

HIST 4399: The Unending Civil War
Spring Semester 2018
Department of History
Sam Houston State University



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Class Meetings: Tuesdays, 2:00-4:50pm
Academic Building IV, Room 452 (History Department Conference Room)

Office Hours: Wednesdays, 9:00am-12:00pm, or anytime by appointment
Academic Building IV, Room 445

ABOUT THIS COURSE

Last summer, the Civil War once again became above-the-fold news. In Charlottesville, Virginia, white supremacists staged a deadly demonstration as they rallied to the defense of a Robert E. Lee statue. The incident prompted many communities throughout the American South—and beyond—to reconsider the future of monuments erected to honor Confederate leaders. In Baltimore, Maryland, the mayor ordered a “double equestrian” statue of Lee and his lieutenant, “Stonewall” Jackson, packed on to a “flatbed truck” and hauled to an “undisclosed location.” The National Cathedral announced that it would remove a stained glass tribute (installed in the late 1950s) to the leaders of the Lost Cause. Emotional debates have welled up across the nation about Confederate statues and iconography, betraying how unstable and contested the nation’s memory of the Civil War remains more than fifteen decades after the guns fell silent.

Simultaneously, recent historical scholarship has questioned if the war really ended when Lee inked the surrender documents in Wilmer McLean’s cramped parlor on April 9, 1865. Historian Gregory P. Downs reminds us in *After Appomattox: Military Occupation and the Ends of War* (2015) that the presence of blue-coated soldiers actually increased after the war in many areas throughout the former Confederate South. Work on veterans has powerfully suggested the myriad ways the war lived on—not only in soiled bed linens, sleepless nights, and halting limps—but also in anguished, “bloody shirt” waving and an ugly, white supremacist terrorism. In a provocative think piece, the historian William Pencak asks if we should discard the label “Civil War” altogether, wondering instead if the period is better understood as an era of “racial violence.” What is at stake in recent public and scholarly debates, then, is the meaning of the American Civil War and what it accomplished. As a nation, we have been loath to confront the gritty realities of the Civil War; the conflict has always been, as historian Edward Ayers and others have argued, an oddly “affirming” moment in our shared past. Recent events suggest some of the costs of our refusal to reckon with the Civil War; yet they may likewise suggest that a new, more inclusive memory of the war is emerging: one that rejects romanticism and is unafraid to ponder the war’s cause, conduct, and consequences.

Any historical event produces conflicting interpretations and diverse meanings. How do these interpretations and meanings compete with one another? When we study historical memory, then, we are studying (at least in part) how historical narratives are created, shaped, and manipulated. How do historical narratives take root? How do they achieve (and then sustain) cultural power? How do they lose power? (The Lost Cause narrative will afford us a telling case study). Historical memory studies reveal key insights not just about the event that is “remembered” (or “forgotten”), but about the culture doing the remembering.

In this seminar, you will produce an article-length, interpretive essay—rooted in your original, primary source research—that addresses some aspect of the Civil War and the way that it has “lived in the American imagination.” While you will have the opportunity to “pitch” your topic, you must seek my approval of the topic early in the semester. When selecting your topic, keep in mind that you will be expected to conduct some

significant research in primary sources. While a topic may be exciting and worthy of study, we must have sources available on-campus, on-line, or in the greater East Texas region for the paper to be viable. This should not be especially limiting, given the rich collections available in our own John W. Thomason Room (located on the fourth floor of Newton Gresham Library), our proximity to major manuscript collections at Texas A&M University and Rice University, and the mass of Civil War material now made available online through our newspaper databases, Archive.org, Google Books, and the Library of Congress.

In the first part of this course, we will read and discuss some key texts in a seminar style. Our focus will be on honing critical reading, writing, and discussion skills. In the first part of the course, short writing assignments will build toward your article-length essay. Upon completion of this course, you will have acquired a sophisticated understanding of the differences between history and memory; key theoretical texts in memory studies; the value of studying historical memory; and the trajectory of Civil War memory in the United States, from Appomattox through to the sesquicentennial.

REQUIREMENTS AND EXPECTATIONS

Attendance and Classroom Etiquette: Because of its seminar format, the attendance, preparation, and active participation of each student will be essential to the success of the course. As such, make every effort to attend class. Unexcused absences will negatively affect your participation grade. (Please note that missing one session is the equivalent to missing an entire week of a lecture course.) You are expected to arrive punctually and to stay for the entire session. Other arrangements must be made in advance with Dr. Jordan. As a matter of courtesy to your professor and classmates, the use of cellular devices will not be tolerated during class. Please switch your phones to a “silent” mode, and stow them away before class begins.

Preparation: It is not enough to let the readings wash over your eyes. Make sure that you are actively reading (highlighting, underlining, and recording reading notes), as well as compiling a short list of probing themes or questions you would like to see the seminar engage or discuss. Preparation will ensure that you are prepared to actively engage in our classroom discussions. While not every student is a natural classroom orator, it is expected that you will make regular contributions to our conversations. Our classroom will be a safe space for the exchange of ideas; students are encouraged to debate and disagree with one another—and me—in a respectful way. Personal attacks will not be tolerated; learn how to conduct a civil debate and to make arguments based on textual evidence. Bring copies of your readings to class each week.

ASSIGNMENTS

Short Paper #1: In an essay of at least five (but no more than seven) double-spaced pages, set in 12 pt. Times New Roman font, you will address the differences between history and memory. Drawing on the theoretical readings assigned for class, you will explain where “history” and “memory” converge—and where they diverge. Why is the study of historical memory useful? What does it reveal to us about the past? Is there an “ethics” of historical memory? Ideally, these insights will inform your final paper—and may even find articulation in the final product.

Prospectus: A prospectus is a preliminary statement about your research. It is more than a topic announcement, in that it must establish the significance of your research to the field, but at this point, it is less than a fully developed argument. In order to write a successful prospectus, **you must** undertake preliminary research in both primary and secondary sources. That research (and in turn your prospectus) should answer these key questions: Why is this paper necessary? What does it contribute to ongoing scholarly conversations? Is this paper filling a gap in the literature, challenging or rejecting another scholar’s argument, or confirming another historian’s findings with a case study? What about your research methods? Are they innovative? How will they shape the argument? What sources will permit you to address your central question? How will you frame the final paper, and define its scope? *Your prospectus should extend at least three pages in length, double-spaced, set in 12 pt. Times New Roman font.* Your prospectus must identify at least four books and/or articles that you will engage historiographically in your paper.

Short Paper #2: In a short essay of at least four (but no more than seven) double-spaced pages, set in 12 pt. Times New Roman font, you will connect one of the sources (or pools of sources) you will deploy in your paper to David W. Blight’s *Race and Reunion: The Civil War in American Memory* (2001). You may use your primary source(s) to challenge one of Blight’s arguments, to critique his thesis, to suggest a modification, or to confirm one of his insights. The idea here is to get you thinking historiographically; ideally, much of this essay will figure into the historiographical section or “literature review” in your final paper. While you are welcome to pull in other secondary works, the focus of the paper must be on wrestling with Blight’s argument.

Partial Draft of Final Paper: You will submit a partial draft of the final paper. The object here is for us to have a formal dialogue about your writing, methodology, and argument as it is developing. Critical feedback at this stage will allow you to polish the paper before submitting the final draft. I expect at least six double-spaced pages of your final essay at this point. At minimum, you should develop your thesis and introduce the structure of your paper in this draft.

Final Paper: Your final paper must be an article-length, interpretive essay (*no fewer than 16 pages, double-spaced, set in 12-pt. Times New Roman font*) that addresses a problem in Civil War memory. You may select any topic, but again, keep in mind that you must rely on a significant pool of original, primary sources. Below, I offer a few promising

areas for original work, but you should by no means feel limited to these suggestions. Each of these areas could produce six or seven distinct papers, and are provided to demonstrate the rich potential of this seminar:

- *Regimental Memory: Unit Histories as a Genre*—the John W. Thomason Room holds one of the largest collections of Union regimental histories on this side of the Mississippi. Union veterans penned these tomes in the late nineteenth and early twentieth centuries. But they have never been studied as a genre, nor systematically surveyed for what they tell us about how Union veterans made sense of the conflict and its cause, conduct, and consequences. How did regimental histories deal with slavery and race? How do they present the history of the war and its conduct?
- *The 125th Anniversary of the Civil War*—remarkably little has been written about this landmark anniversary in the shadow of Vietnam and Desert Storm, which entailed a flurry of both publishing and commemorative activity. The window from 1986-1990 also saw the release of the Ken Burns documentary and James McPherson's *Battle Cry of Freedom*. Newspapers, as well as records from the George H.W. Bush Presidential Library on the campus of Texas A&M University, may shed some light on these crucial years for Civil War memory.
- *The Civil War Centennial in Texas*—while there have been a few studies of the Civil War centennial, none have focused on Texas. Indeed, you will quickly discover that few studies of Civil War memory stray west of the Mississippi. This paper could rely on the Frank Vandiver Papers at Rice, the E.B. Long Collection at Texas A&M University, and the voluminous records of the Texas Civil War Centennial Commission at the Texas State Library and Archives in Austin. Records of the Texas State Historical Survey Committee contain much information related to the planning and execution of the Civil War centennial. Of special interest are submissions to a children's essay contest, which may make for an interesting paper.
- *Race and Reunion at Camp Ben McCulloch*—the John W. Thomason Room is fortunate to own a small manuscript collection (three boxes) related to the reunions of Confederate veterans at Camp Ben McCulloch. The paper might situate the camp in the larger history of Confederate veterans' reunions in Texas, and Civil War veterans' reunions more generally.
- *The Civil War in Textbooks*—how have depictions of the Civil War in school textbooks changed over time? While historians such as James McPherson have written about the efforts of the UDC and other kindred groups to police textbooks for the "true history" of the war, a larger survey has not been attempted.
- *Frank Vandiver and Civil War Memory*—Frank Vandiver was an historian of the Confederacy who wrote several popular histories in the mid-twentieth century. His papers are preserved at Rice University. A paper might explore his influence

on the historiography and popular memory; alternatively, students could similarly interrogate the life and career of Civil War historian E.B. Long, whose papers are located at Texas A & M University.

- *Pensions for Confederate Veterans in Texas*—at the Texas State Library and Archives in Austin, you’ll find Confederate Pension Applications, rosters from the Texas State Confederate Home (include a list of amputees), and journals of the states legislatures that enacted benefits legislation for Confederate veterans. What do the lives of these veterans, the legislative debates about the pensions, and the actual pensions themselves reveal about Civil War memory?
- *Huntsville, Texas, and Civil War Memory*—how did Huntsville engage with its Civil War past? What about the Confederate monument on the courthouse lawn? A community study of Civil War memory, relying on records from the Walker County Historical Commission, the Thomason Room, and newspaper sources, might reveal much about the levers of memory in a southern town.
- *Lyndon B. Johnson and the Memory of the Civil War and Reconstruction*—the thirty-sixth president presided over the end of the Civil War Centennial and the early years of the Reconstruction centennial (about which precious little has been written). Records from the LBJ Presidential Library in Austin may be useful to reconstructing how he engaged the Civil War as he fought the battles of the modern Civil Rights movement. Johnson’s paternal grandfather was a Texas cavalryman who fought at the battle of Mansfield during the Red River Campaign.
- A topic of your choice—you are free to select a topic of your choice (to work on the memory of a particular soldier, battle, campaign, or wartime event, for example—e.g. how did soldiers wrestle with the violence of the Overland Campaign, or why are there so few monuments on the battlefields of 1864?), but must have the express approval of Dr. Jordan. In this case, you will want to make use of the free website, Archivegrid.com, which offers information about the location and accessibility of manuscript collections.

Be sure to take advantage of the digital resources that are available to you through the Newton Gresham Library website. Project MUSE is a database that offers access to scholarly journals—including *Civil War History* and *The Journal of the Civil War Era*. We also subscribe to the Pro Quest “Dissertations and Theses” database, which affords a look at recent (as well as older) unpublished scholarship.

SOURCING MATTERS

While this is no way a comprehensive list, here are a few leads for primary sources:

Newspapers

- *Nineteenth Century U.S. Newspapers*—available on Newton Gresham Library website, excellent coverage of local/regional newspapers.
- *America's Historical Newspapers*—available on Newton Gresham Library website, principally captures newspapers printed in major American cities, with a special focus on Texas newspapers. This will be an especially useful source for those working on twentieth-century topics.
- *African-American Newspapers* and *African-American Periodicals*—both on the Newton Gresham Library website.
- The Thomason Room holds (in bound volumes) a run of *Confederate Veteran*, the official publication of the United Confederate Veterans. The paper began publication in 1893 in Nashville. A student could write a rich essay from the *Confederate Veteran*. E482 .C74.
- The Southern Historical Society Papers—in fifty-two volumes, these books, shelved in the Thomson Room, contain papers presented before the Southern Historical Society (a key organ of the Lost Cause). E 483.7. S76.
- *The National Tribune*, the most important Union veterans' periodical, is available from the Library of Congress Newspaper Division, fully searchable and digitized: <http://chroniclingamerica.loc.gov/lccn/sn82016187/issues/>

Major Digital Projects

- *Abraham Lincoln Papers*, Manuscript Division, Library of Congress: keyword searchable, digitized: <http://memory.loc.gov/ammem/alhtml/malhome.html>
- *The Life and Legacy of John Brown*, West Virginia University Library Archives: <http://www.wvculture.org/history/jbexhibit/jbprimarydocuments.html>
- *The Valley Project*, the University of Virginia: <http://valley.lib.virginia.edu>
- *Documenting the American South*, University of North Carolina at Chapel Hill: <http://docsouth.unc.edu/index.html/>
- For a helpful guide to Civil War era primary sources prepared by our history librarian: <http://www.shsulibraryguides.org/c.php?g=86723&p=559002>

All papers will be fully documented with Chicago style footnotes. You should also prepare a bibliography (though the bibliography will not contribute to the page length requirement). Invest in a style guide now, especially if you hope to go on to graduate level work in history. In the meantime, here are a few examples of Chicago style notes:

BOOK:

1. Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (New York: Harper & Row, 1988), 272.

ARTICLE:

2. Stephen Berry, "When Metal Meets Mettle: The Hard Realities of Civil War Soldiering," *North and South* 9, no. 4 (August 2016): 12-21.

CHAPTER IN A BOOK:

3. Thomas R. Kemp, "Community and War: The Civil War Experience of Two New Hampshire Towns," in Maris A. Vinovskis, ed., *Toward a Social History of the American Civil War: Exploratory Essays* (Cambridge: Cambridge University Press, 1990), 31-77.

DISSERTATION:

4. Jennifer L. Gross, "'Good Angels': Confederate Widowhood and the Reassurance of Patriarchy in the Postbellum South" (Ph.D. diss., Emory University, 2001), 19-20.

Sam Houston maintains a subscription to the Chicago Manual of Style online; consult it at: <https://ezproxy.shsu.edu/login?url=http://www.chicagomanualofstyle.org/home.html>.

GRADING SCHEME

Final grades for this course will be calculated in the following manner. **Please note that you must submit each written assignment in order to pass the course.**

Short Paper #1	10%	Prospectus for Final Paper	5%
Short Paper #2	10%	Partial Draft of Final Paper	10%
Final Paper	40%	Participation/Attendance	25%

Grades will be calculated on a point system, with a total of 1,000 points possible:

1,000-900 points	= A
800-899 points	= B
700-799 points	= C
600-699 points	= D
599 and below	= F

DUE DATES AT A GLANCE

Note: All work is due at the beginning of our class session on the given due date. Work received after that time will be considered “late.” Students must submit each written assignment in order to pass the course.

February 13	Short Paper #1 (History v. Memory)
March 6	Prospectus for Final Paper
March 27	Short Paper #2 (Connect Blight to a Primary Source)
April 10	Partial Draft of Final Paper
May 1	Final Paper

UNIVERSITY POLICIES:

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. A copy of the University policy is available on the Sam Houston State University website. If you need clarification about what constitutes plagiarism, do not hesitate to ask or see me during office hours.

Student Absences on Religious Holidays: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or

examinations are to be completed.

Students With Disabilities: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. **NOTE:** No accommodation can be made until you register with the Counseling Center.

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

REQUIRED READINGS

In addition to a number of journal articles and essays, the following books are required readings for the course; they have been made available for purchase at the Barnes & Noble in the Lowman Student Center:

- ⇒ Louis P. Masur, *The Civil War: A Concise History* (New York: Oxford University Press, 2011).
- ⇒ Robert Penn Warren, *The Legacy of the Civil War* (1961; Lincoln, Nebraska: reprint ed. with an introduction by Howard Jones, Bison Books, 1998).
- ⇒ Martha Hodes, *Mourning Lincoln* (New Haven: Yale University Press, 2015).
- ⇒ David W. Blight, *Race and Reunion: The Civil War in American Memory* (Cambridge: Harvard University Press, 2001).
- ⇒ Barbara A. Gannon, *The Won Cause: White and Black Comradeship in the Grand Army of the Republic* (Chapel Hill: University of North Carolina Press, 2011).
- ⇒ Gary W. Gallagher, *Causes Won, Lost, and Forgotten: How Hollywood and Popular Art Shape What We Know About the Civil War* (Chapel Hill: University of North Carolina Press, 2008).

COURSE SCHEDULE

January 23: Introduction to the Course and A Trip Through the Civil War

After a review of the syllabus, we will briskly recap the course and conduct of the Civil War. In addition to reviewing the course syllabus carefully, read: Louis Masur, *The Civil War: A Concise History*; Jill Lepore, “How to Write a Paper for This Course,” handout from a Harvard University history course (BlackBoard).

January 30: The Contours of the Civil War

Read: Robert Penn Warren, *The Legacy of The Civil War* (entire); Edward L. Ayers, “Worrying About the Civil War,” in Edward L. Ayers, *What Caused the Civil War? Reflections on the South and Southern History*; William Pencak, “The American Civil War Did Not Take Place—With Apologies to Baudrillard,” *Rethinking History* 6 (2002): 217-221; Drew Gilpin Faust, “‘We Should Grow Too Fond’: Why We Love the Civil War,” *Civil War History* 50, no. 4 (2004): 368-383; Yael Sternhell, “Revisionism Reinvented? The Antiwar Turn in Civil War Scholarship,” *Journal of the Civil War Era* 3, no. 2 (June 2013): 239-256.

February 6: History and Memory

Read: Samuel Wineburg, “Historical Thinking and Other Unnatural Acts,” *The Phi Delta Kappan* 92, no. 4 (December 2010/January 2011), 81-94; E.H. Carr, “The Historian and His Facts,” in E.H. Carr, *What is History?* (New York: Vintage, 1967), 3-35; James West Davidson and Mark Hamilton Lytle, “The Strange Death of Silas Deane,” in Davidson and Lytle, *After the Fact: The Art of Historical Detection* (New York: McGraw-Hill, Inc., 1992); Alon Confino, “Collective Memory and Cultural History: Problems of Method,” *American Historical Review* 102 (1997): 1386-1403; David Blight, “The Memory Boom: Why and Why Now?” in Pascal Boyer and James Wertsch, *Memory in Mind and Culture* (BlackBoard); David Thelen, “Memory and American History,” *Journal of American History* 75 (March 1989): 1117-29.

February 13: The World the War Made—Reckoning, Mourning, and Surviving

Read: Drew Gilpin Faust, “Battle over the Bodies: Burying and Reburying the Civil War Dead, 1865-1871,” in Gallagher and Waugh, eds., *Wars within a War: Controversy and Conflict Over the American Civil War* (Chapel Hill: University of North Carolina Press, 2009), 184-201; Brian Jordan, “‘Our Work Is Not Yet Finished’: Union Veterans and Their Unending Civil War, 1865-1872,” *Journal of the Civil War Era* 5, no. 4 (December 2015): 484-503; Brian Jordan, “The Hour That Lasted Fifty Years,” in Andrew Lang and Andrew Bledsoe, eds., *Upon the Fields of Battle: Essays on the Military History of America’s Civil War* (Baton Rouge: Louisiana State University Press, 2018).

****SHORT PAPER # 1 DUE AT THE BEGINNING OF CLASS****

February 20: Mourning Lincoln

Read: Martha Hodes, *Mourning Lincoln* (entire).

February 27: Reconstruction and Civil War Memory

Read: Blight, *Race and Reunion*, 1-210.

March 6: Race and Reunion

Read: Blight, *Race and Reunion*, 211-397; Nina Silber, "Reunion and Reconciliation, Reviewed and Reconsidered," *Journal of American History* 103, no. 1 (June 2016): 59-83.

****PROSPECTUS FOR FINAL PAPER DUE AT THE BEGINNING OF CLASS****

March 13: Spring Recess—NO CLASS

March 20: African-American Memories

Read: Gannon, *The Won Cause* (entire).

****SPECIAL GUEST—BARBARA GANNON****

March 27: The Civil War Goes to the Movies

Read: Gallagher, *Causes Won, Lost, and Forgotten* (entire).

****SHORT PAPER # 2 DUE AT THE BEGINNING OF CLASS****

April 3: Sites of Memory and the Twentieth Century

Read: Reiko Hillyer, "Relics of Reconciliation: The Confederate Museum and Civil War Memory in the New South," *The Public Historian* 33, no. 4 (November 2011): 35-62; James Weeks, "A Different View of Gettysburg," *Civil War History* 50, no. 2 (2004): 175-191; Adam Domby, "Captives of Memory," *Civil War History* 63, no. 3 (September 2017): 253-294; David Blight, "A Formula for Enjoying the War," in *American Oracle: The Civil War in the Civil Rights Era* (Cambridge: Harvard University Press, 2011), 81-127; Scott Sandage, "A Marble House Divided: The Lincoln Memorial, the Civil Rights Movement, and the Politics of Memory, 1939-1963," *Journal of American History* 80, no. 1 (June 1993): 135-167.

April 10: The Lost Cause in Retreat? The Sesquicentennial and Beyond

Read: Thomas J. Brown, “The Desertion of the Lost Cause Tradition,” in Thomas J. Brown, ed., *Remixing the Civil War*; Mitch Landrieu, “Speech on the Removal of Confederate Monuments in New Orleans,” *The Atlantic*, May 18, 2015; “Afterlife,” in Robert J. Cook, *Civil War Memories: Contesting the Past in the United States since 1865* (Baltimore: Johns Hopkins University Press, 2017), 180-205.

****PARTIAL DRAFT OF FINAL PAPER DUE AT THE BEGINNING OF CLASS****

April 17: Research Week—NO CLASS—Individual Consultation Appointments

April 24: Presentations of Final Papers

May 1: Presentations of Final Papers

****FINAL PAPER DUE AT THE BEGINNING OF CLASS****

Future years will never know the seething hell and the black infernal background of countless minor scenes and interiors, (not the official surface courteousness of the Generals, not the few great battles) of the Secession war; and it is best they should not—the real war will never get in the books.

Walt Whitman, *Specimen Days*