THE CIVIL WAR
and
RECONSTRUCTION

PART I: REQUIRED READINGS

Robert E. May, The Southern Dream of a Caribbean Empire (University Press of Florida)
Gary Gallagher, The Union War (Harvard University Press)
Ethan S. Rafuse, Robert E. Lee and the Fall of the Confederacy (Rowman and Littlefield)
Peter N. Wood, Near Andersonville: Winslow Homer’s Civil War (Harvard University Press)
Nicholas Lemann, Redemption: The Last Battle of the Civil War (Farrar, Straus and Giroux)

*Any library copies of these books will be placed on reserve in the Reserve Book Room on the first floor of the Undergraduate Library.
PART II:  CLASS SCHEDULE

T  AUG. 20  Lincoln’s Election and Southern Secession
TH AUG. 22  Origins of the Confederacy: Revolution or Counter-Revolution?
T  AUG. 27  Fort Sumter: The Hidden Story behind the First Shot
TH AUG. 29  The World of the Blue and the Gray: Soldiering in the Civil War
T  SEPT 3  QUIZ AND DISCUSSION: May, Southern Dream, 3-189, 206-44
T  SEPT 5  Disease, Dysentery, Doctors and Civil War Death
T  SEPT 10  Shiloh and the Flow of War in the West
TH SEPT 12  Lincoln’s Enigmatic Commander: George McClellan and the Spring 1862 Peninsula Campaign
T  SEPT 17  From Harrison’s Landing to Antietam: The Army of the Potomac, Summer-Fall 1862
TH SEPT 19  Fredericksburg and the Army of the Potomac’s Crisis
T  SEPT 24  QUIZ AND DISCUSSION: Gallagher, The Union War
TH SEPT 26  Civil War Prisons: The War’s Most Unnecessary Tragedy
T  OCT 1  Warfare or War Crimes? Guerrilla Warfare During the Civil War
TH OCT 3  Paying for the Civil War: How They Did It and Why It Mattered
T  OCT 8  OCTOBER BREAK
TH OCT 10  QUIZ AND DISCUSSION: Wood, Near Andersonville
T  OCT 15  Cotton Dethroned: The Confederacy’s Diplomatic Disaster
TH OCT 17  The Enigma of Confederate Nationalism: Did the South Lose the War on the Home Front
T  OCT 22  To Hiroshima: General Sherman and the War against Southern Civilians
TH OCT 24  QUIZ AND DISCUSSION: Rafuse, Robert E. Lee
T  OCT 29  American Writers and the Civil War: Were They Silenced?
TH OCT 31  CIVIL WAR EXAM (Covers all class material to this point)
T  NOV 5  Andrew Johnson’s Reconstruction Policy, Southern Violence, and the Lost Cause
TH NOV 7  Dixie Resurgent: Resistance to Presidential Reconstruction and Johnson’s Dilemma
T  NOV 12  The Radical Revolt: Checks and Balances or Congressional Usurpation?
TH NOV 14  The Politics of Impeachment
T  NOV 19  Carpetbaggers, Scalawags, Corruption and Mythology
TH NOV 21  Did Ku Klux Klan Terrorism End Reconstruction?
T  NOV 26  Redemption as a Failure of Northern Will
TH NOV 28  THANKSGIVING BREAK
T  DEC 3  PAPERS DUE
Th DEC 5  Reflections
T  DEC 5  The Crisis of 1876: Death Knell of Reconstruction
FINAL EXAM WEEK: EXAM ON RECONSTRUCTION (all class material since October 31)

and Lemann, Redemption
PART III: GRADING

Each quiz will be worth 7% of the final course grade.
The Civil War exam will be worth 30% of the final course grade.
The Reconstruction exam will be worth 22% of the final course grade.
The term paper will be worth 20% of the final course grade.

Bonus Point for Conscientious Students

Any student taking all 4 quizzes on the scheduled days, will automatically receive an extra point added to his/her final average in the course, regardless of the grades received on the quizzes.

PART IV: TERM PAPER

All students in the course will be required to submit an 8-15 page, typewritten, double-spaced paper about some aspect of the Civil War/Reconstruction era. These papers will be due in class on Tuesday, December 3. Late papers will automatically lose a full grade, regardless of how late they are turned in. No papers will be accepted later than class on Thursday, December 5. Papers must be in paper format except in the unlikely event that an emergency shuts down the university; in such cases, email attachment papers will be temporarily accepted though paper versions will be required immediately after the university reopens.

Your paper may not be on any of the following topics:
   The Battle of Gettysburg
   Andersonville Prison
   The Assassination of Abraham Lincoln

SUGGESTIONS FOR WRITING AN "A" PAPER

1. PICK A GOOD TOPIC

   a) Make sure that your topic focuses on the Civil War/Reconstruction period.
   b) Pick a topic that has some significance.

There are an infinite variety of potential topics available. One way to find a topic is to skim through the pages of a general text on the period (see Part VII of this syllabus), or through issues
of a journal in the field such as *Journal of the Civil War*, *Civil War History*, *Civil War Times Illustrated*, *Abraham Lincoln Quarterly*, or *North and South*. Or, you might get an idea by perusing books on the shelves of the history collection in the Humanities Library in the Stewart Center (most Civil War books are in the 970s and on the 4th floor—near the new university archives). Sometimes you can get ideas by skimming through indices to books about the Civil War and Reconstruction.

c) Show some imagination in your choice of topic.

**Do not simply rehash a class lecture. Do not write on the same topic as one of the required readings.** Strike out in new directions. There are an incredible number of topics out there waiting to be discovered, which I simply have not had time to cover in class. For instance, have you encountered much in this course about newspaper reporting in the war? Walt Whitman? The Confederate campaign in New Mexico? California during the War? The Origins of the Freedmen’s Bureau? Northern women teachers in the wartime Confederacy? Jews in the war? The Red River Campaign? Quakers, the Amish, and Civil War Pacifism? The Confederate Commerce Raider *Alabama*; Wartime Reconstruction in Tennessee? Reconstruction in Arkansas? Congressional Debate on the 15th Amendment? Hiram Revels (1st black U.S. Senator in American History)? The Supreme Court's Role in Reconstruction? Senator William Sherman? The Role of Women in Confederate War Industry? The Origins of the Hatfield-McCoy Feud? The Johnson Administration’s policy on the French intervention in Mexico? Submarines in the war? Chicago During the War? Lafayette, Indiana during Reconstruction? Many Civil War battles are virtually unmentioned during class and in the reading. So are some key Civil War generals, naval officers, and cabinet members. Women soldiers and nurses also are a possibility, as are children during the Civil War. Have you learned much from class and the reading about Civil War newspapers or Civil War war correspondents? What about the role of newspapers in Reconstruction? Civil War music? Race Relations in New Orleans during the War and Reconstruction? The Supreme Court’s role? Civil War veterans’ reunions? Malaria in the Civil War? When I say that I want you to strike out in a new direction, I don't mean that you can't write on something mentioned in class lectures or one of the readings. I simply mean that you should avoid a topic emphasized in class or one of the books, such as the impeachment of President Johnson or the battle of Shiloh. One way to find an exciting topic is simply to page through one of the Civil War textbooks listed on this syllabus. Sooner or later something will catch your eye!

2. **USE A VARIETY OF SOURCES AND TRY, WHERE POSSIBLE, TO CONSULT RECENT WRITINGS ON YOUR TOPIC**

Recent books and articles tend to be more objective than works which came out, say, in the years 1900-1940. They also tend to look at more sources and benefit from earlier works on the subject. It is hard for you, of course, to know what the best books and articles are on whatever topic which you select. You are not experts. However, there are a few guidelines which you might find helpful in source selection: a) books and articles which have footnotes and endnotes are generally more reliable than books and articles which do not; b) books which are well reviewed in professional journals are generally more reliable than books which receive poor reviews. You can look for reviews of books about the Civil War and Reconstruction 1-2 years after the book’s publication date in journals such as *Civil War History*, *The Journal of American History*, *The Journal of Southern History*, *The American Historical Review*, and the new *Journal of the Civil War Era*. There is also an important online reviewing journal called *Civil War Book Review* (www.cwbr.com). You can do digital subject/keyword searches in the *Collected Works of Abraham Lincoln* (mostly his own letters and speeches) by going to the web site for the Abraham Lincoln Serials. The same site has digital access to the 1940-52 *Abraham Lincoln Quarterly*: http://quod.lib.umich.edu/a/alajournals/

I am particularly impressed by students who use scholarly articles in their research as well as books. There are many scholarly journals which regularly carry articles on the Civil War/Reconstruction period. The above-mentioned journals often carry such pieces. So do many other journals. For instance, if you were interested in the Civil War in Indiana, you could check out articles in past issues of the *Indiana Magazine of History*. The Purdue Library’s online databases JSTOR and Project Muse will allow you to do keyword searches for Civil War topics in literally hundreds of separate runs of scholarly journals.
The use of original materials from the Civil War/Reconstruction era, what historians call primary sources, can enhance a paper. Such sources include, for example, published autobiographies and reminiscences, old newspapers and Civil War/Reconstruction era magazines, published collections of letters, published diaries, travel journals (including those by European observers of the war), congressional speeches from the time, novels written during the Civil War, travel accounts, or microfilm copies of letters from the time. The published U.S. census is a primary source. So are court decisions from the time. Many books and articles about the Civil War and Reconstruction list such sources, which you can then hunt down. New collections of Civil War primary sources are being published all the time. For instance, in 2002, Oxford University Press published William E. Gienapp, ed., This Fiery Trial: The Speeches and Writings of Abraham Lincoln. Our library does not have every printed primary source about the Civil War, but it has an incredible number of them. The trick is to find those appropriate to your topic. A recent guide to some such works is Gerold L. Cole, Civil War Eyewitnesses: An Annotated Bibliography of Books and Articles, 1986-1996 (Columbia: University of South Carolina Press, 2000). Do not overlook the fact that the library now allows for online keyword searches of both the New York Times and the very important Civil War era illustrated weekly Harper's Weekly. And edited anthologies are full of primary sources, though sometimes abridged. Examples include: Henry Steele Commager, ed., The Blue and the Gray: The Story of the Civil War as Told by Participants (2 vols.; Indianapolis: Bobbs-Merrill, 1950); Lyde Cullen Sizer and Jim Cullen, ed., The Civil War Era (Malden, MA: Blackwell Publishing, 2005); Ian Frederick Finseth, The American Civil War: An Anthology of Essential Writings (New York: Routledge, 2006); James M. McPherson, The Negro's Civil War: How American Negroes Felt and Acted During the War for the Union (Urbana: University of Illinois Press, 1982); The Southern Historical Society Papers (52 vols.; Wilmington, NC and Dayton, OH: Broadfoot and Morningside, 1990-1992); Walter L. Fleming, ed., Documentary History of Reconstruction (2 vols.; New York: McGraw-Hill, 1966); Glenn M. Linden, ed., Voices from the Reconstruction Years, 1865-1877 (Fort Worth: Harcourt Brace, 1999). Two of the most important sources, both published by the U.S. War Department (and available in both hardback and online versions), are Official Records of the Union and Confederate Navies in the War of the Rebellion (30 vols.; Washington, DC: 1895-1921) and The War of the Rebellion: A Compilation of the Official Records of the Union and Confederate Armies (128 vols.; Washington, DC, 1880-1901). Whenever you see a reference in any work to the "O.R.," it is to these records—known as the "Official Records."

{HINT: Students often wonder how many sources make up a good paper. There is no magic formula. But a paper drawn from three or fewer sources would probably be suspect, unless it was almost entirely based on a primary source such as a Civil War newspaper. For instance, if someone chose to write on war poetry in the New York Times for his/her paper, it might be hard to find appropriate sources other than the Times itself. Also suspect are papers which list a lot of sources in their bibliographies, but really draw 90% or more of their material from a single book or article. Make a genuine effort to integrate your sources.}

3. DEVELOP A HYPOTHESIS OR THEME

Your paper should try to prove a point, not just tell a story. Make this point clear, either in your introductory remarks, the text itself, or your conclusion, or in all these places. Your purpose is not just to hold the reader’s interest. It is also to demonstrate that you have analytical ability and that you can sustain an idea. Your paper should try to make a point which your reader will believe is significant in one way or another.

4. PUT MOST OF YOUR PAPER IN YOUR OWN WORDS

A common error of students is to over-quote. Quotations should be reserved for passages that are so controversial you feel a need to prove your point, or for passages in which the wording is so colorful that quoting adds zest to your narrative. Generally, though, if you can say it in your own words, you should. BUT YOU MUST USE QUOTATION MARKS ANYTIME THAT YOU COPY SOMETHING THAT SOMEONE ELSE HAS WRITTEN, EVEN IF IT IS ONLY AN EXTENDED PHRASE OR A SINGLE SENTENCE. Failure to use quotation marks, in such cases, constitutes plagiarism. Plagiarism is cheating. Plagiarized papers will be given grades of zero.

*Exception. Do not use quotation marks when you indent and single space a long passage.
The University’s policy on plagiarism and cheating, which I intend to follow, is:

**Cheating / Plagiarism:**
Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office.

5. **MAKE SURE YOU USE FOOTNOTES OR ENDOOTES FOR DOCUMENTATION**

*Do not put your references in parentheses within your narrative,* unless you are basing your paper essentially on a single primary source (e.g. Walt Whitman’s *Leaves of Grass*), and quote that one source over and over. If you do not know how to properly document your paper, consult one of the many guides which have been written about how to do this. The most important thing regarding your style of documentation is that you be consistent (e.g. do not provide the publisher for some books and not for others).


6. **PROOF YOUR WORK**

Write with a dictionary at your elbow and look up the spelling of any word that you are slightly unsure of. If you use a computer spelling check, keep in mind that it will not pick up wrongly-spelled proper names or certain words that are spelled correctly but used improperly (e.g. the word *through* if you mean *threw*). Be particularly on the watch for incomplete sentences. Remember that commas and periods go *inside* quotation marks. Remember that you should use double quote marks most of the time. Single quotation marks are for quotations within quotations.

7. **CHECK IN WITH ME DURING MY OFFICE HOURS**

8. **DON’T PROCRASTINATE**

I strongly advise students to begin their papers well before the due date, and to bring in the first couple of pages, with notes (and perhaps an outline of the rest of the paper) during my office hours. I will be able to give feedback on whether or not you are on
the right track, and alert you as to whether or not you have obvious writing problems that need to be corrected before you hand in the final paper.

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9. USE INTERNET SOURCES WISELY


Obviously, some sites on the Web are infinitely more reputable than others. I trust most sites that post scanned texts. There is always the possibility of fraud or careless error if material is re-formatted. One of my favorite sites is a Cornell University collection: http://cdl.library.cornell.edu/moa/moa_search.html (this is a digital library including the full searchable texts of nineteenth century magazines spanning the Civil War-Reconstruction era like Harper’s New Monthly Magazine). Undoubtedly the most important site for this course is related to the one just mentioned: http://cdl.library.cornell.edu/moa/moa_browse.html. This site has the full, searchable text of the most important collections of Civil War documents ever compiled—the U.S. government’s Official Records of the Union and Confederate Navies in the War of the Rebellion (1894-1922) and its The War of the Rebellion: a Compilation of the Official Records of the Union and Confederate Armies (1880-1901). A second searchable version of the Official Records is at http://www.ehistory.com. Another invaluable site comes from the Library of Congress: http://memory.loc.gov. It has all sorts of original documents on-line, including the fully searchable collection of Abraham Lincoln Papers held at that repository. Similarly, the Library of Congress also makes available online The Frederick Douglass Papers at the Library of Congress. See http://memory.loc.gov/ammem/amlaw/lawhome.html for The Journals of the Confederate Congress. The University of Georgia Libraries have posted online a soldier’s diary and other Civil War materials (http://historymatters.gmu.edu/search.php?function=find&Keyword=&top1861=1)

At http://www.ehistory.com, which advertises itself as “Your Premiere Civil War Resource,” there are letters, diaries, and other original materials. And there are many more to explore: the Virginia Military Institute’s Civil War Letters, Diaries, Manuscripts (http://www.vmi.edu/archives.aspx?id=3945; Gettysburg College’s Civil War Era Collection (http://www.gettysburg.edu/library/getdigital/civil_war/civilwar.htm); Penn State University’s Civil War Collection (http://www.libraries.psu.edu/psul/digital/civilwar.html); the Digital Civil War Portal for several universities including Auburn, Emory, and Duke (http://american-south.org/collections/); the Wisconsin Historical Society’s Wisconsin Goes to War: Our Civil War Experience (http://uwdc.library.wisc.edu/collections/WI/WWWar).

Should you use Internet material in your paper, you must cite it according to the form demanded in one of the standard style manuals. I must be able to check out your sources, and this depends upon careful citation. Having said this, let me add that I insist that students also use the HSSE library in their research. Papers drawn exclusively or even primarily from non-book, non-scholarly article Internet sources (e.g. blogs) will likely receive low or mediocre grades. You should think of the Internet as a way of supplementing your research, rather than as your only tool.

10 AWARDS

Every spring semester, the English Department gives the "Kneale Award in History" to a term paper from a previous Purdue history course, as part of the Literary Awards Competition. I have had winners before from this course, and I would encourage you, especially if I give your paper a high grade (B+ or over), to consider trying to win this award. The award includes a monetary stipend, conveys considerable prestige on the campus, and of course would enhance your résumé. To find out the submission rules: (1) go to the web site for the Purdue University Department of English; (2) click on literary awards. Or, inquire at the main office of the Department of English in Heavilon Hall. Papers will be due in the English Department in either January or February 2013. This will give you time to use any suggestions I write on your papers when grading them to improve the papers prior to
PART V: MAKEUP POLICY

Makeup exams will be given for students who are absent for quizzes or either the mid-term exam or the final. They are designed to be more difficult than the original exam or quiz, to discourage unnecessary absences on the initial exam/quiz date.

Should you miss one of the two exams, you MUST contact me within three days, as only one makeup will be scheduled, and you will need to know the time and place. If you cannot find me in my office after missing an exam, it is your duty to contact me at the very next class period or at my home (743-4078). You can also leave a message for me with the departmental secretary (44132) but it would be preferable for you to contact me immediately.

Makeups for any missed quizzes will be taken at the time of the final examination.

PART VI: OFFICE HOURS

(Room 25 Basement, University Hall; mayr@purdue.edu)

Tuesday: Noon-12:45
Thursday: 4:20-4:45 (and after if students are waiting)

and by appointment

(I may also hold some office hours on Wednesdays. If I do, I will announce them in class)

PART VII: A BRIEF WORD ON BIBLIOGRAPHY

Brian Holden Reid estimated several years ago that there had already been published some 60,000 books about the Civil War (“The Civil War, 1861-5,” James C. Bradford, ed., A Companion to American Military History (2010), p. 99. There is no way in a brief syllabus to guide you to so many volumes. But textbooks and other broad studies often provide a guide, in their notes and bibliographies, to narrower topics. Some excellent, broad studies are: (1) J. G. Randall and David Donald, The Civil War and Reconstruction; (2) James M. McPherson, Ordeal by Fire: The Civil War and Reconstruction; (3) Peter J. Parish, The American Civil War; (4) Eric Foner, Reconstruction: America’s Unfinished Revolution; (5) Philip Shaw Paludan, “A People’s Contest”: The Union and Civil War; (6) Allan Nevins, The War for the Union; (7) Emory M. Thomas, The Confederate Nation; (8) George C. Rable, The Confederate Republic; (9) Anne Sarah Rubin, A Shattered Nation: The Rise and Fall of the Confederacy, 1861-1868; (10) Michael Fellman, Lesley J. Gordon, and Daniel E. Sutherland, This Terrible War: The Civil War and its Aftermath; (11) William C. Davis, Look Away! A History of the Confederate States of America; (12) Terry L. Jones, The American Civil War. McPherson’s Battle Cry of Freedom won a Pulitzer Prize. For narrative treatments of Civil War battles and campaigns, see the works of Shelby Foote and Bruce Catton. For more recent overviews of the war, see Russell F. Weigley, A Great Civil War: A Military and Political History, Herman Hattaway, Shades of Blue and

**CIVIL WAR GENEALOGY:** Should you decide, after taking this course, to research your own Civil War ancestors, consult Anne S. Lipscomb & Kathleen S. Hutchison, *Tracing Your Civil War Ancestors* or Bertram Hawthorne Groene, *Tracing Your Civil War Ancestor*. There are many other works that might help. For instance, you could look at Harold Holzer, ed., *The Union Preserved: A Guide to Civil War Records in the New York State Archives*. For a $25 annual fee, you can have unlimited access to the military records of some two million soldiers on the Internet (http://www.civilwardata.com) – P.O.Box 196, Kingston, MA 02364 or e-mail: civilwardata@spynet.com. Better yet, check out the data base of over 6 million soldiers’ names collected from multiple records by the National Park Service: www.itd.nps.gov/cwss/info.htm. See also Val D. Greenwood, *The Researcher’s Guide to American Genealogy*. For Civil War battlefield visits, consult David J. Eicher, *Civil War Battlefields: A Touring Guide, Revised Edition.*
PART VIII. PLAGIARISM POLICY/DISCLAIMER

The University requests that the following be included in all course syllabi:

**Cheating / Plagiarism:**
Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office.

PART IX: POLICY ON RECORDING CLASSES

Audio and filming of class meetings is prohibited. However, exceptions will be made for students who are sight or hearing impaired, or who have learning disabilities. Such students should see me regarding arrangements.

PART X: CAMPUS EMERGENCY POLICY

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. If such a situation will arise, I will try to contact every student in the course by email, phone, or both. However, you should also feel free to phone my home (743-4078) or email me at mayr@purdue.edu. If you encounter difficulty reaching me, you should contact the Department of History staff at 494-4132. But try to reach me directly before contacting the Department.