

HIST 3753 Civil War, Reconstruction, and Slavery

Dr. Adam Arenson

Office: Miguel 414

MR at 9:30-10:45pm

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*** READ THIS SYLLABUS CAREFULLY.**

*** THE INSTRUCTOR RESERVES THE RIGHT TO ALTER THIS SYLLABUS IF NECESSARY.**

Course Description in the Catalog

This course explores the role of the Civil War, Reconstruction, and Emancipation as a catalyst for a massive transformation in America's political economy and social organization. Enslaved people, abolitionists, freedpeople, Northerners, Southerners, politicians, workers, women, and intellectuals debated the advent of war, the strategic decisions made throughout its development, and the form of post-war Reconstruction. They later advanced social and political movements that were imbued with the war's legacy. This course will conclude by considering how diverse groups of Americans—both historians and citizens—have posited dramatically different interpretations of the war and its significance, often using war memorialization to advance social and political claims. **Attributes: AHC, AMST, APPI, ASHS, HIAH.**

Learning Objectives

At the completion of this course, students will show improvement in:

- Effective communication - oral and written, including:
 - Analyzing, evaluating, and synthesizing information and arguments and making sound judgments about their use and application.
 - Locating relevant information in printed and electronic form and credit it properly.
- Critical thinking
- Global awareness - Understand and appreciate cultural diversity through the study of a variety of social and global cultures and issues.
- Demonstration of a fundamental knowledge of historical causality and key events
- Ability to locate and integrate information from primary and secondary sources

Statement on Technology in the Classroom

Our world is being transformed by a digital revolution, and computers and smartphones offer unprecedented power for research, connectivity, and connection. However, they also offer far too many distractions. In line with the latest education research (see for example <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368> and <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>), laptops and/or other digital equipment may not be used in this class unless you have made special arrangements with the professor.

While we may, as a class, utilize our devices in some sessions, **in general all phones, laptops, etc. must be placed inside backpacks and out of view during class.** When we go on site visits, photography and even audio and video recording, where permitted, will be encouraged—but each student must still keep their technology use focused on the class.

Books to Purchase:

- Eric Foner and Joshua Brown, *Forever Free: The Story of Emancipation and Reconstruction* (New York: Random House-Vintage, 2006). Paperback ISBN: 0375702741
- William Gienapp, ed., *Civil War and Reconstruction: A Documentary Collection* (New York: W. W.

Norton, 2001.) Paperback ISBN: 039397555X

- James McPherson and James Hogue, *Ordeal by Fire: The Civil War and Reconstruction* 4th ed. (New York: McGraw-Hill, 2009). Paperback ISBN: 0073385557 – rent this book or pay less than \$60 for it – be sure it is this edition.

- Virginia Scharff, ed. *Empire and Liberty: The Civil War and the West* (Oakland, California : University of California Press, 2015). – Either edition. Paperback ISBN: 9780520281264

Always bring to class the texts to be discussed that day.

Assignments

All assignments should be turned in online, at the course Moodle site, on the date and at the time due. Late is better than never, but there will be a penalty, a full letter grade per week. If you find you need more time to complete the work, consult with the instructor **before** the assignment is due to avoid more points off.

Participation

90 points

Each class session, students should come to class prepared to discuss the readings, having thought about the course methods described above. Individual participation in class discussion will constitute this score. Absences subtract from this score.

Short Analysis Papers

25 opportunities to earn 160 points

Once a week Almost every class session, students will be required to write a short analysis on the reading due that day. This assignment is due **at least twelve hours before class**. Quickly identify what detail caught your eye, and then explain its significance—to the reading/experience you had, and to the larger goals of our course. Then identify what argument you could make from it, and then what remains unknown or contradictory about that detail or your reaction to it, suggesting a remaining tension, avenues for further investigation, and perhaps a paper topic. This will run 300-500 words. Your top twenty scores will count. They each will be graded on a 8-point scale, and comments from the rubric will be provided. Late papers will be not be accepted.

Three Short Papers

a total of 450 points

You will submit papers of at least 1,100 words based on primary sources; sources preapproved by me.

For February 20, you will write a paper based on a pre-war newspaper article

For April 3, you will write a paper based on a visual primary source

For May 1, you will write a paper based on a Reconstruction source

Final Paper

200 points

You will submit papers of at least 3,000 words. I intend this paper to be a revision and extension of an earlier paper that we choose together, with the addition of a historiographic section based on three mutually-agreed-upon secondary sources.

TOTAL

1000 points

A 940-1000

A- 900-939

B+ 880-899

B 840-879

B- 800-839

C+ 780-799

C 740-779

C- 700-739

D+ 680-699

D 640-679

F Below 640

Tardiness and Missing Classes

College policy dictates that **all** students attend **all** scheduled classes. Any absences will hurt your participation grade. Please show respect to your peers and to our learning environment by arriving to class on time and remaining engaged for the entire scheduled time. Lateness and leaving the classroom before the end of class (even if you return) will be considered absences. If you miss four classes, you will be reported to the Dean's office.

Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline

All typewritten assignments will be submitted to Turnitin, an international plagiarism-detection database, via your Moodle submission. Students who engage in academic dishonesty will be subject to disciplinary action as stated in the College's Academic Integrity policy: [https://manhattan.edu/community-standards-and-student-code-conduct#32.Academic Integrity](https://manhattan.edu/community-standards-and-student-code-conduct#32.Academic%20Integrity)

You must cite, reference, or quote information obtained from other sources so you give credit where credit is due. Do NOT copy any material regardless of where you obtained it into your own work. Do NOT submit work under your name if you did not complete it entirely yourself. In accordance with College policy, we will report instances of plagiarism and dishonesty to the Dean's office.

If you have questions about understanding and preventing plagiarism, please contact your instructor or the Manhattan College Writing Center <http://www.manhattan.edu/services/writing-center/>

Title IX and Non-Discrimination Notice

Manhattan College is committed to ensuring equal access to its educational programs and employment opportunities without regard to sex, gender, race, color, national origin, religion, age, disability, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, or ex-offender status.

The College will not tolerate harassing, violent, intimidating or discriminatory conduct by its students, employees or any other member of or visitor to the College community, which includes, without limitation, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

The College encourages individuals to report all gender-based misconduct immediately to the Title IX coordinator, one of the deputy coordinators or another College staff member. The College will fully and promptly investigate all allegations of gender-based misconduct and will impose disciplinary measures, or take similar actions, as may be appropriate. Title IX and the College strictly prohibits retaliation.

Accessibility:

Manhattan College seeks to provide reasonable accommodations for all qualified individuals with disabilities, including learning disabilities. This College will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student's responsibility to register with Specialized Resource Center in Miguel 301B <http://manhattan.edu/academics/specialized-resource-center> within the first two weeks of classes, and inform the faculty member to arrange for appropriate accommodations.

Written Assignments:

- Your papers should have your name, student number, and titles that reflect their arguments.
- **They must be turned in as attachments on Moodle.**
- Historians prefer Chicago Style footnotes; for a guide, see http://www.chicagomanualofstyle.org/tools_citationguide.html
- Individual paper instructions will be posted on Moodle.

Schedule of Meetings

Week 1	Jan. 19	Introductions What about the Civil War and Reconstruction matter to you? Discussion of Course Assignments How to Succeed in this Class
Week 2	Jan. 23	The Centrality of Civil War and Reconstruction McPherson and Hogue, Introduction Scharff, ed., Introduction
	Jan. 26	The Young Republic Modernizes McPherson and Hogue, Chapter 1 Scharff, ed., Chapter 1: "The Price of Slavery across Empire: Family, Community, and Loss in Texas," by Brenda E. Stevenson
Week 3	Jan. 30	The Old South and Proslavery Ideology McPherson and Hogue, Chapter 2 Foner and Brown, Chapter 1 and Visual Essay Gienapp, ed., pp. 9-23
	Feb. 2	Yankee Society and the Uneasy Place of Abolition McPherson and Hogue, Chapter 3 Gienapp, ed., pp. 3-9 and 23-25
Week 4	Feb. 6	The American 1848: War with Mexico and the Hope for Compromise McPherson and Hogue, Chapter 4 Gienapp, ed., pp. 27-33 Scharff, ed., Chapter 2: "The Frémonts: Agents of Empire, Legends of Liberty," by John Mack Faragher THIS WEEK: Come to Office Hours for Paper #1
	Feb. 9	Nativism and the Republican Origins McPherson and Hogue, Chapters 5-6 Gienapp, ed., pp. 33-37 Abraham Lincoln, selected writings (on Moodle)

Week 5	Feb. 13	Bleeding Kansas McPherson and Hogue, Chapter 6 give page numbers Gienapp, ed., pp. 37-41 Scharff, ed., Chapter 3: “Beecher’s Bibles and Broadwords: Paving the Way for the Civil War in the West, 1854–1859,” by Jonathan Earle
	Feb. 16	<i>Dred Scott</i> and the New Birth of Slavery McPherson and Hogue, Chapter 7 Gienapp, ed., pp. 41-52 Abraham Lincoln on the <i>Dred Scott</i> decision (Moodle)
Week 6	Feb. 20	John Brown and the Election of 1860 McPherson and Hogue, Chapter 8 Gienapp, ed., pp. 52-55 DUE: Paper #1
	Feb. 23	The Secession Crisis McPherson and Hogue, Chapter 9 Gienapp, ed., pp. 57-62
Week 7	Feb. 27	How Secession Became War McPherson and Hogue, Chapters 10 and 11 Gienapp, ed., pp. 65-79
	Mar. 2	Fighting the War McPherson and Hogue, Chapters 12 and 13 Gienapp, ed., pp. 80-81, 83-87, 235-240 Scharff, ed., Chapter 4: “Liberty, Empire, and Civil War in the American West” by Durwood Ball
Week 8	Mar. 6	Early Fighting and The International Context McPherson and Hogue, Chapters 14 and 15 Gienapp, ed., pp. 81-82, 94-104, 143-146 Scharff, ed., Chapters 5 and 6: “When the Stars Fell from the Sky: The Cherokee Nation and Autonomy in the Civil War” by Kent Blansett and “On the Edge of Empires, Republics, and Identities: De la Guerra’s Sword of the War and the California Native Cavalry” by Daniel Lynch

Week 8 (cont.)	Mar. 9	Why Free the Slaves? McPherson and Hogue, Chapters 16, 17 Foner and Brown, Chapter 2 and Visual Essay Gienapp, ed., pp. 166-168, 180-188, 219-225, 242-246 DUE FRIDAY: Mid-Course Evaluation
Week 9	Mar. 11-19	SPRING BREAK
Week 10	Mar. 20	Visit – Civil War and Reconstruction Art in Metropolitan Museum of Art and NYC Monuments THIS WEEK: Come to Office Hours for Paper #2
	Mar. 23	A Year of Change: 1863 McPherson and Hogue, Chapters 18, 19, 20 Gienapp, ed., pp. 148-163, 179-187
Week 11	Mar. 27	Home Fronts and Freedom McPherson and Hogue, Chapters 21, 22 Gienapp, ed., pp. 189-204, 214-216
	Mar. 30	1864: A Brutal War McPherson and Hogue, Chapters 23, 24 Gienapp, ed., pp. 249-256, 261-272, 282-288, 293-298
Week 12	Apr. 3	Surrender, Assassination, and the New Birth of Freedom McPherson and Hogue, Chapter 25 Gienapp, ed., pp. 298-310, 314 DUE: Paper #2
	Apr. 6	Understanding Reconstruction McPherson and Hogue, Chapters 26, 27 Foner and Brown, Chapter 3 and Visual Essay Gienapp, ed., pp. 317-319, 323-331
Week 13	Apr. 10	Impeachment: Andrew Johnson and the Radicals McPherson and Hogue, Chapter 28 Foner and Brown, Chapter 4 Gienapp, ed., pp. 333-342, 351-360

	Apr. 13	Black Reconstruction and Civil Rights McPherson and Hogue, Chapter 29 Foner and Brown, Chapter 5 and Visual Essay Gienapp, ed., pp. 360-369, 371-372, 377-384, 389-391
Week 14	Apr. 17	EASTER MONDAY – No Classes. NOTE: April 18 is the final day to withdraw from class.
	Apr. 20	Racism, Corruption, and Southern “Redemption” McPherson and Hogue, Chapter 30 Foner and Brown, Chapter 6 and Visual Essay Gienapp, ed., pp. 369-371, 372-375, 393-402, 406-411 Scharff, ed., Chapter 7: “John Gast’s American Progress: Using Manifest Destiny to Forget the Civil War and Reconstruction” by Adam Arenson THIS WEEK: Come to Office Hours for Paper #3
Week 15	Apr. 24	Reconstruction’s Victories McPherson and Hogue, Chapter 31 Scharff, ed., Chapter 8: “Empire and Liberty in the Middle of Nowhere” by Virginia Scharff
	Apr. 27	How and Why did Reconstruction End? McPherson and Hogue, Chapter 32 Foner and Brown, Chapter 7 and Visual Essay Gienapp, ed., pp. 413-417 Scharff, ed., Chapter 9: “The Not-So-Free Labor in the American Southwest” by Maria E. Montoya
Week 16	May 1	Commemorating the War and Forgetting Reconstruction David Blight, “African Americans and the Legacy of the War” (Moodle) Scharff, ed., Chapter 10: “After Antietam: Memory and Memorabilia in the Far West” by William Deverell DUE: Paper #3
	Wed. May 3	Race and Reunion: The Civil War in American Memory McPherson and Hogue, Chapter 33 Foner and Brown, Epilogue Scharff, ed., Chapter 11: “You Brought History Alive for Us”: Reflections on the Lives of Nineteenth-Century Diné Women” by Jennifer Denetdale THIS WEEK: Come to Office Hours for Final Paper
Week 17	Fri. May 12	FINAL EXAM TIME, 11am-1pm DUE: Final Paper

Grading Rubric for Writing Assignments				
Argument, Content & Development 50%	Poor - Argument is missing or unclear. - Content is incomplete. - Major points are not clear and /or persuasive. - Specific examples are not used. - Suggested questions are not used to structure assignment.	Fair - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Responses are inadequate or do not address assignment. - Specific examples do not support arguments and/or are not related to arguments.	Good - Content is accurate. - Argument is persuasive. - Major points are stated. - Responses are adequate and address assignment. - Content and purpose of the writing are clear. - Specific examples are used to support arguments.	Excellent - Content is comprehensive and accurate. - Argument is persuasive. - Major points are stated clearly and are well supported. - Responses are excellent, addressing the assignment and larger course concepts. - Content and purpose of the writing are clear. - Specific examples are used to support arguments.
Organization & Structure 20%	Poor - Organization and structure detract from the message of the writer. - Paragraphs are disjointed and lack transition of thoughts.	Fair - Structure of the paper is not easy to follow. - Paragraph transitions are awkward and need improvement. - Conclusion is missing, or if provided, does not flow from the body of the paper.	Good - Structure is mostly clear and easy to follow. - Paragraph transitions work. - Conclusion is logical.	Excellent - Structure of the paper is clear and easy to follow. - Paragraph transitions are logical and maintain the flow of thought throughout the paper. - Conclusion is logical and flows from the body of the paper.
Grammar, Punctuation & Spelling 15%	Poor - Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone.	Fair - Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone.	Good - Rules of grammar, usage, and punctuation are followed with minor errors. - Spelling is correct.	Excellent - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure.
Citations 10%	Poor - Citations are not used at all.	Fair - Citations are used for some but not other instances.	Good - Citations are used for primary sources, but not to other readings.	Excellent - Citations are used for all instances, both to primary source and other readings as needed.
Format 5%	Poor - Paper lacks many elements of correct formatting. - Paper is inadequate/excessive in length.	Fair - Paper follows most guidelines. - Paper is over/ under word length.	Good - Paper follows designated guidelines. - Paper is the appropriate length as described for the assignment. - Format is good.	Excellent - Paper follows all designated guidelines. - Paper is the appropriate length as described for the assignment. - Format enhances readability of paper.