Instructor: Dr. Thomas Bahde  
Office: Milam 303E  
Hours: MW 9am-11am  
E-mail: bahdet@onid.orst.edu  
Phone: 541-737-1868

HST 475 (Ecampus)  
CIVIL WAR & RECONSTRUCTION

Required Textbooks* (available through the OSU Bookstore):

3. Chandra Manning, *What This Cruel War Was Over* (Knopf, 2007)  

*Additional required weekly readings appear on the course schedule and are available on Blackboard.

Students can click the OSU Beaver Store link associated with the HST 475 course information in the Ecampus schedule of classes for course textbook information and ordering.

Description: The Civil War produced massive changes to American politics, culture, and economics. In addition to the military history of the conflict, this course examines the issues that led to secession and war, the home front, and the Reconstruction of the nation. The experiences of African Americans, including slavery, military service, and the transition to freedom after the war, are also central. The course explores the effects of the sectional crisis, the fighting war, and Reconstruction in the North, South, and West. By the end of the term, we will understand how the events of this era fundamentally reshaped the United States and redefining concepts such as freedom, citizenship, and equality, thereby creating a new era in American history.

Course Objectives: 1) Examine the major causes of the Civil War; 2) Identify the major events, individuals, and themes of the Civil War and Reconstruction eras, 3) Compare and contrast the Union and Confederate experiences with the war; 4) Understand the role of slavery and race throughout the period; 5) Consider how the memory and history of the war and its aftermath continue to be relevant to our present culture; 6) Analyze primary sources and be able to incorporate both primary and secondary sources into the development of historical arguments.

To fulfill these objectives, students will assess, synthesize, and analyze major historical events, and will work individually (reading, writing journals, and responding to essay prompts) and within a group (engaging in discussion with and presenting information to their fellow
classmates) to develop their historical skills. Students will demonstrate critical and analytical thinking and historical reasoning commensurate with the expectations of a 400-level course.

**Expectations for Student Conduct:** Student conduct is governed by the university’s policies in the Office of Student Conduct: Information and Regulations located at [http://oregonstate.edu/studentconduct/home/index.php](http://oregonstate.edu/studentconduct/home/index.php)

**Statement Regarding Students with Disabilities:** Accommodations are collaborative between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the instructor prior to or during the first week of the term. Students who believe they are eligible for accommodations should contact DAS immediately at (541) 737-4098 if they have not already.

**Course Format:** This version of HST 475 is conducted via Blackboard, your online learning community, through which you will access the syllabus, assignments, and some of the reading/multimedia material; submit assignments; take quizzes; and interact with other students and with the instructor. If for any reason you have a question, comment, or want to talk, please use the instructor’s contact information at the top of the syllabus. It is your responsibility to make sure that you receive e-mail on your ONID account.

For technical assistance with Blackboard: [http://ecampus.oregonstate.edu/services/technical-hlp.htm](http://ecampus.oregonstate.edu/services/technical-hlp.htm).

You can also contact the OSU Help Desk: 541-737-3474 or osuhelpdesk@oregonstate.edu or [http://tss.oregonstate.edu/OCH](http://tss.oregonstate.edu/OCH)

**Assignments & Grading:**

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<td>Discussions</td>
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<td>Journals</td>
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<tr>
<td>Papers (2)</td>
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<td>Final Exam</td>
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**Grades:** A (94-100%); A- (90-93%); B+ (87-89%); B (84-86%); B- (80-83%); C+ (77-79%); C (74-76%); C- (70-73%); D (60-69%); F (0-59%)

**Blackboard Discussion Boards:** A new Discussion Board topic will be posted on Blackboard each week. I will start a discussion on Wednesday morning with a couple of brief questions. More questions will then be posed and answered by both the instructor and your fellow students. The Discussion Boards will be open to all students to engage one another on significant questions; you are required to make at least three posts per week (one original post and two replies).

**Journals:** A new journal topic will be posted on Blackboard biweekly (5 total). The journals are to be short essay-style reflections that will explore a topic in greater depth. Unlike the Discussion Board, other students will not be able to see your journal responses. Your answers will be evaluated on how clearly you articulate an argument in the opening sentence, and then follow
with relevant information, which may include references to specific documents or texts.

**Papers:** Two papers will be assigned during the course. The topics of the papers will be connected to the documents, readings, videos, and class discussions. You will receive the topic at least one week prior to the due date. Papers will be submitted via Blackboard in Word (.doc or .docx) or PDF format, typed, double spaced, and must follow the assignment guidelines posted on Blackboard.

**Late Papers:** Late papers will be assessed a penalty of 15% per weekday up to a third day when the highest score will be half of the total. If you are having a problem completing your assignments on time, please inform the instructor to work out a solution.

**Plagiarism:** Plagiarism is a serious violation of academic and ethical standards. The first instance of plagiarism will result in a failing grade for that assignment. Before another assignment is assessed, the student will redo the first assignment for no grade. The second instance will result in failure for the course. For OSU’s policy, see: [http://oregonstate.edu/studentconduct/code/index.php#academic](http://oregonstate.edu/studentconduct/code/index.php#academic).

**Student Evaluation of Teaching:** We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

**Final Exam:** This course will have a final essay exam, conducted via Blackboard. The exam will be comprehensive and will require a consecutive two hours to complete. Students will select two of four essay prompts to answer, using specific examples from the course readings and materials. The exam will be available on Tuesday at noon of finals week and is due by Thursday at 11:59 PM.*

*Note: All times given on this syllabus, the schedule of readings and assignments, and on the Blackboard course site are based on the Pacific Time Zone in which Oregon State University is located. Please plan accordingly or contact the instructor if you live in a different time zone and believe this will present a problem.*
Schedule of Readings and Assignments

**Week 1: Slavery, Westward Expansion, and the Sectional Crisis**


Manning, *What This Cruel War Was Over*, 3-18, 19-52.


Assignments: Journal #1 Due by Friday

Discussion Board posts due Sunday night

**Week 2: Secession Winter and the Beginning of the War**


Assignments: Paper #1 Topic and Guidelines posted to Blackboard

Discussion Board posts due Sunday night

**Week 3: The Soldiers’ War**


Manning, *What This Cruel War Was Over*, 53-80.


Assignments: Journal #2 Due by Friday

Discussion Board posts due Sunday night

**Week 4: The Northern Home Front**


Assignments: Paper #1 Due by Friday
Week 5: The Confederate Home Front


Assignments: Journal #3 Due by Friday

Discussion Board posts due Sunday night

Week 6: The African-American Experience


Williams, “My God! Are We Free?” in *A People’s History of the Civil War*, 325-387.

Manning, *What This Cruel War Was Over*, 81-111.

Assignments: Discussion Board posts due Sunday night

Week 7: The Destructive War


Assignments: Journal #4 Due by Friday

Discussion Board posts due Sunday night

Week 8: Ending the War and Beginning Reconstruction


Manning, *What This Cruel War Was Over*, 147-179, 182-221.
Assignments:  Paper #2 Topic and Guidelines posted to Blackboard
Discussion Board posts due Sunday night

Week 9: Reconstructing the Nation: North, South, & West

Readings:  Quigley, Second Founding, 47-110.


Williams, “Was the War in Vain?,” in A People’s History of the Civil War, 451-495.

Assignments:  Journal #5 Due by Friday
Discussion Board posts due Sunday night

Week 10: Forgetting and Remembering the War

Readings:  Quigley, Second Founding, 111-186.

Jenkins & Stauffer, The State of Jones, 281-316.


Drew Gilpin Faust, “‘We Should Grow Too Fond of It’: Why We Love the Civil War,” Civil War History, v. 50 n. 4 (Dec 2004): 368-383.

Assignments:  Paper #2 Due by Friday
Discussion Board posts due Sunday night