

UNIVERSITY OF CONNECTICUT
Fall Semester 2017
History 3510
THE CIVIL WAR ERA
(Honors course)
Thursdays 2.00pm-4.30pm: Wood Hall 4A

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COURSE DESCRIPTION

This course traces the origins, events, and outcomes of the American Civil War, the single most serious crisis to face the United States since its founding in the American Revolution. Using contemporary documents and recent historical writings we'll explore the creation and eventual defeat of the Confederacy and the abolition of slavery; examine why the war lasted as long as it did; consider in some depth the social, moral, and psychological effects of the war on Americans of all kinds; and discuss the ways in which the war altered the course of American history.

HuskyCT

This course has an on-line site in HuskyCT. It will include:

This syllabus; links to some readings, to timelines, and other supplementary material; weekly discussion threads; any lecture handouts and PowerPoint presentations, which will be added after they've been presented in class; announcements and details of assignments, to be added from time to time

Check the HuskyCT site regularly. *But if you are e-mailing me, please use my regular e-mail address, c.clark@uconn.edu, not the e-mail facility in HuskyCT, which I do not check frequently.*

COURSE REQUIREMENTS

Class meets once each week, on Thursdays from 2.00-4.30pm. Attendance at all meetings is required. Please be punctual. If you should be unavoidably delayed or prevented from attending, you must notify me as soon as you can (in advance, unless that's impossible).

Classes will include discussions of assigned readings, group work on historical documents, and some lectures. Credit will be awarded at the end of the semester for good class participation. Ensure that you have done the assigned reading for each meeting, and that you are prepared to take part in discussion.

The following books are required for the course (copies are available for purchase at the UConn Bookstore's textbook department):

Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War* (2008)

Steven Hahn, *A Nation Without Borders: The United States and Its World in an Age of Civil Wars, 1830-1910* (2016)

Stephanie McCurry, *Confederate Reckoning: Power and Politics in the Civil War South* (2010)

James Oakes, *Freedom National: The Destruction of Slavery in the United States, 1861-1865* (2013)

Harry S. Stout, *Upon the Altar of the Nation: A Moral History of the Civil War* (2006)

Other reading materials are available electronically in one or other of three ways: (1) via a weblink provided in the syllabus; (2) in the Readings section of the HuskyCT site (indicated by “H” in the syllabus); or (3) via the “America: History & Life” database on the UConn Libraries website: go to <http://rdl.lib.uconn.edu/subjects/1907>, click on the “America: History & Life” link, enter author and title information in the search fields, and follow links to the full-text version. Off-campus users will be prompted to log in using their NetID.

Timelines and other general reference information are available at the website of the Gilder Lehrman Institute of American History <https://www.gilderlehrman.org/history-by-era>

ASSIGNMENTS

1. Before each class meeting you must post to the relevant HuskyCT discussion thread a 400-word essay on an aspect of the reading for that week. You are free to choose the topic to discuss and the approach you take to it (for instance, questions you want raised in class discussion, comments on an author’s interpretation of an issue, something that puzzles you or, on the other hand, that the reading clarified for you), but the posting must be in essay form with an introduction, an argument, and a conclusion. You must submit this *no later than 9.00 on the morning of the day the class meets*. Timely participation in these discussion threads is a requirement, and will count towards the class participation element of the final course grade. The quality of these posts will influence your grade for class participation, so prepare them carefully and thoughtfully.

2. **Mid-term paper, due in class on October 12.** Write a 5-page paper based on our class readings, discussions, and lectures so far, explaining the reasons the American Civil War began. This must have an introduction, an argument, and a conclusion; it must include appropriate citations and be completed in accordance with the guidelines on proper academic conduct given below.

3. **Final paper, due on December 14.** Write a 10-page paper, based on our class readings, discussions, and lectures, suggesting how the Civil War changed the United States. Again this must have an introduction, an argument, and a conclusion, must include appropriate citations, and be completed in accordance with the guidelines on proper academic conduct.

Grading

There will be no mid-term or final examination. Grades will instead be earned by:

Course participation: 40% of the final course grade, based on participation in class discussion and the weekly HuskyCT postings

The 5-page paper: 25%

The 10-page paper: 35%

Failure to submit any assignment, including any weekly HuskyCT posting, will result in an "F" for that portion of the final course grade.

Standards for grading papers

Participating in class and completing assignments are necessary, but not sufficient, to earn a high grade. Work must also be of good quality.

"A" is for work of very high quality, demonstrating an accurate and insightful understanding of the topic, which states and develops a coherent line of argument that is well supported by evidence and attentive to historical context, and that is well written and free of major spelling or grammatical errors;

"B" is for good-quality work that demonstrates an accurate understanding of the topic, develops a clearly identifiable line of argument, adequately supported by evidence and grasp of historical context, and is organized into coherent paragraphs and complete sentences with few errors of spelling or grammar;

"C" is for mediocre work that fulfills the requirements of the assignment, but is superficial or simplistic, shows incomplete understanding of the topic or of the historical context, or is poorly written or poorly organized;

"D" is for poor-quality work that falls short of fulfilling the requirements of the assignment because it lacks understanding, fails to attempt to make an argument, or is badly written or organized;

"F" is for work that demonstrates ignorance of the topic, or that is in any way plagiarized.

A warning about cheating and plagiarism

Academic misconduct is a violation of the University of Connecticut's Student Code and will not be tolerated. Misconduct includes copying or sharing answers in written work, unless this is explicitly permitted; plagiarism; having someone else do your work, or taking credit for work to which you have not contributed.

Penalties range from an F for an individual piece of work to an F for the course according to the seriousness of any offense.

Plagiarism in written work consists of presenting someone else's words as if they were your own. I check submitted work to ensure that this has not happened. Here are some general suggestions for avoiding plagiarism. Please read and follow them all:

When you are writing a paper you may not copy any passage from a book, article, website, or any other person's writing without indicating that you are doing so.

Direct quotations must be in quote marks, and citations to the sources for all passages must be provided.

Cutting and pasting passages (from any source), paraphrasing them (by adding or cutting out words), or altering words to disguise the origin, is as unacceptable as direct copying without attribution, and will be treated similarly.

Your aim when writing should be to express as much as possible of what you want to say in your own words. Quotations should usually be brief, and used mostly as evidence to illustrate or demonstrate what you intend to argue.

You can avoid plagiarism by taking care when you make notes to indicate the sources you are using, and to place in quote marks any passages you copy directly into your notes.

When you use your notes to help compose what you are writing, do not copy directly from them, but find fresh ways of expressing what you are trying to say.

Do not draft a paper by cutting and pasting copied passages into it, even if you intend to delete these or place them in quotation marks and provide citations. In your hurry to finish the paper you might omit to remove or edit these passages.

Guidance about avoiding plagiarism and citing sources can be found at www.plagiarism.org, which I strongly encourage you to consult.

You should also read and be familiar with UConn's statements and advice on academic integrity, accessible via the links at <http://community.uconn.edu>.

If you have any doubts or questions about how you should proceed, ask me. I'll be happy to help.

SCHEDULE OF CLASS MEETINGS

Aug 31 Introduction to the course: Why does the Civil War matter?

Abraham Lincoln, Address at the Dedication of the Soldiers' National Cemetery, Gettysburg, PA., Nov. 19, 1863 **H**

Sep 7 Slavery and Territory: the background to sectional division

Hahn 12-77, 115-52

Oakes ix-xxiv, 1-48

John C. Calhoun, Speech in the U.S. Senate, Feb 6, 1837 ("Positive Good" speech) excerpts

<http://teachingamericanhistory.org/library/document/slavery-a-positive-good/>

Angelina Grimké, Speech at Pennsylvania Hall, Philadelphia, May 17, 1838

<http://www.pbs.org/wgbh/aia/part4/4h2939t.html>

William Lloyd Garrison, "The American Union," *The Liberator* Jan 10, 1845

<http://fair-use.org/the-liberator/1845/01/10/the-american-union>

Platform of the Free Soil Party, 1848

<http://www.angelfire.com/indie/ourcampaigns/1848.html>

Frederick Douglass, "The Meaning of July 4th for the Negro," Speech at Rochester, NY, July 5, 1852 <http://www.pbs.org/wgbh/aia/part4/4h2927t.html>

Sep 14 Political crises of the 1850s

Hahn 154-91
McCurry 1-37
Stout 1-25

James H. Hammond, Speech in the U.S. Senate, Mar 4, 1858 (“Cotton is King” speech)
<http://teachingamericanhistory.org/library/document/cotton-is-king/>
Abraham Lincoln, Speech at Springfield, IL, June 16, 1858 (“House Divided” speech)
<http://www.abrahamlincolnonline.org/lincoln/speeches/house.htm>
Stephen A. Douglas, Speech at Chicago, July 9, 1858
<http://teachingamericanhistory.org/library/document/homecoming-speech-at-chicago/>
William H. Seward, Speech at Rochester, NY, Oct 25, 1858 (“Irrepressible Conflict” speech)
<http://www.bartleby.com/268/9/16.html>

Sep 21 Secession

Hahn 193-230
McCurry 38-84
Oakes 49-83

Abraham Lincoln, Address at Cooper Union, New York, Feb 27, 1860 at
<http://www.abrahamlincolnonline.org/lincoln/speeches/cooper.htm>
Declarations of Cause of Seceding States, 1860-61 at
<http://www.civilwar.org/education/history/primarysources/declarationofcauses.html>
(read South Carolina’s and at least one other)
Crittenden Compromise resolutions, Dec. 18, 1860 at
http://avalon.law.yale.edu/19th_century/critten.asp
Letter of Jefferson Davis to Abraham Lincoln, Feb. 27, 1861, at
http://avalon.law.yale.edu/19th_century/csa_l022761.asp
Department of State Memorandum, March 15, 1861, at
http://avalon.law.yale.edu/19th_century/csa_m031561a.asp
Abraham Lincoln, First Inaugural Address, Mar 4, 1861 at
http://avalon.law.yale.edu/19th_century/lincoln1.asp
Alexander H. Stephens, Speech at Savannah, Ga., March 21, 1861 (“Corner-stone Speech”) at
<http://web.archive.org/web/20130822142313/http://teachingamericanhistory.org/library/document/cornerstone-speech/>

Sep 28 War Begins

Faust 3-60
Stout xi-xxii, 26-124

Confederate States of America: Proclamation of April 17, 1861, at
http://avalon.law.yale.edu/19th_century/csa_p041761.asp
“For What Are We Contending?” *Charleston Mercury*, April 20, 1861 **H**

Abraham Lincoln, Message to a Special Session of Congress, July 4, 1861, at <http://www.presidency.ucsb.edu/ws/?pid=69802>

Horace Bushnell, *Reverses Needed*, July 28, 1861, pp. 5-9, at https://ia800304.us.archive.org/2/items/reversesneeded00bush/reversesneeded00bush_bw.pdf

Oct 5 NO MEETING

Oct 12 Slavery and War

****Mid-term 5-page papers are due at this meeting****

Hahn 248-56

McCurry 218-62

Oakes 84-191

Barbara Jeanne Fields, *Slavery and Freedom on the Middle Ground: Maryland During the Nineteenth Century* (1985), 90-130 **H**

Frederick Douglass, "How to End the War," *Douglass's Monthly* (May 1861), <http://rbscp.lib.rochester.edu/4373>

Freedmen and Southern Society Project: Documents from 1861 and 1862 **H**

Oct 19 War and society

Faust 61-136

McCurry 85-217

Oakes 193-300

Thavolia Glymph, *Out of the House of Bondage: The Transformation of the Plantation Household* (2008), 97-136 **H**

Oct 26 Emancipation

Oakes 301-92

Stout 127-219

Abraham Lincoln, Address on Colonization, Aug 14, 1862

<http://quod.lib.umich.edu/l/lincoln/lincoln5/1:812?rgn=div1;view=fulltext>

Abraham Lincoln, Preliminary Emancipation Proclamation, Sep 22, 1862

http://www.archives.gov/exhibits/american_originals_iv/sections/preliminary_emancipation_proclamation.html# (click on links to reach transcript)

Abraham Lincoln, Emancipation Proclamation, Jan 1, 1863

https://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html

Abraham Lincoln to James C. Conkling, Aug 26, 1863

<http://www.abrahamlincolnonline.org/lincoln/speeches/conkling.htm>

Nov 2 Fluctuating fortunes

Faust 137-210
Hahn 256-69
Oakes 393-429
Stout 223-320

Frederick Douglass, "The Mission of the War," Speech to Women's Loyal League, Jan 1864
<http://www.blackpast.org/1864-frederick-douglass-mission-war>

Documents in Newberry Library Digital Collection, "Treason or Loyal Opposition?
Copperheads and Dissent During the Civil War"

<http://dcc.newberry.org/collections/copperheads-and-dissent-during-the-civil-war>

Chicago [Democratic] and Baltimore [Republican] Platforms for the 1864 election

http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=432

Abraham Lincoln, "Blind Memorandum," Aug 23, 1864

<http://blogs.loc.gov/loc/files/2014/08/Blind-memo-recto-al0204.jpg>

Nov 9 Total War

Hahn 271-91
McCurry 263-309
Stout 321-422

Dolly Sumner Lunt, Journal, Nov-Dec 1864, pp. 13-45, at

<http://docsouth.unc.edu/fpn/burge/lunt.html>

Freedmen and Southern Society Project, 1863-64 Documents **H**

J. David Hacker, "A Census-Based Count of the Civil War Dead," *Civil War History* 57 (Dec 2011): 307-348

Nov 16 The Fall of Slavery and the Confederacy

Hahn 291-302
McCurry 310-61
Oakes 430-88
Stout 425-61

Thirteenth Amendment to the U.S. Constitution, at

<https://www.ourdocuments.gov/doc.php?flash=false&doc=40&page=transcript>

<https://memory.loc.gov/cgibin/ampage?collId=llsl&fileName=013/llsl013.db&recNum=596>

Jefferson Davis, Speech at the African Church, Richmond VA, Feb 6, 1865

<https://jeffersondavis.rice.edu/Content.aspx?id=102>

Abraham Lincoln, Second Inaugural Address, March 4, 1865

<http://www.loc.gov/teachers/newsevents/events/lincoln/pdf/avalonInaug2.pdf>

Nov 23 Thanksgiving Break: NO MEETING

Nov 30 Reconstruction

Hahn 302-48, 363-91, 476-85

Freedmen and Southern Society Project: Documents from 1865 **H**

Address of the Colored Convention to the People of Alabama, 1867

Fourteenth Amendment to the U.S. Constitution, at

<https://www.ourdocuments.gov/doc.php?flash=false&doc=43&page=transcript>

Fifteenth Amendment to the U.S. Constitution, at

<https://www.ourdocuments.gov/doc.php?flash=false&doc=44&page=transcript>

Carl Schurz, Speech in the U.S. Senate, Jan 30, 1872

<http://teachingamericanhistory.org/library/document/plea-for-amnesty/>

L. Q. C. Lamar, Speech on Reconstruction, June 1874

U.S. Grant, Proclamation on Law and Order in South Carolina, Aug 1876

<http://www.presidency.ucsb.edu/ws/index.php?pid=70542>

Dec 7 Remembrance

Faust 211-72

Frederick Douglass, "Address at the Graves of the Unknown Dead," Arlington VA, May 30, 1871 <http://cw.routledge.com/textbooks/9780415537070/data/section5/douglass-address.pdf>

David W. Blight, " 'What will peace among the whites bring?' Reunion and Race in the Struggle over the Memory of the Civil War in American Culture," *Massachusetts Review* 34 (1993): 393-410

David W. Blight, "Forgetting why we Remember," *New York Times*, May 29, 2011

http://www.nytimes.com/2011/05/30/opinion/30blight.html?_r=1

Wolfgang Schivelbusch, *The Culture of Defeat: On National Trauma, Mourning, and Recovery* (2003), 37-101 **H**

Tony Horwitz, *Confederates in the Attic: Dispatches from the Unfinished Civil War* (1998), 18-44 **H**

**** Dec 14 Final 10-page papers are due ****