

U.S. Reconstruction – New Perspectives on Race and Geography

Dr. Adam I. Arenson Email (best): aiarenson@utep.edu Fall 2010
Office Hours: LART 325: Mon 9:30-12:00 Phone: 747-6277
Time and Location of meetings to be determined – mostly on Thursday nights, 9:00pm Mountain Time, via Elluminate.

Course Description and Objectives

This seminar introduces the key questions in the study of U.S. Reconstruction. By highlighting innovative studies focused on race and geography—asking new questions and investigating new sources and populations—this course will allow students to understand cultural, political, economic, legal and social perspectives on the era of U.S. Reconstruction.

Explanation of Participant Requirements

Each week, students should come to class prepared to discuss the readings. They should also write a 1-2 page reaction to some aspect of the book read – its argument, sources, place in the historiography, or other important aspect. These journal entries are to be submitted online, the night before class, only to the professor. (Class Participation and Weekly Journals = 35% of final grade)

Once during the semester, students will use the course reading as the basis of a 5-page historiographic paper, using the week's reading as a basis for an extended essay on the week's themes. This paper will require some outside reading, including book reviews and related articles that cite the work we read. Students will choose a date for this paper, sometime before the Drop Day. (Short Paper = 25%)

For a final assignment, students should select the one cumulative-assignment option below most appropriate for their program of study. Presentation of drafts is encouraged. (Final Assignment = 40%):

Historiographic Essay: Students can write an essay of 10-20 pages exploring some aspect in the history of Reconstruction. For this essay, students will need to read at least two books and/or five articles beyond those assigned in class.

Research Project Prospectus: Students can write a prospectus of 5-10 pages plus bibliography for an original research project (article- or dissertation-length) on a Reconstruction subject, discussing topic, research questions, primary sources, and scholarly context, including the relevant works from this course. It should include a preliminary argument, outline, and discussions of genre and methodological choices. Prospectus should also include a timeline for the work proposed, potential funding sources, and potential presentation and publication venues. ***Students will not complete this research in this course, but I will be happy to work with them in future semesters toward its completion, if the student desires. It can also simply be a useful research-proposal exercise.***

Course Policies

- Please arrive on time. If you foresee chronic lateness, contact me immediately.
- Students with special needs should contact me within the first two weeks of class.
- It is official UTEP policy that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Any student who commits an act of scholastic dishonesty is subject to discipline. Full policy: <http://academics.utep.edu/Default.aspx?tabid=23785>
- Please treat all the opinions and views expressed here with respect.

Course Schedule

Week One (Aug 26) Introductions: Reconstruction History as Revised

What is Reconstruction? • When is Reconstruction? • Where is Reconstruction? • Redeemer, revisionist, and postrevisionist Reconstruction scholarship

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

*William Edward Burghardt (W.E.B.) DuBois, "The Propaganda of History," in *Black Reconstruction: An Essay toward a History of the Part Which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860-1880* (New York: Harcourt Brace and Co., 1935); <http://www.nathanieltturner.com/propagandaofhistorydubois.htm>

Week Two (Sept 2) Reconstruction Today

What is Reconstruction *now*? • When is Reconstruction *now*? • Where is Reconstruction *now*? • How should these differences shape our understanding of earlier works?

Thomas J. Brown, ed., *Reconstructions: New Perspectives on the Postbellum United States* (New York: Oxford University Press, 2006).

*Elliott West, "Reconstructing Race," *Western Historical Quarterly* 34.1 (Spring 2003), pp. 7-26. (History Cooperative)

Week Three (Sept) The Origins of Reconstruction

Changing the Chronology of Reconstruction • The Army's Role • Missionaries, Religion, and Reconstruction • Land Reform and Reconstruction

Willie Lee Nichols Rose, *Rehearsal for Reconstruction: The Port Royal Experiment* (Indianapolis: Bobbs-Merrill, 1964; 1999 University of Georgia Press reprint). **any edition**

Week Four (Sept 16) Unionists within the Confederacy

Confederate Nationalism and Southern Unionism • Race and Gender in War • Probing the Breaking Point • The Divided Geography of the South • Redefining White Southernhood

Victoria E. Bynum, *The Long Shadow of the Civil War: Southern Dissent and its Legacies* (Chapel Hill: University of North Carolina Press, 2010).

Week Five (Sept) Postwar Violence and Nationalist Values

Whose Nation? • Exiles, Nomads, Immigrants • The Political Nature of Violence • Diasporic Imaginations • Transnational Reconstruction?

Mitchell Snay, *Fenians, Freedmen, and Southern Whites: Race and Nationality in the Era of Reconstruction* (Baton Rouge: Louisiana State University Press, 2007).

Week Six (Sept) Johnson's Impeachment

Personalities and National History • Why Impeached and not Removed? • Radicals, Moderates and Conservatives Redefined • Judging "Popular History" Accounts

David O. Stewart, *Impeached: The Trial of President Andrew Johnson and the Fight for Lincoln's Legacy* (New York: Simon and Schuster, 2009).

Week Seven (Oct 7) Veterans Black and White, North and South

The Veterans' War and its Aftereffects • Creating the Veterans' Administration(s) • Race, Class, Education, and Expectations • Citizenship and Service

Donald Robert Shaffer, *After the Glory: The Struggles of Black Civil War Veterans* (Lawrence: University Press of Kansas, 2004).

*Jeffrey W. McClurken, *Take Care of the Living: Reconstructing Confederate Veteran Families in Virginia* (University of Virginia Press, 2009), selections. (Blackboard)

Week Eight (Oct) African Americans in Congress

Black Votes and the 15th Amendment • Preconditions for Black Legislators • Harbingers of African American Success • Harbingers of Failure for African Americans

Philip Dray, *Capitol Men: The Epic Story of Reconstruction Through the Lives of the First Black Congressmen* (Boston: Houghton Mifflin Harcourt, 2010).

Week Nine (Oct) Reconstruction in the West

The Creation of American Regions • Uniting South and West • Reconstruction's Borders • The Army's Role in American History • Uniting American Indian and African American History

Karl Jacoby, *Shadows at Dawn: An Apache Massacre and the Violence of History* (New York: Penguin, 2008).

Week Ten (Oct) Labor and Race Redux in the South

The Weaknesses of the 13th Amendment • Chinese Question • Agricultural and Industrial Labor Histories • Who Will Work in the South? • Globalization Racism and Racial Exclusion

Moon-Ho Jung, *Coolies and Cane: Race, Labor, and Sugar in the Age of Emancipation* (Baltimore: Johns Hopkins University Press, 2006).

*Grace Peña Delgado, “At Exclusion’s Southern Gate: Changing Categories of Race and Class Among Chinese *Fronterizos*, 1882-1904,” from *Continental Crossroads: Remapping U.S.-Mexico Borderlands History* Samuel Truett and Elliott Young, eds. (Durham: Duke University Press, 2004), pp. 183-207. (Blackboard)

Week Eleven (Nov 4) The Common Hands of Reconstruction

Reconstruction from the Bottom Up? • Tracing Local, State, and Regional Reconstructions • Expanding Politics • Finding Forgotten Political Actors

Stephen Hahn, *A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration* (Cambridge, Mass.: Belknap Press of Harvard University Press, 2003).

Week Twelve (Nov 11) Black Reconstruction in the North

Where was Reconstruction? • The Politics of Migration • Race and Labor in the North • Harbingers of Reconstruction’s Failure • Social History of Reconstruction

Leslie A. Schwalm, *Emancipation's Diaspora: Race and Reconstruction in the Upper Midwest* (Chapel Hill: University of North Carolina Press, 2009).

Week Thirteen (Nov 18) Personal Stories of Injustice

Legal Cases and Personal History • Memory, Justice, and Race • Texas’s Reconstruction Interracial Relations and the Personal in History

Dale Baum, *Counterfeit Justice: The Judicial Odyssey of Texas Freedwoman Azeline Hearne* (Baton Rouge: Louisiana State University Press, 2009.)

Week Fourteen (Nov) Retreat(s) from Reconstruction

How and Why Does Reconstruction End? • White Politics and the Meaning of Equality • Alternative Endings

William Gillette, *Retreat from Reconstruction, 1869-1879* (Baton Rouge: Louisiana State University Press, 1979).

*Adam Arenson, “The Capital Failures of Reconstruction,” *The Great Heart of the Republic: St. Louis and the Cultural Civil War* (Cambridge, Mass.: Harvard University Press, 2011), Chapter 9. (Blackboard)

Week Fifteen (Dec 2)**The Memory and Legacies of Reconstruction**

Winning the Peace • History, Victors, and the Bend of the Arc • Propaganda, Politics, and Messengers • The Politics of All Memory •

Bruce E. Baker, *What Reconstruction Meant: Historical Memory in the American South*. (Charlottesville: University of Virginia Press, 2007).

*David W. Blight, “‘For Something beyond the Battlefield’: Frederick Douglass and the Struggle for the Memory of the Civil War,” *The Journal of American History* Vol. 75, No. 4 (March 1989), pp. 1156-1178. (JSTOR)

Final Papers are due Thursday, December 9.