MVCC/History 201

*Lost Cause* Project

Instructor: Fulton

**\**Assignment introduction***: The Civil War’s ending in 1865 exploded a debate over its beginning, at work since the war’s inception. Monuments, symbols, speeches, and cultural iconography of the former Confederacy and to its legacy have come to reflect a distinct cultural interpretation of the reasons for war, the process by which it was fought, and the centrality of race and slavery. This distinct interpretation has come to be known as the “Lost Cause” or “Glorious Cause”

**\**Relevant Course End Competencies***: These are the overarching themes the assignment will address, from the syllabus.

* 1. Understand the significance of the War of Independence and the American Revolution, both on the historical development of North America and on the larger world.
  2. Be aware of the major significance of the American Civil War on the Political, Economic, Military and Social history of the United States.

**\**Assignment****: Choose 1 monument directly related to an aspect of the former Confederacy, its soldiers or political leaders.* Research its creation and eventual display, how it was received initially, and how it fits into the cultural milieu of the lost cause.

\*\*Note: the Lost Cause is a Concept that directly relates to the former Confederacy, choosing a Union related monument or figure is not allowed for the project.

**Produce a 5 page typed paper (**\*80 points) in which you address the following;

1. The monument you selected.

2. its creation and reception.

3. Define the lost cause and the monument’s connections to it.

**Present the results of your research to the class in a discussion forum (**20 points) in which you:

1. show us images of the monument. (5 points possible)

2. explain its creation and connections to the lost cause. (10 points possible)

3. engage in a conversation with your classmates over the particulars of the lost cause. (5 points possible)

***\*Particulars/Structure***: The essay is a major writing form, popular in many subject fields—and combined with source analysis, makes this a writing form undertaken by many historians.

\*The review must be typed, double spaced, 1 inch margins, and follow a word processing font.

\*It must be a minimum of 4 pages, and no longer than 5 (the works cited page doesn’t count in that calculation).

\*It must be typed in essay format, and avoid 1st person wherever possible.

***\*Sources***: As comparing and contrasting sources in historical works is a central analytical tool—using good sources when creating the work will be essential.

\*A minimum of 5 sources must be used in creating the work. Each must be cited in the text of your paper at least once (failure to do so constitutes plagiarism).

\*Your sources must be: at least 1 book, 1 journal article, 1 primary source. All sources must be an approved academic nature (see source handout for examples of academic sources), and you cannot use your textbook.

\*Advice on sources: you need at least 5, and the last 2 can be any combination of academic books, journal articles or primary sources.

\*\*\*Remember\*\*\*--Academic sources means no web sources like civilwar.org or Wikipedia. If you use those—the paper earns at best a D. If you’re unsure of what to do—let me know. I’m happy to help.

\****Citations:*** All citations in the works cited page or in text must follow MLA, or Chicago/Turabian Citation Style. What does that mean? *All sources must be cited a minimum of once within the text, and the citation must occur directly after the sentence in which it is used. Failure to do so constitutes plagiarism, and will result in a minimum of a failing grade on the assignment.* A works cited page is also required.

\****Grading (Paper and Discussion Forum): 100 points.***

***A, 90-100.*** The essay provides a clear and detailed summary of the *monument*, and answers each question posed in the assignment sheet in detail. Good academic sources are used, paper is well cited, and there are few grammatical issues. DB posts effectively answers questions.

***B, 80-89.*** The essay provides an overview of the *monument*, albeit somewhat broadly. The essay addresses each question posed in the assignment sheet, but in a somewhat broad, or disorganized manner. Good academic sources are used, paper is well cited, and there are few grammatical issues. Forum answers questions, but broadly or with difficulties with effectiveness.

***C, 70-79.*** The essay provides an overview of the *monument*, but in a rather broad manner. The essay addresses each question posed in the assignment sheet, but in a broad or disorganized manner. Good academic sources are used, paper is well cited, grammatical issues are present. Forum answers some questions, but effectiveness varies.

***D, 60-69.*** The essay provides an overview of the *monument*, but in a broad or disorganized manner. Some, but not all question from the assignment sheet are addressed—responses are broad or disorganized. Not all sources may be academic in nature, paper is well cited, but significant grammatical issues may be present. Forum occurs, but answers are broad or extremely disorganized.

***F, 0-59.*** The essay may or may not provide an overview of the *monument*, it may be significantly broad or disorganized. Some, but not all questions from the assignment sheet are addressed—responses are broad or disorganized. Not all sources may be academic in nature, paper may be plagiarized, and significant grammatical issues may be present. DB Forum may or may not occur—if it does, is too broad, factually inaccurate, or plagiarized.