 points = A
- 899-800 points = B
- 799-700 points = C
- 699-600 points = D
- 599-0 points = F

Anything less than 600 points is an F. (5-9 is rounded up and 1-4 is rounded down) Poor attendance and classroom behavior may also result in an F. See the attendance policy under Attendance and Participation.

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¹ Please refer to the course schedule at the end of this syllabus for further details.
**Grading Timeline:**
You can expect to receive feedback on a type of assignment before you have that type of assignment again. Please keep in mind I have over 100 freshmen in addition to all of you in this class, but I will work to provide grades for you in a timely manner. For example, your first test is Sept. 21. I will make sure that you receive feedback on that test before you need to start studying for your second test.

**IV. Extra Credit Opportunities**

There will be several opportunities to earn extra credit in this class. Most of those opportunities are a part of ASU’s War Stories Lecture Series. These lectures are at 7pm and I will let you know specific dates as soon as I know them. I know many of you work in the evenings, and so not all credit opportunities will not be at this time details to follow.

**V. Required Texts**

You do not have to buy any books for this class (lucky you). Books are expensive. Instead of making you spend a bunch of money on books unless you want to, I have posted the relevant readings under the appropriate week on Blackboard. You will find them online when you need them.

**VI. “Suggested Readings”**

Because there are more books written about Civil War history than any other topic in United States history, I have posted some “suggested readings” under each week on Blackboard. These sources are entirely optional, you will not be tested on them for this class in any way, and I won’t judge you if you do not read them. If you do want to learn more about a topic from a particular week, however, feel free to nerd out with the “suggested readings” on your own time.

**VII. What will this class look like?**

1) We meet in person on Mondays, Wednesdays, and Fridays at 1pm (obviously).

2) **Lecture outlines**: There will be lecture outlines for every class lecture posted under the appropriate week on Blackboard. I would suggest using them to help you prioritize/organize information and take notes in this class. The lecture topics outlined on the schedule at the end of this syllabus correspond with a lecture outline.

3) **Homework**: Your homework is the posted readings in the class schedule below. You will find your readings in the relevant week on Blackboard. You will not be held accountable for them until Friday of each week, when you need to have read them and printed them out for class. Therefore, they are each a week’s worth of readings.

4) The only non-reading assignments you have in this class are all part of the semester project or studying for your 4 tests.
VIII. Class Schedule

Important Dates:

Week 1:
Readings due Friday: “150 Years of Misunderstanding the Civil War” by Tony Horwitz in *The Atlantic* and “A Refusal to Compromise? Historians Beg to Differ” by Jennifer Schuessler from *The New York Times* posted as a link and document on Blackboard under “week 1”

Aug. 27: Class topic: Introductions and Syllabus
Aug. 29: Class topic: Memories of The Civil War today
Aug. 31: Class topics: Semester Research Paper Explanation, class discussion over readings

Week 2:
- **Readings due Friday**: “The Similarities between the Antebellum North and South” by Edward Pessen and “The Differences between the Antebellum North and South” by James McPherson posted on Blackboard under “week 2” (These 2 essays are part historiographical and part analytical. Your readings for this class will be a combination of primary sources and 10ish-page essays.)

Sept. 3: Labor Day! NO CLASS
Sept. 5: American Modernization
Sept. 7: The Antebellum South, class discussion

Week 3:
- **Readings due Friday**: NA-pick an archive collection

Sept. 10: The Ideological Conflict over Slavery
Sept. 12: Texas, Mexico, and the Compromise of 1850
Sept. 14: **Archive collection sign up due**, Test #1 study guide available, Filibusters, Fugitives, and Nativists

Week 4:
- **Readings due Friday**: NA-study for Test #1

Sept. 17: Kansas and the Rise of the Republican Party
Sept. 19: The Deepening Crisis, 1857-1859
Sept. 21: **Test #1**

Week 5:
- **Readings due Friday**: *North Carolina Standard* article, and “Honor and Secession” by Bertram Wyatt-Brown posted on Blackboard under “week 5”

2 I reserve the right to change this schedule if needed.
Sept. 24: The Critical Year, 1859-1860
Sept. 26: Secession and the Coming of War
Sept. 28: The Upper South, class discussion

**Week 6:**
- **Readings due Friday:** President Davis Explains the Confederate Cause, Lincoln Explains His “Paramount Object” of Saving the Union posted on Blackboard under “week 6”

Oct. 1: Mobilizing for War
Oct. 3: The Balance of War
Oct. 5: The War at Home and Abroad #1, class discussion

**Week 7:**
- **Readings due Friday:** NA-work on paper draft

Oct. 8: Slavery and War: Northern Politics, 1861-1862
Oct. 10: Initial Conflicts
Oct. 12: Paper draft due via Blackboard by 1pm, test #2 study guide available, Antietam and Emancipation

**Week 8:**
- **Readings due Friday:** NA-study for Test #2

Oct. 15: Northern Discontent
Oct. 17: Gettysburg
Oct. 19: Test #2

**Week 9:**
- **Readings due Friday:** General William T. Sherman Explains How the War Has Changed, Eugene Blackford, C.S.A., Describes His First Experience with Combat, July 1861, and Hannah Ropes Expresses the Frustration of a Union Nurse, posted on Blackboard under “week 9”

Oct. 22: Vicksburg and Chattanooga
Oct. 24: War Issues and Politics in 1863
Oct. 26: Trade and Disease During the War, class discussion

**Week 10:**
- **Readings due Friday:** “Who Freed the Slaves?” by Ira Berlin and “Who Freed the Slaves?” by James McPherson posted on Blackboard under “week 10”

Oct. 29: Wartime Reconstruction and Freedpeople
Oct. 31: Military Stalemate, 1864
Nov. 2: Test #3 study guide available, Indigenous Peoples and the Civil War, class discussion
Week 11:
• **Readings due Friday: NA-study for Test #3**

Nov. 5: Women in Wartime
Nov. 7: “The North” vs “The South”?
Nov. 9: **Test #3**

Week 12:
• **Readings due Friday: NA-work on paper**

Nov. 12: The War at Home and Abroad #2
Nov. 14: The Election of 1864
Nov. 16: The End of the Confederacy

Week 13:
• **Readings due Friday: NA-work on paper/Thanksgiving Break**

Nov. 19: **Final Paper Draft due via Blackboard at 1pm** NO CLASS MEETING
Thanksgiving Nov. 21, 23: NO CLASS!

Week 14:
• **Readings due Friday:** James Shepherd Pike Offers a Liberal Republican View of Reconstruction, 1873, Mattie Curtis Remembers Her Struggle after Emancipation, and “Black Reconstruction Leaders at the Grass Roots” by Eric Foner posted on Blackboard under “week 14”

Nov. 26: The Problems of Peace
Nov. 28: “Radical” Reconstruction
Nov. 30: Test #4 study guide available, Reconstruction and the Crisis of Impeachment, class discussion

Week 15:
• **Readings due Friday:** “The Second American Revolution” by James McPherson, “One Among Many” by Carl Degler, and “Class and State in Postemancipation Societies” by Steven Hahn posed on Blackboard under “week 15”

Dec. 3: The Destruction of Reconstruction
Dec. 5: The Making of the Solid South
Dec. 7: “Last chance” in-class extra credit, class discussion, review for final, course evaluations

Week 16: **FINALS WEEK**

**HIST 3342 Test #4/Final: December 12, Wednesday, 1pm-3pm**