LEARNING OBJECTIVES: Students will: 1) learn the major events of the Civil War period and understand their geographic relationship to each other; 2) compare and contrast the era’s major political parties and factions and analyze their stances on the period’s main partisan issues; 3) discover how the issues of politics and race raised by the Civil War continue to impact the United States today; and 4) appraise an aspect of the period’s military or political history through the assessment of primary sources or a historiographic debate.

ATTENDANCE: I will not take attendance, but students will find it very difficult to do well if they miss lectures. Changes to this syllabus may be announced in class at any time. If you miss class, you are responsible for determining if any changes were announced in the class you missed.

EXAMS AND PAPERS: You will take two in-class exams during the semester and a third, non-cumulative exam during finals week. On the exams, I will usually list thirteen names and terms and you will choose ten and write about one bluebook page per term in which you will define each term and describe its significance. Students will also write a double-spaced paper of approximately 1,500 words during the semester. Papers will be graded on the basis of: 1) the extent to which your ENTIRE paper is devoted to answering the question; 2) how well you define and substantiate your thesis with specific facts and quotations (especially of statements made by people alive in the period you are writing about) from the specified readings; 3) the sophistication of your answer; and 4) how well the paper is written and organized. Make sure every paragraph of your paper is devoted explicitly to presenting evidence and making arguments that support your thesis. Be sure to use effective introductory and concluding sentences to your paragraphs to link the information in each paragraph to that thesis. Also, all quotations must be followed by a parenthetical citation which makes it clear from which book and on what page the quotation can be found—for example: (Potter, 27). In other words, footnotes are not necessary—parenthetical citations with just the author’s last name, a comma, and a page number are fine. Additional paper writing advice is provided in a document called “Guide to Writing History Papers” which is in the “Assignments” section of Blackboard. For your papers, only use sources assigned for this class (unless you get permission from me in advance to do otherwise). Papers will be downgraded ONE FULL LETTER-GRADE if late (and downgraded 1.5 letter grades if handed in after the graded papers have been returned to the class), unless an extension has been granted BEFORE the day the paper is due. Papers must be submitted IN CLASS unless I give you permission to do otherwise. Under NO CIRCUMSTANCES can a paper be submitted by e-mail or any other electronic means, though you will also be asked to submit the paper electronically to “Safe Assign” via Blackboard to help prevent plagiarism. Please keep a copy of your paper because in a class of this size, papers can be misplaced from time to time. If you have a disability that necessitates extra time or some other accommodation for the exams or papers, you must register with the Office of Disability Support Services at the beginning of the semester and have it inform me of your special needs.

MISSED EXAMS: If you are absent on the day of an exam, you must contact me THAT DAY by e-mail to explain your absence and arrange to make up the missed exam. Failure to do so will result in your forfeiture of the opportunity to make up the test. Only students with the most extreme medical emergencies will be exempted from this rule. Even if you contact me, a make-up test will only be given if the student can suitably justify having missed the exam.
RELIGIOUS HOLIDAYS AND DISABILITIES: If you will miss class due to religious observance, that must be conveyed to me the first week of the semester as specified in the GW religious holidays policy. For details, see: students.gwu.edu/accommodations-religious-holidays. Students with disabilities requiring accommodation should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate accommodations. For additional information please refer to: https://disabilitysupport.gwu.edu/. In addition, the University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. See https://healthcenter.gwu.edu/mental-health or call 202-994-5300.

SAFETY: In case of an emergency, if at all possible, shelter in place in the classroom. Read the “ReadyGW” guide at the end of the syllabus so you are prepared for any possible emergency.

PLAGIARISM: Plagiarism is a serious violation of university rules that can be punished by suspension or expulsion. I prosecute all suspected cases of plagiarism and cheating. Borrowing someone else's words without giving them credit is plagiarism. Closely paraphrasing someone else’s work without making substantive changes to the content is plagiarism. Handing in a paper written completely or in part by someone else or for another class is academic dishonesty. Using sources other than those specified for the assignment without permission is academic dishonesty as well. But keep in mind that well-known facts (as opposed to quotations) taken from the readings, lectures, or discussions do not need to be cited. If you are unsure of the rules, e-mail me or see me at office hours before you hand in your paper. You can also consult https://studentconduct.gwu.edu/code-academic-integrity.

GRADING: The exam and paper grades will each count as 1/4th of your final grade, with two exceptions. First, if a student's final grade is very close to the next higher grade, steady and significant improvement on the exams may help push the grade up one level. Also, students who have a failing average (65 or below) on the exams can at best get a grade of “D” for the course, no matter what grades they receive for the paper!!!

TIME COMMITMENT: Over 14 weeks, students will spend 2.5 hours (150 minutes) per week in class (35 hours for the semester). Reading assignments are estimated to take around 300 minutes per week (70 hours for the semester). Preparation for each exam should take approximately 8 hours each (24 hours total), and the paper should take another 8 hours. That makes a total of 137 hours, or 10 hours per week.

READINGS: The reading averages 120 pages per week. The books are available at the bookstore:

- David Potter, The Impending Crisis
- James McPherson, Battle Cry of Freedom
- Eric Foner, Reconstruction

LECTURE SCHEDULE AND READING ASSIGNMENTS (Readings should be completed by the Monday of each week unless you are instructed otherwise.)

JANUARY 17: AMERICA IN 1850

JANUARY 22-24: THE COMPROMISE OF 1850; THE DECLINE OF THE WHIGS
- Potter, Impending Crisis, chs. 2-7

JANUARY 29-31: IMMIGRATION AND NATIVISM; THE KANSAS-NEBRASKA ACT
Potter, *Impending Crisis*, chs. 8-10

**FEBRUARY 5-7:** THE REPUBLICAN PARTY; THE DRED SCOTT DECISION  
Potter, *Impending Crisis*, ch. 11

**FEBRUARY 12-14:** THE EMERGENCE OF LINCOLN; THE ELECTION OF 1860  
Potter, *Impending Crisis*, chs. 12-16

**FEBRUARY 21:** SECESSION AND SUMTER  
Potter, *Impending Crisis*, chs 17-19; McPherson, *Battle Cry of Freedom*, chs. 8-9  
There will be a voluntary review session Feb. 23 from 9:00-10:00 a.m. in PHIL B152.

**FEBRUARY 26:** FIRST EXAM!!!!!!

**FEBRUARY 28:** STRATEGY NORTH AND SOUTH  
McPherson, *Battle Cry of Freedom*, chs. 10-11

**MARCH 5-7:** STALEMATE IN THE EAST; ANTIETAM  
McPherson, *Battle Cry of Freedom*, chs. 12-16 (a heavy reading week!!!)

**MARCH 19-21:** EMANCIPATION; THE CONFEDERATE NATION  
McPherson, *Battle Cry of Freedom*, chs. 17-20

**MARCH 26-28:** GETTYSBURG AND VICKSBURG; DAVIS AND LINCOLN; DRAFT RIOTS AND COPPERHEADS  
McPherson, *Battle Cry of Freedom*, chs. 21-24  
There will be a voluntary review session Wed. March 28 from 7:00-8:00 p.m. in PHIL 109.

**APRIL 2:** SECOND EXAM!!!!!!

**APRIL 4:** GRANT  
McPherson, *Battle Cry of Freedom*, ch. 25-26

**APRIL 9-11:** SOUTHERN NATIONALISM DESTROYED; THE MEANING OF FREEDOM; PRESIDENTIAL RECONSTRUCTION  

**APRIL 16-18:** PRESIDENTIAL AND CONGRESSIONAL RECONSTRUCTION  
Foner, *Reconstruction*, chs. 5 (remainder) thru 7

**PAPER DUE AT START OF CLASS ON APRIL 16:** Answer one of the following questions:  
A) Who was a better general, Lee or Grant? Be sure to consider both strategy and tactics. Do not summarize the generals’ careers or write a history of their battles. Do not write a paper that focuses on the greatness of one general. Assume that I know the basic history of their engagements. Discuss battles only to substantiate your thesis as to who was the superior general. Every paragraph should explicitly explain why one general was better than the other.  
B) Given the Republican Party’s national platform of 1860 (easily found via Google), was Republican policy during the war surprisingly radical, surprisingly conservative, or about
what one should have expected? Consider both Congress and the President in your answer. Devote no more than one page to summarizing and/or evaluating the platform. The remainder of the paper should focus upon Republican policies DURING THE WAR.

C) Pick a battle that took place during 1861, 1862 or 1863 that was covered in a class lecture. Then find correspondence written by the commanders who fought that battle in War of the Rebellion: A Compilation of the Official Records of the Union and Confederate Armies (Gelman E 491 .U61). Given what you have read about this battle in McPherson, what do we learn from the commanders that is surprising, significant, and/or neglected in Battle Cry of Freedom? Most of the volumes of The War of Rebellion can also be accessed online on Google Books. If you search in Google Books for the name of the battle plus “War of the Rebellion” in quotation marks, the right volume will usually come up. If you choose this question, please include a bibliography with the title, series number, and volume number of the War of the Rebellion volume you use.

D) Choose a Northern or a Southern newspaper available in Gelman Library, the Library of Congress, or online. Using that newspaper as the primary source of information, describe how life on the home front (in the place where the newspaper was published) changed as the Civil War progressed. You might compare several issues from late 1861 to several from early 1865, or choose some other interval in which you would expect to find significant changes. Remember that the term “home front” refers to non-military life away from the battlefields. Use as many issues of the paper from each year as necessary to make a good variety of observations concerning how the home front has changed. The “19th Century U.S. Newspapers” site on the GW library databases page (http://libguides.gwu.edu/az.php?a=pound) has the Savannah Morning News, the Lowell Citizen and News (Mass.), the Bangor Whig, Frank Leslie’s Illustrated Newspaper (NY), the Cleveland Herald, the Philadelphia North American, and the Milwaukee Sentinel. Also accessible via the library research databases are Harper’s Weekly (“HarpWeek” in the research databases), the New York Times, and the New York Tribune. Clear your chosen newspaper with me at office hours or by e-mail if it is not one of the ones I have listed here. If you choose this assignment, be sure after each quotation from a newspaper to cite in parentheses the title and date of the article.

E) Choose and read a published collection of letters written by a Civil War soldier (a list of titles owned by Gelman Library is posted under “Assignments” on Blackboard). After reading it, write a paper describing what we learn about the war from the soldier’s own words that is surprising, significant, and/or neglected by McPherson. Be sure to quote enough passages from the published letters to substantiate your thesis or theses.

HINT: Carefully read the paper grading criteria on the first page of this syllabus. In particular, be sure that EVERY paragraph of your paper clearly and explicitly substantiates your thesis. Good introductory and concluding sentences that directly link the content of each paragraph to your thesis are crucial in this regard. Make sure parenthetical citations are given for ALL QUOTATIONS!!!!!
EMERGENCY PREPAREDNESS INFORMATION – SYLLABUS INSERT

Instructor: Anbinder
Course: HIST 2312
Building/Room#: Monroe

Emergency Numbers
Foggy Bottom (GWPD).......................... 202-994-6111
Mount Vernon (GWPD)......................... 202-242-6111
Virginia Campus (Loudoun County).............. 911
Other Locations........................................ 911

Non-Emergency Numbers
Foggy Bottom (GWPD).......................... 202-994-6110
Mount Vernon (GWPD)......................... 202-242-6110
VSTC (Loudoun County)...................... 703-777-0637
GW Information Line.......................... 202-994-5050
VSTC Information Line...................... 703-726-8333

Fire
☐ Pull the fire alarm
☐ Leave the building immediately using the closet emergency exit, closing doors behind you
☐ Call GWPD (202-994-6111) or 911 when safe to do so
☐ Assemble in a designated area
☐ Re-enter the building only when instructed by officials
  • Do not assume an alarm is false
  • Do not use elevators
  • If unable to exit the building, go to the nearest exit stairwell or safe area of refuge and call GWPD or 911 to report your location
  • If trained, use a fire extinguisher if the fire is small and contained, and the room is not filled with smoke

Two emergency exits are located: at either end of the hallway
Primary meeting area (near): behind building
Secondary meeting area (far): in front of Gelman Library main entrance

Severe Weather
Thunderstorms are the most common type of severe weather in the Washington, DC metropolitan area. However, winter storms, extreme hot/cold temperatures, flooding, tornadoes and hurricanes can occur. Check CampusAdvisories.gwu.edu for up-to-date weather advisories and information.

Shelter-in-place for severe weather events:
☐ Seek shelter indoors in a low part of the building
☐ Move to a windowless interior room away from hazardous materials
☐ Take cover under a sturdy object or against an interior wall
☐ Monitor Campus Advisories and local media
☐ Wait for the all clear before leaving your safe space

Violence/Active Shooter
If an active shooter is in your vicinity, call GWPD or 911 when it is safe to do so and provide information, including the location and number of shooter(s), description of shooter(s), weapons used and number of potential victims.

Evacuate: If there is an accessible escape path, attempt to evacuate the premises
  • Have an escape route and plan in mind; leave your belongings behind; follow instructions of police officers

Hide Out: If evacuation is not possible, find a place to hide where the active shooter is less likely to find you
  • Hide in an area out of the shooter’s view; provide protection; lock the doors; block entry to your hiding place; silence your phone; wait for law enforcement

Take Action: As a last resort, only when your life is in imminent danger, attempt to disrupt or incapacitate the shooter:
  • Act as aggressively as possible against him/her; yell; throw items; commit to your actions

Emergency Communications
GW Campus Advisories (CampusAdvisories.gwu.edu) is the University’s primary website used for communicating emergency preparedness and incident-related information, including class cancellations, to the GW community.
GWAalert is a notification system that sends emergency alerts to email addresses and mobile devices. Students, faculty and staff may update their account and add additional contact information at www.banweb.gwu.edu.
Local media, such as 103.5FM or WTOP.com, delivers additional community awareness.

The Office of Emergency Management, in collaboration with the Provost’s Office, Academic Year 2013-2014. This document and other resources are available on GW Campus Advisories.