

**New Mexico State University  
Department of History**

**Fall 2011**

**History 347/504, Civil War Era, 1820-1900**  
M-W-F 10:30-11:20

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This course explores the long origins of secession, the war itself, Reconstruction, and the war's consequences. We will focus particular attention on the causes of the war, efforts to expand and protect the institution of slavery, and territorial issues. The course will also explore sectional reconciliation following Reconstruction and the development of the Lost Cause interpretation of the war.

This course is **not** designed to examine in detail the military history of the Civil War. It will reference, as appropriate, the strategic nature of military actions and political outcomes of major engagements, but will not cover, with any specificity, military actions.

**STUDENTS WITH DISABILITIES:** If you have (or believe you have) a disability and would benefit from classroom accommodation(s), you may wish to self identify by contacting the Services for Students with Disabilities (SSD) Office located in the Corbett Center, Room 244 (575-646-3635: TTY: 646-1918). If you have already registered, please make sure that your instructor receives a copy of the accommodation memorandum from SSD within the first two weeks of classes. It is your responsibility to inform either your instructor or an SSD representative in a timely manner if services/accommodations provided are not meeting your needs.

If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss any concerns with the instructor and/or Mr. Michael Armendariz, SSD Coordinator. Feel free to call Michael Armendariz, Coordinator of Services for Students with Disabilities, at 575-646-6840 with any questions you may have on student issues related to the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially.

Feel free to call Jerry Nevarez, Director of Institutional Equity, at 575-646-3635 with any questions you may have about NMSU's Non-Discrimination Policy and complaints of discrimination, including sexual harassment.

## COURSE REQUIREMENTS

### REQUIRED READINGS:

#### **Books:**

William C. Davis. *Look Away: A History of the Confederate States of America*. New York: The Free Press, 2002.

Charles B. Dew. *Apostles of Disunion*. Charlottesville: University Press of Virginia, 2001.

Eric Foner. *Forever Free: The Story of Emancipation and Reconstruction*. New York: Alfred A. Knopf, 2005.

Michael Perman & Amy Murrell Taylor, eds. *Major Problems in the Civil War and Reconstruction: Documents and Essays*. Boston: Wadsworth Cengage Learning, 2011. (**Third Edition**)

#### **Articles:**

John M. Coski. "The War Between the Names: What Should the American War of 1861 to 1865 be Called?" *North & South*, vol. 8, no. 7 (January 2006), pp. 64-73.

James Oliver Horton. "Confronting Slavery and Revealing the 'Lost Cause.'" *CRM*, vol. 21, no. 4 (1998), pp. 14-20. <<http://crm.cr.nps.gov/archive/21-4/21-4-5.pdf>>

John Latschar. "Coming to Terms with the Civil War at Gettysburg National Military Park." National Park Service, Civic Engagement website: <[www.nps.gov/civic/casestudies/gettysburg.html](http://www.nps.gov/civic/casestudies/gettysburg.html)>

Cynthia MacLeod. "Crossing Boundaries: Interpreting Resource-Related Issues." *George Wright Forum*, vol. 19, no. 3 (2002). <[www.georgewright.org](http://www.georgewright.org)>

Dwight T. Pitcaithley. "The American Civil War and the Preservation of Memory." *CRM*, vol. 25, no. 4 (2002), pp. 5-9. <<http://crm.cr.nps.gov/archive/25-04/25-04-2.pdf>>

John Tucker. "Interpreting Slavery and Civil Rights at Fort Sumter National Monument." *George Wright Forum*, vol. 19, no. 4 (2002). <[www.georgewright.org](http://www.georgewright.org)>

**CLASS PARTICIPATION:** Students are expected to attend each class session, read the reading assignments, and come to class prepared to discuss assigned material. **Informed** class participation results from timely preparation and thoughtful consideration of the readings. Come prepared and you will do fine. If you are not prepared to read, engage, and discuss the required material, **DO NOT TAKE THIS CLASS. Class participation will account for 10% of your grade.**

**REFLECTIVE ESSAYS:** Each week you will write a **1-2 page reflective essay that will be due each Monday**. These reflective, or reactive, essays (double-spaced, please) should be used to capture your reaction to material presented throughout the course in readings, lectures, or class discussion. You should feel free to offer personal reactions to new ideas particularly if they challenge previously held ideas. I expect your essays to improve in quality as the semester progresses especially in the areas of

clarity, writing proficiency, and intellectual insight. These essays are intended to chronicle your growth throughout the semester as we explore together the Civil War, its causes and consequences. **Completed essays will account for 20% of your grade.**

MID-TERM PAPERS:

**Paper #1:** Each student will read John C. Calhoun's speech of March 4, 1850 on the Compromise of 1850 **and** Abraham Lincoln's First Inaugural Address of March 4, 1861. You will prepare a 3-5 page paper (graduate students will write 5-7 page papers) describing the nature of Calhoun's and Lincoln's arguments, and comparing and contrasting their views on the issues addressed. How are they alike; how are they different? How were the issues confronting the nation in 1850 different from those confronting the nation in 1861? How were they similar?. The first mid-term paper will be due on Friday, **September 30.**

**Paper #2:** Each student will delve into the official records of the Civil War and prepare a 3-5 page paper (graduate students will write 5-7 page papers) documenting their findings. This is not intended to be a research paper, per se. It is expected that you will pursue a topic of your choice (Gettysburg, the war in New Mexico, causes, etc.— see separate list of topics and sources), and write an essay on your reaction to what you discovered and how the “official” information was presented. You might want, for example, to analyze/compare and contrast the reports of Confederate and United States officers reporting on the same engagement. The records are formally titled, *The War of the Rebellion: a compilation of the official records of the Union and Confederate armies. Prepared under the direction of the Secretary of War by Robert N. Scott. Washington, Govt. Print. Off., 1880-1900.* They can be found in Branson Library (second floor) - Government Documents - Call Number: Doc W 45.5. The second mid-term paper will be due on Friday, **November 11. Mid-term essays will account for 30% of your grade.**

FINAL EXAM: You will be offered the opportunity to demonstrate how well you absorbed the semester's assignments and discussions in a take-home final exam. The questions will encourage you to address the major themes of the course and show that you have processed and interpreted materials presented. The final exam should be 15-20 double-spaced pages in length. You will receive the questions on Friday, November 11; exams will be due on Monday, December 5. **Final exam will account for 40% of your grade.**

**NOTE #1:** All written assignments are expected to be word-processed or typed and conform to a standard style manual. Attention to grammar is expected as is proper spelling, punctuation, and sentence structure. Citations must conform to a standard format. Typographical errors, inattention to spelling, punctuation, etc., will result in a lower grade.

**NOTE #2:** Plagiarism, intentional or unintentional is not allowed. Plagiarism is using another person's work without acknowledgment, making it appear to be one's own. Any ideas, words, pictures, or other source must be acknowledged in a citation that gives credit to the source. This is true no matter where the material comes from, including the internet, other student's work, published or unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy. If no citation is given, then borrowing any of the following would be an example of plagiarism:

- \* An idea or opinion, even when put into one's own words (paraphrase)
- \* A few well-said words, if these are a unique insight

- \* Many words, even if one changes most of them
  - \* Materials assembled by others, for instance quotes or a bibliography
  - \* An argument
  - \* A pattern or idea
  - \* Graphs, pictures, or other illustrations
  - \* Facts
  - \* All or part of an existing paper or other resource
- (This list is not meant to include all possible examples of plagiarism.) Even with a citation, failure to put quotation marks around direct quotations also constitutes plagiarism, because it implies that the writing is your own. Material should either be paraphrased or clearly designated as a quotation. Note that replacing words with synonyms, changing verb tense or other minor alterations do not qualify as paraphrasing. See the University Library's web page on plagiarism for further examples: <http://lib.nmsu.edu/plagiarism/>

You must do your own work. If you borrowed the words, ideas, pictures, or other original material, you must give credit in a citation to the source. The penalties for plagiarism can be severe, ranging from failure on the assignment, failure in the course, or expulsion from the university. Even if you do not know what plagiarism is, ignorance is no excuse.

**GRADE STRUCTURE: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F**

## **WEEKLY CALENDAR**

### ***PART I: ROOTS OF SECTIONAL CONFLICT***

August 19 - Introduction to the course

Week 1: Course Introduction

August 22 - Introduction to the Civil War - I

August 24 - Introduction to the Civil War - II

Reading: Perman & Taylor, pp. 1-14; Pitcaithley (2002)

August 26 - Declaration of Independence; Constitution and Conflict

Week 2: The Children of the Am. Revolution - **1<sup>st</sup> Reflective Paper Due**

August 29 - New National Identities

August 31 - Missouri Compromise

September 2 - Jacksonian Politics/Nullification

Week 3: The Meaning of Slavery, North and South

September 5 - **NO CLASS - LABOR DAY HOLIDAY**

September 7 - The South and Slavery - **2<sup>nd</sup> Reflective Paper Due**

Readings: Foner, Chapter 1, pp. 3-40

September 9 - The South and Slavery, cont.

Readings: Perman & Taylor, Chapter 2, pp. 29-64

Week 4: War with Mexico/An Empire for Slavery

September 12 - Texas's Contested Boundary - **3<sup>rd</sup> Reflective Paper Due**

September 14 - War with Mexico

September 16 - Wilmot Proviso

Week 5: Compromise and Conflict

September 19 - Compromise of 1850 - **4<sup>th</sup> Reflective Paper Due**

Readings: John C. Calhoun's speech of March 4, 1850

September 21 - Kansas Nebraska Act - Dred Scott Decision

Readings: Perman & Taylor, Chapter 3, pp.65-99

September 23 - Administration of James Buchanan

Week 6: Secession

September 26 - Election of 1860 - **5<sup>th</sup> Reflective Paper Due**

Readings: Perman & Taylor, Chapter 4, pp.100-135

September 28 - Secession Commissioners/Constitutional Amendments

Readings: Dew, *Apostles of Disunion*

September 30 - Declarations of Secession (**1<sup>st</sup> Mid-term Paper Due**)

## ***PART II: CIVIL WAR***

Week 7: At the Brink

October 3 - The Peace Convention, February 1861 - **6<sup>th</sup> Reflective Paper Due**

October 5- Understanding Causality

Readings: Horton (1998)

October 7 - New Mexico and the Civil War

Week 8: Governments at War

October 10 - Problems in the North, Emancipation, Riots, and the Election of 1864 -

**7<sup>th</sup> Reflective Paper Due**

Readings: Foner, Chapter 2, pp. 41-75; Perman & Taylor, Chapter 6, pp. 177-209

October 12 - Forming the Confederacy

Readings: Davis, Chapter 3 & 4, pp. 55-124

October 14 - The Evolution of Slavery

Readings: Davis, Chapter 5, pp. 130-162

Week 9: Maintaining the Confederacy

October 17 - Supporting the Confederacy - **8<sup>th</sup> Reflective Paper Due**

Readings: Davis, Chapter 8, pp. 225-253

October 19 - Southern Unionists

Readings: Davis, Chapter 9, pp. 259-279

October 21 - The End of the Confederacy and the Idea of Secession

Readings: Davis, Chapter 14, pp. 401-428

## ***PART III: RECONSTRUCTION AND RECONCILIATION***

Week 10: Reconstruction Begins

October 24 - April 1865 - **9<sup>th</sup> Reflective Paper Due**

October 26 - Presidential Reconstruction

Readings: Foner, Chapter 3, pp. 76-107

October 28 - Congressional Reconstruction

Readings: Perman & Taylor, Chapter 10, pp. 323-354; Foner, Chapter 5, pp. 128-158

Week 11: Reconstruction Fails

October 31 - Southern Politics - **10<sup>th</sup> Reflective Paper Due**

Readings: Perman & Taylor, Chapter 12, pp. 393-424

November 2 - The North Wears

Readings: Foner, Chapter 7, pp. 189-224

November 4 - Understanding Reconciliation

Readings: Foner, Epilogue, pp. 225-238

#### ***PART IV: LEGACIES***

Week 12: A New Social Order

November 7 - Emancipation - **11<sup>th</sup> Reflective Paper Due**

Readings: Perman, Chapter 9, pp. 284-322

November 9 - Regaining Mastery

November 11 - Emergence of the New South

**(2<sup>nd</sup> Mid-term Paper Due)** (receive final exam questions)

Week 13: Constructing Memories of the Civil War

November 14 - Lost Cause Interpretation - **12<sup>th</sup> Reflective Paper Due**

Readings: Coski (2006)

November 16 - Monuments to the Lost Cause

November 18 - Celebrating the Civil War, 1911-1915 & 1961-1965

Readings: Perman & Taylor, Chapter 14, pp. 463-500

#### **THANKSGIVING HOLIDAY - NOVEMBER 21-25**

Week 14: The Civil War in American Memory

November 28 - Interpreting the Civil War at National Park Battlefields

**13<sup>th</sup> Reflective Paper Due**

Readings: Latschar (2003), MacLeod (2002), Tucker (2002)

November 30 - Talking about the Civil War Today

December 2 - Why study the Civil War?

**Final Exam Due: Monday, December 5, 10:30-12:30**