

*Texas A&M University Central Texas*  
*Department of Humanities*

**Spring 2018**

**HIS 3315-110 A Divided Nation: The  
American Civil War and Reconstruction**

Meeting Time: MW 1:00-2:15 PM  
Meeting Room: FH 203

Instructor: Dr. Timothy C. Hemmis



Office: FH 217 C  
E-Mail: themmis@tamuct.edu  
Phone: 254-501-5931  
Office Hours: MW 2:30-4:30PM or by appointment.

### **Course Description and Objectives:**

This class delves into the history of the sectional crisis in America. The Civil War in American History is a complex era that has been extremely popular, but often misunderstood. Through lecture, discussions, readings, and multimedia, this course will explore themes such as sectionalism, slavery, politics, war, economics, and gender in this period. This course will strengthen your critical thinking, reading, and writing skills, and provide a foundation for understanding the modern world. You will demonstrate the ability to develop and focus on one topic in writing assignments and present ideas in an organized, logical, and coherent form. You will also demonstrate the ability to use Standard English grammar, punctuation, spelling, and usage. Lastly, you will hopefully leave this class with a better understanding of America's past and how it has shaped the present.

### **Required Texts**

#### **Monographs**

Bynum, Victoria E. *The Free State of Jones: Mississippi's Longest Civil War*. Chapel Hill: University of North Carolina Press, 2016.

Foner, Eric. *A Short History of Reconstruction, 1863-1877*. Paw Prints, 2010.

Kolchin, Peter. *American Slavery, 1619-1877*. New York: Hill and Wang, 2003.

Noe, Kenneth W. *Reluctant Rebels*. University of North Carolina Press, 2015.

Rubin, Anne S. *Through the Heart of Dixie: Sherman's March and American Memory*. University of North Carolina Press, 2017.

Ural, Susannah J. *Civil War Citizens: Race, Ethnicity, and Identity in America's Bloodiest Conflict*. New York: New York University Press, 2010.

There will be other articles and book chapters that the Professor will provide electronically each week.

### Course Requirements

Grades will be determined on the following basis:

|                                   |            |
|-----------------------------------|------------|
| Exam 1                            | 100 points |
| Exam 2                            | 200 points |
| Paper: Kolchin                    | 100 points |
| Paper: Rubin                      | 100 points |
| Comparative Essay: Foner vs Bynum | 200 points |
| Comparative Essay: Ural vs Noe    | 200 points |
| Class Participation/Attendance    | 100 points |

### Scoring:

Final Grades will be determined based upon the following scale:

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

### Attendance and Participation

Class attendance and participation are crucial elements of the learning experience. Attendance is your responsibility. Attendance will be taken daily. In addition, attendance means staying for the whole class. Do not leave early without speaking to me beforehand. Failure to regularly attend class will result in dire consequences such as failing the class. Please come to class prepared and ready to discuss the readings assigned for the day.

## **Exams**

There will be two exams in this class. Exams for this class will not be cumulative, although they will reflect persistent themes, ideas, and terminology that run throughout American History. The exams will be identification terms and essays.

## **Writing Assignments**

Each paper should be modeled after critical reviews in Academic Journals such as the *American Historical Review* or *The William and Mary Quarterly*. A book review concentrates on identifying and critiquing on the author's thesis. What is the author trying to argue, what evidence do they use, and do you agree and disagree? It is not just a simple summary of the book.

The first paper will be a reaction paper to Peter Kolchin's *American Slavery* it will be 1,000 words. This should be modeled after a critical book review.

The second paper is will be a Comparative Review Essay of Noe and Ural's works it will be 1,500-1800 words. This should be modeled after a dual critical book review.

The third paper is will be a Comparative Review Essay of Foner and Bynum's works it will be 1,500-1800 words. This should be modeled after a dual critical book review.

The fourth paper will be a reaction paper to Anne Sarah Rubin's *Through the Heart of Dixie* it will be 1,000 words. This also should be modeled after a critical book review.

## **Important Reminder**

Late Papers will be penalized 10% (or 1 letter grade) for every class day they are late. Weekends do not count as class days.

## **FORMATTING**

Essays must comply with the following formatting guidelines. Writing assignments are due at the beginning of class on the date indicated. Essays must be submitted as hard copies (electronic copies of papers will not be accepted).

Your papers must be typewritten, with 12 pt. font in Times New Roman and double-spaced lines. The header of your paper should be single-spaced and in the following format:

Your Name  
Paper, HIS 343  
Dr. Timothy Hemmis  
janedoe@yahoo.com  
Due Date

Your paper should have 1" margins on the top and bottom and 1.25" margins on the left right margins. Evidence must be cited using footnotes. Use of alternate forms of citation, such as the MLA format, is not

acceptable. Finally, your essays must be stapled (no “dog ears,” paper clips, or binders) and the pages numbered! If you have questions about the proper format of your essay, please see me during my office hours.

The essay must include evidence from the text, and you must cite that evidence using footnotes. Use the following examples as models:

First citation:

<sup>1</sup> Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution* (Boston: Beacon Press, 1999), 45.

Subsequent citations:

<sup>5</sup> Young, *The Shoemaker and the Tea Party*, 74.

## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Students that find themselves facing an unexpected, life altering circumstance before the drop deadline should drop the course. Should a student encounter an unexpected, life altering circumstance after the drop deadline, that student may be eligible for an incomplete so long as all work due before the circumstance has been submitted and the student has a reasonable chance to pass the course should the work be completed as soon as the circumstance resolves itself. No student should expect to receive an incomplete.**

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s

standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

#### Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/departments/access-inclusion) webpage [https://www.tamuct.edu/departments/access-inclusion].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

#### Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [lldavis@tamuct.edu](mailto:lldavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

#### The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WConline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [<https://tamuct.libguides.com/>].

## **Cell Phones**

Students are required to turn off or silence their personal electronic communication devices during this class.

## **Office Hours**

I am available in my office hours to answer your questions and look over drafts before paper your papers are due.

\*\*\*This syllabus is a mutual contract between the professor and student and the student and professor. It will not be altered lightly, however if circumstances make it necessary, the changes will be made as far in advance as is possible.

## **Course Schedule**

Most readings can be found on the online classroom.

Week 1 The Causes of the American Civil War – reading primary sources documents  
Reading Assignment: Read the Syllabus and Join the Online Class

Week 2 The Birth of American Slavery/Colonial Slavery  
Reading Assignment: Kolchin pages 1-92

Week 3 Antebellum Slavery and Paternalism  
Reading Assignment: Kolchin pages 93-199

Week 4 Sectionalism and Politics  
Reading Assignment: Kolchin pages 200-250  
**KOLCHIN PAPER DUE Wednesday Feb 7<sup>th</sup>**

Week 5 The Mini Civil War – Kansas and Nebraska  
Reading : Ural and Noe

Week 6 The Start of the Civil War  
Reading Assignment: Ural and Noe

Week 7 The Civil War Soldier  
Reading Assignments Ural and Noe

Week 8 The Turning Points of the Civil War case studies: Gettysburg/Vicksburg  
Reading Assignment **Exam 1 March 5<sup>th</sup>**  
**Ural and Noe Paper due March 7<sup>th</sup>**

Week 9 SPRING BREAK: NO CLASS  
Reading Assignment: Foner and Bynum

Week 10 The End of the War  
Reading Assignment: Foner and Bynum

Week 11 Political Reconstruction  
Reading Assignment: **Foner and Bynum Paper is Due April 4<sup>th</sup>**

Week 12 Social Reconstruction  
Reading Assignment: Rubin

Week 13 Jim Crow and the Terror of the Klan  
Reading Assignment: Rubin

Week 14 The Legacy of the Civil War  
Reading Assignment: Rubin

Week 15 Memory and the Civil War  
Reading Assignment: **Rubin Paper is Due May 2<sup>nd</sup>**

Week 16 TBA  
Final Exam