

HIST 459: The Era of the Civil War, 1825-1898 Course Syllabus, Spring 2010

Professor: Dr. Kerry E. Irish

Phone #: 2672

Office Hours: MW, 9:30 to 10:00; UH, 8:00-9:00, and by appointment.

Texts:

Henry Steele Commager and Samuel Eliot Morison with William Leuchtenburg, *The Growth of the American Republic*, both volumes one and two, Seventh Edition, Oxford University Press.

ISBN: volume 1, 0-19-502593-8.

ISBN: volume 2, 0-19-502594-6.

Paludan, Philip Shaw, *The Presidency of Abraham Lincoln*. University Press of Kansas, 1994.

ISBN: 0-7006-0671-8.

Robert Remini, *The Life of Andrew Jackson*, Penguin Books, 1988.

ISBN: 0 14 01.3267 8.

Reflections on the Civil War:

While this course covers the entire period from 1825 to 1898, the central event of this era, indeed of American history since the time of the Founding Fathers, is the Civil War. Thus it is altogether fitting and proper that we should devote the lion's share of this course to that conflict. The perceptive student will discover that we will be studying the origins of the war almost from the beginning of the class, and we will be studying its impact on American history - on America - until the end of the course. Indeed, as I have said many times - quoting Shelby Foote - the Civil War is the "*Crossroads of our being: all of our history before the war is a prelude to it, and all of our history after it is a commentary on the meaning of the war.*"

This being true the obvious question is why was the war fought? For the cause of the war tells us much about who we have been, and are, as a people. Historians have argued over the causes of the war since the war ended. We will become familiar with these arguments and form our own opinions based on our own readings and predilections. The second question we will seek to answer is what were the great consequences of the war? How did the war change America?

These two questions (the origins of the war and the results of the war) are the two questions the student should keep continually in mind. Doing so will provide a guide in discerning what is important in the readings, lectures and films and thus help prepare one for the tests. In addition to answering these two great questions,

the thorough student will want to develop a solid knowledge of the major players and events of the this era; who was David Wilmot and what was his proviso, who was Stonewall Jackson and why was his death such a blow to the South, why was Henry Clay the great statesman of the era? When the course is over we will all know the answers to these questions and hundreds of others.

Assignments:

Research paper: Each student will write one 10 page (not counting title page and bibliography) research paper on a topic of interest dealing with the Era of the Civil War. The paper will be written according to the rules delineated in Kate L. Turabian *A Manual For Writers*. The paper must be well documented with footnotes, must include a bibliography of all works cited (at least 8 separate sources), and be written in clear and polished English. Papers which do not follow precisely the form outlined in Turabian will not be accepted. The paper is worth up to 100 points. No paper will be accepted for credit after 5 p.m. on the last day of regularly scheduled classes (the Friday before finals week). A substantial point deduction is levied against late papers. **The paper must be reviewed in the Arc by the assigned date for that purpose. Moreover, you must bring the first page of your paper to me for a private consult before April 2. The first page should of course have a carefully written thesis statement.**

Class discussion: 10 class periods are set aside for discussion. The discussions will cover an assigned reading for that day. Each student must come to class prepared to answer questions concerning the reading. Thorough preparation for the discussions is essential to success. Before the discussion begins there will be a short quiz question taken from the discussion reading. These quizzes are each worth 20 points.

In addition to learning Civil War history the discussions are intended to help you develop a number of skills. Among them are: to present your thoughts clearly, to read with great understanding, to think critically about what you read and hear, to compare the arguments of others to your own and to the reading within a few seconds - minutes at most, to verbalize your thoughts extemporaneously, and finally, to defend your position from attack. There isn't a white collar job in the world that doesn't require these skills. Whether you are a history major or not this class is designed to help you when you leave George Fox. Life in the real world is not easy, neither is this class.

Reading quizzes. There are 5 reading quizzes in the semester. These are in addition to the discussion quizzes but feature the same number of points and are based on the same idea: motivation to read. These reading quizzes may take place on any day there is an assigned reading in the class. The quizzes will be drawn from that day's assigned reading. Each quiz is worth 20 points. The same rules apply to these quizzes as to the discussion quizzes.

You must remain in class the entire period to earn the reading or discussion quiz points. If you miss a quiz because of a school sponsored extracurricular activity or illness you may make up the quiz. It is your responsibility to do so.

Attendance: Your attendance in class is absolutely necessary if you intend to pass. The exams cover lecture material which I make no effort to duplicate in your readings.

Attendance: No roll is taken. However, I reserve the right to reduce your grade if your failure to attend class catches my attention.

Points:

Tests (3) 100 each	300
Paper (1) 100	100
Reading Quizzes (5) 20 each	100
Discussion Quizzes (10) 20 each	200
Total	700

GRADING: A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

Plusses and minuses are used.

Course Calendar

- January 11: Course Introduction
- January 13: Lecture: The Age of Jackson.
Reading: Morison, Chapter XXVI, Ferment in the North.
Remini, 1-27.
- January 15: Discussion 1: Morison, Chapter XXV, The Southern States.
- January 18: MLK Holiday.
- January 20: Lecture: The Market Revolution
Reading: Morison, 508-514.
Remini, 28-54.
- January 22: Discussion 2: "Jacksonian Democracy," by Robert Remini (pages 295-308).

- January 25: Lecture: Texicans and Tyrants: Remember the Alamo!
 Reading: Morison, 514-523.
 Remini, 55-85.
- January 27: Film : The Mormon Rebellion.
 Reading: Remini, 86-115.
- January 29: Film: The Gold Rush.
 Reading: Remini, 116-182.
- Feb. 1: Lecture: The Sager's Way West.
 Reading: Morison, Chapter XXVIII.
 Remini, 183-207
- Feb. 3: Discussion 3: "Preface" and "Annus Mirabilis-1858," by Timothy
 Smith.
- Feb. 5: Lecture: James K. Polk and the Mexican War.
 Reading: Morison, 537-545.
 Remini, 208-277.
- Feb. 8: Lecture: Secessionists at Bay: The Early 1850's.
 Reading: Morison, 545-556.
 Remini, 278-294; 309-326.
- Feb. 10: Reading Day Morison, Chapter XXX.
 Remini, 327-360.
- Feb. 12: **Exam 1** All lectures, discussions, films, Remini and
 Morison.
- Feb. 15: Lecture: Down the Road to Disunion: The Crisis of the
 Union.
 Reading: Morison, 582-593.
 Paludan, Scripture page, Preface, pages 3-20.
- Feb. 17: Discussion 4: "The Spiritual Warfare Against Slavery," by
 Timothy Smith.
- Feb. 19: Film: Ken Burns, The Civil War, 1861 (Mary Chestnut,
 "We hated each other so.")
 Reading: Morison, 593-602.
 Paludan, 21-48.

- Feb. 22: Lecture: The Coming of the Civil War.
Reading: Morison, 603-616.
Paludan, 49-68.
- Feb. 24: Discussion 5: "The Second American Revolution," by James McPherson.
- Feb. 26: Class: Paper Seminar and Test Review.
Reading: Paludan, 69-118.
- Mar. 1: Lecture: A Limited War for Limited Ends: From Bull Run to Shiloh.
Reading: Morison, 616-622.
Paludan, 119-166.
- Mar. 3: Lecture: "We Were in Earnest"
Reading: Morison, Chapter XXXIV.
Paludan, 167-184.
- Mar. 5: Film: Ken Burn's "Antietam."
Reading: Morison, Chapter XXXV.
Paludan, 185-202.
- March 8: Film: Simply Murder: From Fredericksburg to Chancellorsville.
Reading: Morison, XXXVI.
Paludan, 203-216.
- March 10: No class: I will meet you at Gettysburg 6 p.m. tonight. Just as the battle was a long affair, so is the film. Allow for four and a half hours. If you need to rationalize this film requirement, consider that I give you 3 days off in the semester.
Reading: Paludan, 217-258.
- March 12: Lecture: Grant Pursues Victory: From Vicksburg to Appomattox.
Reading: Morison, Chapter XXXVII.
Paludan, 259-296.
- March 15: Discussion 6: "A Revolution in Thought," by Garry Wills.
- March 17: Reading Day. Morison, Chapter XXXVIII.
Paludan, 297-319.

March 19: **Exam #2:** Lectures, films and discussions since the last exam, Morison 582 through chapter XXXVIII, all of Paludan.

March 20-28 Spring break.

March 29: Lecture: Presidential Speech.
Reading: Morison, Chapter XXXIX.

March 31: Discussion 7: "A New Birth of Freedom," by Eric Foner.

April 2: **Good Friday Holiday.**

April 5: Lecture: Reconstruction.
Reading: Morison, XL.

April 7: Discussion 8: "The River Has It's Bend," by Eric Foner.

April 9: Film: Judge Priest.
Reading: Morison, Volume II, Chapter I.
Paper must be reviewed in the ARC before today.

April 12: Lecture: The Battle of the Little Bighorn.
Reading: Morison, Chapter II.

April 14: Discussion 9: Morison, Chapter III.

April 16: Film: Judge Priest.
Reading: Morison, Chapter VI.

April 19: Lecture: To Have and Have Not: the Plight of the American Farmer.
Reading: None.
Paper Due Today

April 21: Finish Judge Priest and various events...
Reading: Morison, Chapter VII.

April 23: Discussion 10: Morison, Chapter VIII.

Final Exam as Scheduled: Thursday 8 a.m.
Historical Research Paper Requirements

Technical Requirements:

- * Papers must be double spaced.
- * Margins must be 1 inch wide on all four sides of the paper.

- * **Use 12 point Times New Roman font.**
- * Include a complete bibliography of works cited. Use the proper form.
- * Use a title page, include name and box number. **Do not repeat title page information on page 1 of the essay.**
- * Essay should have page numbers beginning with page 2 on the second page of the text. The title page is not numbered, the first page of the text is page 1, but the number is not printed. Numbering continues through the bibliography.
- * Length of the essay is 10 full pages. Title page and bibliography **do not count** toward the 10 page requirement.
- * Cite your sources in a footnote or endnote when you prove your points. Notes within your text in parentheses (MLA format) **are not acceptable**. The following is the proper form for a basic foot or end note entry. The first line of a note is indented beginning with the note number.

First citation of a source requires a full bibliographical reference as shown in number.¹

All subsequent citations of that source may be shortened as shown in number.²

Ibid. May be used immediately following either type of above reference. Ibid. means “in the same place as above” so a footnote that looks like number 3 at the bottom of this page means that the information may be found in the same place as the footnote just preceding.³

Learn to use the foot or end note application on your computer. Do not attempt to do the notes manually. **I will not accept such work.**

You need to be aware that there is a proper technical form for every aspect of a paper. I expect you to use the proper form. Proper form for footnotes, title page, etc., can be found in Kate L. Turabian, A Manual For Writers. There are two copies of Turabian on reserve in the library for HST 490, you may use them.

Use several sources in researching your paper. If you use only two or three sources how do you know that the authors know what they are writing about?

Footnote Positioning: Footnote numbers go at the end of sentences and the material being referenced by the note is in that immediately preceding sentence. Information coming after the note number is not supported by the note. Sentences without a note prove nothing – no note no proof! So if a sentence proves your thesis it must be footnoted. Summary

¹ James Kirk, My Voyages on the Starship Enterprise (New York: Simon and Schuster, 1995), 43.

² Kirk, My Voyages on the Starship Enterprise, 49.

³ Ibid., 243.

sentences, connecting sentences, background sentences and the like do not require footnotes. However, since most of your paper is supposed to prove your thesis one can easily imagine a paper that averages 4 or even 5 notes per page. Remember: no footnote, no proof; no proof, no thesis; no thesis, no paper; no paper, no grade; no grade, no college credit; no college credit no, college degree; no college degree....well, you can see where this is going.

Your entire future depends on footnotes!!!!!!

Dictionaries, encyclopedias, and your text book are not research sources.

Spell-check your paper. For each misspelled word you lose one full grade.

Plagiarism, use of Quotes, and Citation of sources. Plagiarism is defined as copying another person's work and claiming it as your own; or using another person's ideas without proper citation in a foot or endnote. If you use another person's exact words you must put those words in quotation marks and cite the source in a foot or endnote. If you use another person's idea(s) or information you must cite the source in a foot or endnote. Facts that may reasonably be held as general knowledge need not be cited in a foot or endnote (e.g. The Japanese bombed Pearl Harbor on Dec., 7, 1941 is general knowledge).

Many students are tempted to write papers which are full of quotes. **Do not do this.** Quotations should be used only when the original language of the author is essential to understanding his/her point, or, when the quote directly proves your primary thesis. Otherwise you should put the information in your own words and then **cite the source** to avoid the accusation of plagiarism.

When you do use a quote you should explain the purpose of the quote before you provide it in a manner similar to this:

Historian John Andrews argues the Japanese bombed Pearl Harbor not to capture Hawaii, but to destroy the American Navy, "The Japanese had no plans to invade the islands, but did hope to deliver a crippling blow to the only force capable of stopping the southern offensive - the US Navy at Pearl Harbor."⁴

Never just throw a quote into an essay hoping it will serve the purpose of continuing your work - that is not what quotes are for.

Subject and Thesis: What's the Difference? Your paper must have both a subject and a thesis. Let's use our Pearl Harbor example. The subject of the paper

⁴John Andrews, War in the Pacific (New York: Harper and Row, 1992), 187.

is the Japanese attack on Pearl Harbor. The thesis may be any number of arguments: the Japanese attack was cowardly, the Japanese attack was brilliantly planned, the Japanese had no intention of invading the islands; the Americans should have been ready, the Americans were lucky they didn't lose their carriers, the Americans recovered from the attack quickly. Any one of these six arguments - or a number of others - could serve as a thesis. Depending upon which one is chosen - **the paper will be shaped to prove the chosen thesis.**

Do not even think about turning in a paper you wrote the night before it was due. A good college level paper should be re-written at least twice. Since I require only one paper I expect to receive your best work. I assure you your paper is going receive my best work in grading it.

Citing references from the Internet:

You may use internet sources, but your professor is old-fashioned and is not as impressed with them as he is with books and journal articles. Under no circumstances should a paper be based primarily on internet sources.

General Rule of Internet Citation:

If the Internet document or file contains standard bibliographic data, follow the established format of the style manual (Turabian) you are using. Then add [Internet] in brackets after the title.

Non-standard formats:

If there is no author, start with the title.

If there is no title, make one up that describes the contents and enclose it in [brackets].

If there is no date use n.d. (no date) where the date goes.

If there is no publisher or source use the phrase - unpublished Internet data.

Follow the entry with the Internet address you used to find the page.

Historical Research Paper Grading Form

Research (30%):

Sources cited to prove points, (1-15): _____

Sources consulted and used appropriately, (1-15): _____

Writing (30%):

Sentence form, word choice, paragraphing, spelling (1-15): _____

Proper technical form - title page, margins, font size, footnotes, page numbers, bibliography. - (1-15): _____

Thesis structure, (10%).

Clearly stated and well conceived. (1-10): _____

Subject well developed throughout essay,
History is accurate. (30%, 1-30): _____

Total and Grade (100 points): _____

Comments:

_____ Cite your sources to prove your points. Your sources are your “evidence” in “proving” your thesis. When you make a statement taken from one of your sources you must cite that source in a footnote.

_____ Need to consult more sources to establish greater certainty. If you use only a few sources how do you know their authors are historically accurate?

_____ Dictionaries, encyclopedias, and your text book are **not** research sources.

_____ Choice of words needs work.

_____ Some sentences are poorly organized and/or unclear.

_____ Some paragraphs run together, when you change subject start a new paragraph.

_____ Paper is poorly organized.

_____ Proper technical form (footnotes, bibliography, etc.) not followed or inconsistent (notes within text are not appropriate).

State your thesis clearly. There must be a clear thesis sentence near the beginning of the paper which explains the purpose of the paper.

_____ You have a subject but your thesis is weak - missing. Remember a thesis is an argument or point of view concerning your subject

_____ The body of your essay does not support your thesis very well.

_____ **You have a misspelled word!**

_____ Use quotes only when the language of the author is helpful in making the point, or when the quote is the primary support of your main thesis. **Do not write your paper by stringing quotes together. Instead, put the information in your own words and cite the source.**

_____ When you do use a quote you must introduce it - explain its purpose - don't just throw it out there on the page to stand alone.

Book order for : HIST 459, The Era of the Civil War, 1825-1898

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Texts:

All texts are required. There are 16 students registered as of today. Please order paperbacks when possible.

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