

HISTORY 352:

THE CIVIL WAR & RECONSTRUCTION

WORCESTER STATE UNIVERSITY | SPRING 2020



Dr. Chris Fobare



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Meeting Days and Times:

Monday, Wednesday, Friday, 11:30-12:20



Location: Sullivan Academic Center 325

Course Description

Robert Penn Warren once wrote that “The Civil War is, for the American imagination, the great single event of our history. Without too much wrenching, it may, in fact, be said to be American history.” This course will examine the dramatic changes that reshaped America in the second half of the nineteenth century. We will primarily examine how the political and social aspects of the Civil War and Reconstruction fundamentally altered institutions in the North, the South and the West, permanently changed the course of national development, and left an enduring legacy.

Required Readings

- Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War* (New York: Vintage Books, 2008).
- Stephanie McCurry, *Confederate Reckoning: Power and Politics in the Civil War South* (Cambridge, MA: Harvard University Press, 2010).
- Douglas R. Egerton, *The Wars of Reconstruction: The Brief, Violent History of America’s Most Progressive Era* (New York: Bloombury Press, 2014)
- Kevin M. Levin, *Searching for Black Confederates: The Civil War’s Most Persistent Myth* (Chapel Hill: The University of North Carolina Press, 2019)

Additional Readings: We will also be reading primary sources (firsthand accounts) and secondary sources (articles and chapters written by historians). Free PDFs of all readings assigned for Fridays are located in the “Readings” section of Blackboard.

Office Hours

Office hours are by appointment only. I am happy to meet with you immediately after class or schedule a Zoom meeting on a day and time that works for both of us. If you would like to schedule a Zoom meeting, please email me days and times that work for you. In your email, please explain what you would like to discuss so we can both be prepared to have a substantive conversation.

Course Objectives

- Students will use historical thinking to contextualize and analyze primary and secondary sources.
- Students will learn how to construct a thesis supported by relevant historical evidence.
- Students will learn and practice analytical thinking by writing several persuasive essays.
- Participating in class discussions will allow students to interrogate and analyze primary and secondary sources to glean a broader understanding of the factors that promote change and continuity over time (historical context).

Course Format

Lectures: Mondays are primarily devoted to lectures. Weekly lectures provide a general overview of the necessary historical context needed to explore the additional primary and secondary sources we will be discussing in our Wednesday and Friday discussion sections

Discussion Sections: Wednesdays and Fridays are primarily devoted entirely to discussing the readings assigned for each week's discussion. For each discussion, the class will break up into small groups and practice the critical thinking and analytical skills that form the foundation of this course by identifying and examining what the readings reveal about the week's topic.



We will be learning and discussing complicated topics and issues crucial to understanding the Civil War and Reconstruction. Our class is a community of thinkers and learners, thus in order to promote open and honest discussions informed by a **factual** interpretation of the past, personal attacks, offensive language, or any other language or action that infringes on a student's ability to learn will not be tolerated in this course.

E-Mail

Feel free to reach out to me through email. Please allow a reasonable amount of time for a response. Although I check my email daily, in certain instances, it may take me up to 48 hours to respond (especially on weekends).

- **Make sure to check your Worcester State University email daily.** Any announcements or changes to the course will be posted as an announcement in the “Home Page” section of Blackboard. Blackboard announcements will automatically be sent to your WSU email.
- **Responding to Emails:** In certain instances, I may email you directly to communicate important information or ask a question. Please respond to my email within 48 hours. This does not apply to Blackboard announcements or global emails to the entire class.
- **A Friendly Reminder:** Always check the syllabus, the instructions for assignments, or other relevant handouts before emailing with questions. If you remain unclear about course policies or requirements after consulting

the relevant handout(s), feel free to email me with questions or we can schedule a Zoom meeting to clear up any confusion about requirements or expectations.

Assignments & Grade Breakdown

Participation

15% of your course grade

Attendance alone—simply showing up for each class—does not constitute participation. Your participation grade is derived from actively speaking in class discussions. This means consistently contributing to discussion by making substantive comments on a weekly basis. Random comments will not earn you a passing participation grade!

Persuasive Essays (4-5 pages each)

40% of your overall grade

I will post a paper prompt on Blackboard two weeks before each paper is due. Due dates can be found in the course schedule below. Each essay must be submitted to the Blackboard submissions portal by 11:59 pm on the due date. Please see the Course Assignments handout for more details

Midterm

10% of your course grade

The exam will consist of two short essays. You will have the entire course period to complete the exam. It will be open book and open notes, so make sure that you pay close attention in course lectures and take notes!

Book Review (3-4 pages)

15% of your course grade

15% of your grade consists of reviewing Kevin M. Levin's *Searching for Black Confederates: The Civil War's Most Enduring Myth*. Please see the Course Guide for further information

Research Paper (6-8 pages)

20% of your course grade

Grade Scale

A	92.5-100	B-	80-83.5	D+	67-69.5
A-	90-92	C+	77-79.5	D	64-66.5
B+	87-89.5	C	74-76.5	D -	60-63.5
B	84-86.5	C-	70-73.5	F	< 59.5

Please be aware that grades represent an evaluation of the quality of work produced on assignments and exams. Under no circumstance will I entertain a request to arbitrarily alter your grade for the purpose of staying eligible for a sports team or because you need to maintain a certain GPA. Grades are earned (not given). Asking a professor to inflate your grade is highly unethical and unfair to other students in the class.

Student Responsibilities

Reading Instructions

Reading all assignment-related handouts (including the syllabus) and following the instructions for *every* assignment and exam is **required** for this class. I will not entertain requests to revise and resubmit any assignment or complete a makeup exam for failing to follow the instructions. Additionally, pose any questions about the requirements and expectations for an assignment or exam *before* submitting your work.

Policy for Extensions and Makeup Examinations

All requests for deadline extensions will be considered on a case-by-case basis. That said, **extensions and makeup exams will only be considered for emergencies or when a *reasonable* accommodation is necessary.** Please do not request a makeup exam or deadline extension because you have assignments or exams due in other classes (or because you did not realize an assignment/exam was due). Exam dates are available in the course schedule (see below), and a discussion leadership schedule will be posted in the “discussion leadership” section of Blackboard. A good way to manage the workload for the semester is to create a schedule of exam dates and deadlines for all of your classes. This can take on a variety of forms from setting reminders on your phone or scheduling alerts on your computer’s calendar program to using a paper planner to create a list of due dates.

A Note About Technology

You are responsible for addressing any technology-related problems or issues in a timely manner by visiting the IT Help Desk on the second floor of the Learning Resource Center or submitting an IT Help Desk ticket. In the rare instance that a technology-related matter ***beyond your control*** leads to a deadline being extended, you are required to submit the assignment on or before the date and time of the extension.


Policy for Emergencies and Prolonged Absences

Contact me as soon as possible if an unforeseen emergency requires you to miss several classes (4 or more). We will work together to ensure that you stay on track in the course and complete all required assignments. I will not accommodate any request for the submission of late work if a student misses more than three full weeks of the semester (6 classes) without contacting the Vice President for Student Affairs and providing the following information:

- Name
- Student Identification Number
- Dates/anticipated duration of absence
- Reason for absences (formal documentation of illness, hospitalization, family emergency, etc.).



In the rare instance that a documented emergency requires a prolonged period of absence or the deadline for one or more assignments to be adjusted, you remain responsible for submitting all assignments and attending class following any excused absences. Failing to attend class and submit assignments will negatively impact your grade and may lead you to fail the class.

 **Withdrawals and Incompletes:** Accruing a significant number of absences means you have not met the basic requirements established by the Department of Education to earn the credit hours awarded for completing this course. If you find yourself in a situation where it is no longer possible to attend class regularly or submit most of the assigned work, the proper course of action is to contact the Registrar's Office and **withdraw** from the course. A final grade of **incomplete** can only be granted if you have made satisfactory progress in the class and an unexpected emergency prevents you from submitting a portion of the assigned work by the end of the semester. In the rare case that an incomplete is filed with the Registrar's Office, we will work out a deadline for the submission of all remaining work that must be met or your grade will be based on the assignments submitted by deadline to fulfill the incomplete. An incomplete will not be granted for any other reason besides a documented emergency.

Academic Honesty (Cheating and Plagiarism)

Academic honesty is necessary for the free exchange of ideas. Academic dishonesty includes both cheating and plagiarism. Plagiarism is the intentional or unintentional use of other people's ideas, words, and/or additional information that is not common knowledge as your own without crediting the source. Plagiarism also refers to self-plagiarism or re-purposing material you have already completed for another course or assignment. Cheating refers to giving and/or receiving unauthorized assistance in taking examinations or creating assigned or graded classwork. This includes using artificial intelligence software like ChatGPT.

All students are bound by Worcester State's Academic Honesty Policy, which can be found at: <https://catalog.worcester.edu/undergraduate/academic-policies-procedures/academic-honesty/>

There is a *zero-tolerance* policy for academic dishonesty in this course. Any cheating, including plagiarism, will result in an F for the course.

Absences for Athletic Events

Playing a college sport is a demanding and rewarding experience. If you are a student athlete, you must inform me of any classes you will miss due to a sporting event. To be excused from class, I require an email or some form of official documentation from your coach or another appropriate official. Please email me close to the date of your absence so we can discuss any work that needs to be made up for class.

Accessibility

WSU is committed to providing equitable access and appropriate accommodations within courses and programs for students with disabilities. If you have a disability that requires reasonable accommodations, please visit the Student Accessibility Services' website (<https://www.worcester.edu/Student-Accessibility-Services/>), contact them at SAS@worchester.edu, or call 508-929-8733. They are located in Suite 131 of the Administration Building. Please be aware that accommodations cannot be enacted retroactively.

If you require accommodation, please email me the paperwork before the end of the third week of classes.



Inclement Weather



The Worcester State University inclement weather policy governs the cancellation of classes. Please sign up for the RAVE alert system on the WSU website to receive emergency notifications, including campus closings due to weather, on your cell phone and through email. In certain rare instances, inclement weather that does not lead to the cancellation of classes may force me to shift the day's class to Zoom since I live more than an hour away from the University.

Resources Available to Students

Mental Health: The Worcester State University Counseling Center offers confidential, therapeutic support to students with mental health concerns and/or facing pressures unique to college students. Services are also provided to students that are in crisis. If you would like to seek these free services, you can contact the center directly via email at counseling_WSU@worchester.edu or via telephone at (508) 929-8072.

The Student Emergency Fund was created to assist WSU students who encounter an unforeseen financial emergency or catastrophic event which would otherwise prevent them from continuing their education at Worcester State University.

- How to Apply for Emergency Funds: Email studentaffairs@worchester.edu or call (508) 929-8077 with questions. For more information or to apply, go to <https://www.worchester.edu/Student-Emergency-Fund/>.



Voting

The preservation of democracy depends on the active participation of citizens at the ballot box. American democracy is built on the principle that power is derived from the consent of the governed, meaning that the candidates who win elections are vested with the power to govern (make laws) by the people. The argument that voting does not matter is designed to convince potential voters to remain at home, thus giving those who do vote an outsized influence in local, state, and federal elections.

Residents of Massachusetts can register to vote at: <https://www.sec.state.ma.us/ovr/>

Residents of all other states can find out how to register to vote at: <https://www.usa.gov/register-to-vote>

- Please note that you can vote by absentee ballot if you are attending college outside of the state in which you are a resident. Learn about the process of requesting an absentee ballot at: <https://www.usa.gov/absentee-voting>.

Course Schedule



- Any assigned readings for discussions must be completed before coming to class -

You are responsible for all material presented in class, including any announcements and/or changes to class policies or the course schedule. Please speak with me if you are having a difficult time with the course!


Week 1: The Origins of the Sectional Conflict

Monday, January 13	Course Introduction
Wednesday, January 15	Lecture: The Roots of the Sectional Conflict <i>Reading(s): No Reading</i>
Friday, January 17	Lecture: The Cotton Frontier <i>Reading(s): No Reading</i>

Week 2: The Irrepressible Conflict

Monday, January 20	NO CLASS <i>Martin Luther King Jr. Day</i>
Wednesday, January 22	 Discussion <i>Reading(s):</i> William Lloyd Garrison, "I Will be Heard;" John Calhoun, "Slavery: A Positive Good;" A Traveler Describes the Lives of Non-Slaveholders in Georgia; William Harper, Slavery Is the Cause of Civilization; Louis T. Wigfall, "We Are an Agricultural People."
Friday, January 24	 Discussion <i>Reading(s):</i> Solomon Northup, "The New Orleans Slave Mart;" Frederick Douglass Fights a Slave-Breaker; Hinton Rowan Helper, "Slavery Impedes the Progress and Prosperity of the South;" Howell Cobb, "The South Is at Your Mercy."

Week 3: The Road to Disunion

Monday, January 27	Lecture: "A House Divided:" The 1850s <i>Reading(s): No Reading</i>
Wednesday, January 29	 Discussion <i>Reading(s):</i> McCurry, <i>Confederate Reckoning</i> , Prologue - Chapter 2

Friday, January 31	<p>Discussion</p> <p><i>Reading(s):</i> John C. Calhoun, “The Cords of Union Are Snapping One by One;” Chief Justice Roger B. Taney Rules against Dred Scott; Associate Justice Benjamin R. Curtis Dissents in the Dred Scott Case; James Henry Hammond, “Cotton Is King;” John Brown Addresses the Court; Robert Toombs, The South Must Strike while There Is Yet Time (1860)</p>
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Week 4: The Confederate Revolution

Monday, February 3	<p>Lecture: “And the War Cometh:” The Presidential Election of 1860, the Secession Winter, and Early Military Conflicts</p> <p><i>Reading(s):</i></p> <ul style="list-style-type: none"> • No Reading
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Wednesday, February 5	<p>Discussion</p> <p>Reading(s): <i>McCurry, Confederate Reckoning, Chapters 2-3</i></p>
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Friday, February 7	<p>Discussion</p> <p>Reading(s): Faust, <i>This Republic of Suffering, Preface-Chapter 1</i>; Abraham Lincoln’s First Inaugural; Alexander H. Stephens, “Slavery Is the Cornerstone of the Confederacy;” Frederick Douglass, Cast Off the Mill-Stone”</p>
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Week 5: The Enduring Conflict







Monday, February 10	<p>Lecture: Stalemate: 1862-1863</p>
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Wednesday, February 12	<p>Discussion</p> <p>Reading(s): <i>Faust, This Republic of Suffering, Chapters 2-3</i></p>
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Friday, February 14	<p>Discussion</p> <p>Reading(s): George McClellan, “I Have Become the Power in the Land;” Abraham Lincoln, “But You Must Act;” Benjamin F. Butler Encounters the Contrabands; <i>Harper’s Weekly</i> Gauges the Northern Response to Emancipation; <i>New York Times</i>, “The 1862 Elections Are a Repudiation of the Administration’s Conduct of the War”</p>
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<p>Friday, February 14</p>	<p><u>Persuasive Essay 1</u></p> <p>Submit your essay to the Persuasive Essay 1 submission portal no later than 11:59 pm. Make sure to consult the Writing History handout for the finer details on constructing a persuasive essay.</p>
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Week 6 The Midpoint of the War

<p>Monday, February 17</p>	<p>NO CLASS President's Day</p>
<p>Wednesday, February, 19</p>	<p> Discussion</p> <p>Reading(s): McCurry, <i>Confederate Reckoning</i>, Chapters 5-6; Faust, <i>This Republic of Suffering</i>, Chapter 4-5</p>
<p>Friday, February 21</p>	<p> Discussion</p> <p>Reading(s): Governor Joseph Brown Obstructs Conscription in Georgia; Jefferson Davis Defends His Policies; Northern Newspapers Debate the Significance of the Emancipation Proclamation; Abraham Lincoln, "The Heaviest Blow Yet Dealt to the Rebellion;" Samuel L. Holt, "Slave Owners Ought to Bear the Principal Burden of the War"</p>
<p>ASSIGNMENT DUE Friday, February 21</p>	<p>Submit your paper topic handout in class</p>
<p>Week 7: Turning Points & The Trials of War</p>	
<p>Monday, February 24</p>	<p>Lecture: A New Type of War: 1863 and 1864</p> <p>Reading(s): No Reading</p>
<p>Wednesday, February 26</p>	<p> Discussion</p> <p><i>Reading:</i> McCurry, <i>Confederate Reckoning</i>, Chapter 7; Faust, <i>This Republic of Suffering</i>, Chapters 6-7</p>
<p>Friday, February 28</p>	<p> Discussion</p> <p>Reading(s): McCurry, <i>Confederate Reckoning</i>, Chapter 8-Epilogue; Faust, <i>This Republic of Suffering</i>, Chapter 8-Epilogue</p>
<p>Week 8: The Coming of Emancipation</p>	
<p>Monday, March 2</p>	<p> Movie: Steven Spielberg's "Lincoln"</p> <p>Reading(s): No Reading</p>
<p>Wednesday, March 4</p>	<p> Movie: Steven Spielberg's "Lincoln"</p> <p><i>Reading(s):</i></p> <ul style="list-style-type: none"> • No Reading
<p>Friday, March 6</p>	<p> Finish Lincoln and Discussion</p> <p>Reading(s): No Reading</p>

Week 9: Research Week

Monday,
March 9

Midterm

Wednesday,
March 11

Conducting Historical Research

Attendance is Mandatory

Meet in the library classroom (L236). A WSU librarian will offer a presentation on catalog searching, finding scholarly sources, evaluating primary sources, and how to find resources for writing and citation.

March 13-
March 20



Week 11: The Future of Free Labor

Monday,
March 23

Lecture: Visions of Peace, 1865
Reading(s): No Reading

Wednesday,
March 25

Discussion

Reading(s): Egerton, *The Wars of Reconstruction*, Prologue-Chapter 2

Friday,
March 27

Discussion

Reading(s): Abraham Lincoln, Second Inaugural; Carl Schurz Questions Southern Whites' Loyalty; Thaddeus Stevens Designates the Southern States as Conquered Provinces; Andrew Johnson, "I Am Fighting Traitors in the North;" *New York Times*, "The People's Verdict."

Week 12: The Meaning of Freedom

Monday,
March 30

Lecture: Presidential Reconstruction
Reading(s): No Reading

Wednesday,
April 1

Discussion

Reading(s): Egerton, *The Wars of Reconstruction*, Chapter 3

Friday, April 3	<p>Discussion</p> <p>Reading(s): Egerton, <i>The Wars of Reconstruction</i>, Chapter 4; The Joint Committee Reports on the Status of the Former States of the Confederacy; Andrew Johnson Says Black Suffrage Will Lead to Race War in the South; Alabama Blacks Voice Their Aspirations for Equality; Jourdon Anderson, “A Freedman Writes his Former Master.”</p>
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Week 13: The Unfinished Revolution

Monday, April 6	<p>Lecture: Congressional Reconstruction</p> <p>Reading(s): No Reading</p>
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Wednesday, April 8	<p>Discussion</p> <p>Reading(s): Egerton, <i>The Wars of Reconstruction</i>, Chapters 5 and 6</p>
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Friday, April 10	<p>Discussion</p> <p>Reading(s): Egerton, <i>The Wars of Reconstruction</i>, Chapter 7</p>
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Week 14: Counterrevolution

Monday, April 13	<p>Lecture: Redemption</p> <p>Reading(s): <i>No Reading</i></p>
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Wednesday, April 15	<p>Discussion</p> <p>Reading(s): Egerton, <i>The Wars of Reconstruction</i>, Chapter 8</p>
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Friday, April 17	<p>Discussion</p> <p>Reading(s): Abraham Lincoln, Second Inaugural; Carl Schurz Questions Southern Whites’ Loyalty; Thaddeus Stevens Designates the Southern States as Conquered Provinces; Andrew Johnson, “I Am Fighting Traitors in the North;” <i>New York Times</i>, “The People’s Verdict.”</p>
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<p>ASSIGNMENT DUE Friday, April 17</p>	<p><u>Persuasive Essay 2 Due</u></p> <p>Submit your essay to the Persuasive Essay 2 submission portal no later than 11:59 pm. Make sure to consult the Writing History handout for the finer details on constructing a persuasive essay.</p>
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Week 15: Historical Memory: Black Confederates

<p>Monday, April 20</p>	<p><u>NO CLASS</u> <i>Patriot’s Day</i></p>
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Wednesday, April 22	 Discussion Reading(s): <ul style="list-style-type: none"> • Levin, <i>Searching for Black Confederates</i>, Introduction - Chapter 2
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Friday, April 24	 Discussion Reading(s): <ul style="list-style-type: none"> • Levin, <i>Searching for Black Confederates</i>, Chapters 3-4
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Week 16: The Lost Cause

Monday, April 27	Lecture: “Reconstruction: America after the Civil War” Reading(s): No Reading
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Wednesday, April 29	Documentary: “Reconstruction: America after the Civil War” Reading(s): No Readings
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Friday, May 1	 Discussion Reading(s): Egerton, <i>The Wars of Reconstruction</i> , Chapter 9 -Epilogue
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ASSIGNMENT DUE Friday, May 1	<u>Book Review Due</u> Submit your book review to the Book Review submission portal no later than 11:59 pm. Make sure to consult the instructions for the finer details on the general expectations and requirements for this assignment.
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Week 17: *Grappling with Historical Memory in the 21st Century*

Monday, May 4	Lecture: The Memory and Legacy of the Civil War Reading(s): No Reading
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Friday, May 8 3:30	<u>FINAL RESEARCH PAPER DUE</u> Your research paper replaces the final exam for this course. To this end, please submit your paper through the “Research Paper” submissions portal on Blackboard by 3:30pm on Friday, May 8. Without a documented excuse, no late papers will be accepted for any reason.
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