

UNIVERSITY OF CONNECTICUT
Spring Semester 2016
History 3510
THE CIVIL WAR ERA
(Honors course)
Thursdays 2.00pm-4.30pm: Atwater Laboratory A001

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COURSE DESCRIPTION

This course traces and seeks to explain the origins, events, and outcomes of the American Civil War, the single most serious crisis in the United States since the Revolutionary period. Through common readings and class discussion we'll consider how and why the crisis developed, why the war took the shape that it did, and the war's outcomes for American society and its future. We shall pay attention to the influence of social and economic structures, to political and ideological developments, and to the effects of contingency and chance on the pattern of events. There will also be opportunities to explore the experience of war, its origins, and its outcomes for the men and women, free and enslaved, who lived during the Civil War era. Students will collaborate together to produce online exhibits of aspects of the period that particularly interest them.

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 us, please use our regular e-mail addresses (at the top of this page), and not the e-mail facility in HuskyCT.

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 Christopher Clark as soon as you can (in advance unless that's impossible).

Classes will include discussions, workshops on students' collaborative projects, 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. To this end, as further described below, you are

required to write and submit weekly contributions to discussion threads on HuskyCT and to undertake collaborative research towards producing web-based exhibits on topics of your choice.

The following books are required for the course and available for purchase at the UConn Textbook Store:

James M. McPherson, *Battle Cry of Freedom: The American Civil War* (originally published 1988)

Bruce Levine, *Half Slave and Half Free: The Roots of Civil War* (originally 1992)

Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery* (2010) (Foner FT)

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

Eric Foner, *A Short History of Reconstruction* (2014 edition) (Foner SHR)

Other reading materials are available electronically in one or other of three ways: (1) via a link or other guidance 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. Students will form into small groups and will collaborate to curate a series of online exhibitions on aspects of the Civil War era. Each group will select a theme, conduct research, and select and analyze primary sources. The exhibits will include an introductory essay that explains the significance of the theme, a historiographical essay, and an analysis of the primary sources in the exhibit that connects these with the theme. Each group will present its work to the class at the end of the semester. Students will also evaluate their group's ability to work together. You will work in groups no smaller than 2 and no larger than 4. You are encouraged to use the Google Sites tools that are provided through your Google email account. Deadlines for stages of the project and other details of this assignment will be given in class and posted to the HuskyCT site.

3. You will also individually write and submit a 5-page paper on an aspect of the exhibit topic you have worked on. This will be due at the time scheduled for the final examination in the course. Further details of this assignment will be provided later.

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 online exhibit: 35%, based on the quality of the outcome and the in-class presentation, and on an element of peer-evaluation

The 5-page paper: 25%

Failure to submit any assignment will result in an “F” for that portion of the final course grade.

Standards for grading papers and exhibit materials

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 signing an attendance sheet for another student; 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. We 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 or exhibit material, 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 the sources for all passages must be provided. (We'll discuss how to accomplish this in an exhibit).

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 you are strongly encouraged to consult. The units "Plagiarism 101" and "Citing Sources" are particularly relevant.

If you have any doubts or questions about how you should proceed, ask.

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> .

SCHEDULE OF MEETINGS

Jan 21 Introduction to the course: Why does the Civil War matter?

Jan 28 North and South: similar or different?

McPherson 6-46, 91-103

Levine 3-120

Edward Pessen, "How Different from Each Other were the Antebellum North and South?"

American Historical Review 85 (Dec. 1980): 1119-1149

Richard Ernsberger Jr., "Slavery as an Industrial Cornerstone: Interview with Edward Baptist," *American History* 49, no. 6 (Feb 2015): 26-27

Feb 4 Slavery, abolitionism, and politics

McPherson 47-91

Levine 121-198

Foner *FT* 3-62

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>

George Fitzhugh, *Sociology for the South, Or The Failure of Free Society* (1854) excerpts
<http://teachingamericanhistory.org/library/document/sociology-for-the-south-or-the-failure-of-free-society/>

George Fitzhugh, *Cannibals All! Or, Slaves without Masters* (1857), excerpts

<http://teachingamericanhistory.org/library/document/cannibals-all/>

Feb 11 Political upheavals of the 1850s

McPherson 117-201

Levine 199-224

Foner *FT* 63-131

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>

Feb 18 Secession

McPherson 202-275

Levine 225-242

Foner *FT* 132-165

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)

Alexander H. Stephens, Speech at Savannah, Ga., March 21, 1861 ("Corner-stone Speech"),

<http://web.archive.org/web/20130822142313/http://teachingamericanhistory.org/library/document/cornerstone-speech/>

Feb 25 Crises of the Union, 1861-2

McPherson 276-307, 339-350, 387-391, 546-557

Foner *FT* 166-205

Abraham Lincoln, First Inaugural Address, Mar 4, 1861

[http://avalon.law.yale.edu/19th century/lincoln1.asp](http://avalon.law.yale.edu/19th%20century/lincoln1.asp)

Frederick Douglass, "How to End the War," *Douglass's Monthly* (May 1861),

<http://rbscp.lib.rochester.edu/4373>

Mar 3 Emancipation

McPherson 350-358, 490-510, 524-545, 557-567

Foner *FT* 206-247

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

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>

Mar 10 War and society

McPherson 308-338, 428-450, 477-489, 600-625

Faust 3-136

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

Mar 17 Spring Break: no class

Mar 24 Lincoln's administration challenged, 1863-1864

McPherson 591-600, 713-806

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>

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

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

Mar 31 The end of the Confederacy and slavery

McPherson 807-852

Foner FT 248-289

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>

Apr 7 Outcomes of the war

McPherson 853-858

Foner FT 323-336

Faust 250-265

Foner SHR 1-81

Christopher Clark, *Social Change in America: From the Revolution through the Civil War* (2006), 249-296 H

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

Apr 14 Reconstruction

McPherson 698-713, 859-862

Foner FT 290-322

Foner SHR 82-179

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

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>

Apr 21 Memory of the Civil War

Frederick Douglass, "Address at the Graves of the Unknown Dead," Arlington VA, May 30,

1871 [http://cw.routledge.com/textbooks/9780415537070/data/section5/douglass-](http://cw.routledge.com/textbooks/9780415537070/data/section5/douglass-address.pdf)

[address.pdf](http://cw.routledge.com/textbooks/9780415537070/data/section5/douglass-address.pdf)

Faust 137-249, 266-272

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**

Apr 28 **Student presentations**

Exam week* **Student presentations**

*(Time and place to be announced)