

History 393

Slavery, the Civil War, and Reconstruction

Fall 2004

Lectures: Tuesday and Thursday, 11:00 - 12:15
1111 Humanities

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This syllabus is your guide to the course. Look here first for answers to your questions.

About the Course

History 393 is an upper-level undergraduate course exploring the political, social, economic, and cultural history of the United States during the years of the sectional crisis, the Civil War, and Reconstruction. **It is not primarily a course in military history.**

This course has three main objectives:

- * To develop skills in reading, interpreting, and writing about primary sources from the Civil War era
- * To gain knowledge of the people, events, themes, and transformations of the period
- * To learn to distinguish between the history of the Civil War era and the mythology that encrusts it

Whether or not this course challenges your assumptions about this period of history, it will definitely challenge you academically. The reading load is heavy--I am frequently told that it is unreasonably so. You will not earn the grade you want and may in fact fail the course unless you regularly attend lectures and discussions. There will be three in-class quizzes, three papers, three in-class exercises (about which more below), and a final exam. Unless you make this course your first or second priority for the semester, you will have difficulty keeping up and doing well.

Adding the Course and Switching Sections:

If you have not been able to enroll in the course, your only option is to check the online timetable vigilantly and wait for someone to drop. Every year some students are able to enroll this way, but there are no guarantees.

It may be possible for some students to switch from one Thursday or Monday section to another, but we cannot guarantee that you can switch into any particular section. If you are trying to switch sections, fill out a sheet at the front of the class after the first lecture. DO NOT drop one section of the course and try to add another, or you may lose your place in the course.

Requirements

Readings

You should complete the assigned readings before the lecture to which they are attached, and you must finish the entire week's reading before your discussion section meets. The "week" in this course begins with each Tuesday's lecture and ends with the following Thursday and Monday discussion sections.

Several books for the course will be available at **Rainbow Bookstore Cooperative**, 426 W. Gilman. You should definitely purchase:

Robert Cook, *Civil War America*
Solomon Northup, *Twelve Years a Slave*

We will be reading about 40% of Stephen Berry, *All That Makes a Man*. This book will be available in paperback at Rainbow; at least one copy will be available on 3-hour reserve at College Library. You should consider purchasing it or teaming up with a classmate or two to share it. It will be very helpful to have a copy to bring to your discussion sections.

In addition, we will be reading about 40% of Nick Salvatore, *We All Got History*. Unfortunately, the publisher has let this book fall out of print. It will be on 3-hour reserve at College Library and the assigned pages will be on e-reserve for the course. Rainbow will stock as many used copies as they can find.

There is no photocopied course packet for this class. Our other readings—those marked with a "*" or "#" on the syllabus—are available in electronic form. A "*" next to the reading indicates that the item is on e-reserve for the course. A "#" indicates an item available on the web; in these cases, a hyperlink with a full URL is provided.

E-Reserves

Readings marked with a "*" on the syllabus are available only through UW electronic reserves, which gives students enrolled in the course access to PDF files of scanned images. To access electronic reserves, logon to the UW portal, MyUW (<http://my.wisc.edu/portal/>) and go to the academic tab. There, in your list of courses for the semester, will be a "library/reserve" link to the reserves information for History 393.

On-line Texts

The texts listed below (and marked with a "#" on this syllabus) are available online.

Diary of Emma LeConte, 1864-65

<http://docsouth.unc.edu/leconteemma/menu.html>

Solomon Northup, *Twelve Years a Slave*

<http://docsouth.unc.edu/northup/menu.html>

Attendance

You are expected to attend all lectures and section meetings. During the first week of lecture, pick a seat you like and stick with it; we will be making a seating chart and noting your presence or absence. I will do my best to learn every student's name, but I can't do this without an accurate seating chart. The best way to succeed in this course is to show up, pay attention, do the reading, and turn in assignments on time.

If you miss lecture, obtain notes (including lecture keywords) from a classmate. My office hours are intended for follow-up questions and more intensive discussions of the course material, not for make-up sessions.

If you come in late, be sure to notify Tyina at the end of lecture so she does not mark you absent. It will be very difficult to do well on the quizzes or the final exam (which total 50% of your final grade) if you miss any significant number of lectures; section participation (another 20% of your final grade) also requires attendance. When it comes time to assign a final grade, we will be much more likely to make allowances for improvement over the course of the semester if you have not missed lectures or discussions.

"On Call" Groups

As a student in this class, you will be part of one of six groups, separate from your discussion section. These groups will not have formal meetings (though you can of course meet with one another if you choose to). Three times during the semester, you and the other members of your group will be "on call." Members of a given day's "on call" group must do the following:

- Do the reading with particular care
- Write a brief response (no more than 250 words) to the questions on the syllabus pertaining to those readings. In general, you should attempt to answer the last of the questions listed for that lecture, though on one of your three responses over the course of the semester you may choose a question other than the last one. These responses are not formal essays, but they should be written in full sentences. Your responses will be evaluated not so much on whether you got the answers "right" as on whether you have made a serious attempt to think about the question. Please do not substitute moral judgments for analysis: I'm not interested in whether you approve or disapprove of the author or argument, but in how you understand it as a reflection of a past world. I will draw on these responses in shaping my lecture that day.
- Submit your response **by email, no later than midnight before the lecture**, to skantrow@wisc.edu
- Bring a printed copy of that response with you to class.

Your "on call" participation will make up 10% of your final course grade.

Discussion Sections

Your section grade will be based on your preparation for and participation in discussion. Missing any section is a serious matter; missing more than one without a documented excuse will definitely lower your course grade. Sections will begin meeting on THURSDAY, SEPTEMBER 9, and MONDAY, SEPTEMBER 13 and will continue through Thursday Dec. 9 and Monday Dec. 13. Sections will cover the material (readings and lectures) for the week that has just passed, not the week about to come.

Quizzes and Exam

There will be 3 quizzes in lecture, as listed in this syllabus. Quizzes will be administered at the beginning of the lecture. **No make-ups will be given without a formal excuse from a dean or medical professional.**

The quizzes will cover material from a set of lectures and readings, as noted on the syllabus. They will consist of short-answer, matching, multiple-choice, and other objective questions. For the lectures covered by each quiz, be prepared to:

- identify all **keywords listed on the syllabus**
- identify all **additional keywords noted on the board during each lecture**
- identify any of the assigned documents by **author, title, year, and general argument or content**

In addition to identifying these people, events, or concepts, you should be able to briefly describe their **significance**. We will discuss this in lecture and section before the first quiz.

The two-hour final exam for this course is scheduled for **Tuesday, December 21, at 12:25 p.m.** The location will be announced in lecture and section toward the end of the semester.

Writing

This course requires several short papers, each discussed in detail below:

- a 1-page (max 300 words) analysis of Solomon Northup's critique of slavery
- a 3-page (max 900 words) analysis of the Lincoln-Douglas debate at Freeport
- a 5-page (max 1500 words) analysis of the contrasting coverage in two newspapers from July, 1863

Late papers will be penalized one full letter grade per day unless a dean or medical professional writes a letter of explanation.

Grading

Your course grade will be based on the following formula:

- 1st quiz: **5%**
- 2nd quiz: **7.5%**
- 3rd quiz: **7.5%**
- discussion section (attendance, preparation, and participation): **20%**
- 3 "on call" assignments: **10%**
- 1st paper: **5%**
- 2nd paper: **10%**
- 3rd paper: **15%**
- final exam: **20%**

General Notes about Writing History

I: Clarity of Argument

Thesis statements: Each paper must begin with an unmistakably clear statement of your argument. Your first paragraph should inform your readers what the paper is going to tell them, and in what general order. As you revise, ask yourself how your opening lines might be improved in order to give the reader a better idea of what to expect.

Advancing the argument: The first sentence of each paragraph in the main body of your paper should make a claim that helps support your overall argument; the rest of the paragraph should offer evidence supporting that particular claim. Each sentence should advance your argument; if you can't explain how it accomplishes that, it can probably be cut. As you move through the paper, make sure the major transitions from section to section are obvious.

Revision: The essence of writing is revising, and very few writers write effective first drafts. Leave yourself plenty of time for this process. If you're in the middle of writing your final paragraph when you finally figure out what you're arguing, then it's time to revise again. Incorporate that new understanding into your first paragraph and re-write the paper with that stronger version of your argument as your new starting place.

II: Clarity of Presentation

Style: Avoid the passive voice. Write strong, clear sentences that make your meaning plain.

Accuracy: Your dates, names, quotations, page references, and citations must be absolutely perfect. In this area of history writing, there's no room for negotiation. Either you get it right or you don't; if you don't, you quickly lose all credibility as an historian.

Citations: In a short paper with few sources, list the source(s) at the top of the first page and identify quotations with a parenthetical page reference in the text; in a longer paper or one with more than a few sources, use footnotes or endnotes. In either case, be consistent, complete, and above all accurate. Where you are quoting or paraphrasing another writer, you must indicate your debt, down to the relevant page number(s). If you are paraphrasing other writers or using their arguments, you should indicate that. Err on the side of too much acknowledgment rather than too little.

Proofreading for spelling and grammar: Your papers should contain no spelling errors, sentence fragments, or run-ons. Computer spell-checking is not sufficient and may hurt you unless you also check the paper by hand.

Whose paper is this?: Put your full name at the top of each page, number the pages, and staple them together.

Writing Assignments

First Paper Assignment – Due at the beginning of lecture, Tuesday, Sept. 21

In one page (no more than 300 words), a) identify one general aspect of Solomon Northup's critique of slavery as he experienced it (one paragraph) and b) offer two specific examples of this critique from the text (one paragraph each = two paragraphs).

Topics: Northup's critique of slavery takes many forms: you may wish to consider the effects of the slave system on parents, on children, on slaveholders, on the administration of justice, or on something else. Feel free to be creative, as long as you are also clear and persuasive.

Use of Sources: Assume that the reader of the essay has read Northup's narrative. Do not use long quotations, descriptions, or summaries. Identify two particular moments in the text, as briefly as possible, and explain what Northup is trying to convey. "As briefly as possible" means referring to a scene in the book and providing a page number in parentheses, or--for example, if your analysis relies on Northup's use of particular words or phrases--quoting part of a sentence.

Structure: Your opening paragraph should a) explain what aspect of Northup's critique you are examining and b) summarize what your two examples will tell us about Northup's critique. You do not need to write a concluding paragraph.

Style and Presentation: Clarity, brevity, and accuracy are the keys to success. Every sentence and every word should move the paper forward. After you have written the paper, re-read it and re-write it to improve clarity and eliminate unnecessary words and sentences. Proofread the paper before turning it in--do not rely on your spellchecker.

Criteria for success: Papers should make a clear and persuasive argument, provide appropriate evidence, and offer argument and analysis rather than summary and extensive quotation. Papers containing typographical errors will be substantially penalized. Papers that misquote primary sources will receive a failing grade.

Second paper assignment – due at the beginning of lecture, Tuesday, October 12

An essay of no more than 900 words (approximately 3 double-spaced, 12-point pages) on the following topic:

In the Freeport debate, Lincoln and Douglas each assert or insinuate that the other is linked to sinister forces bent on undermining American liberty. Write an essay that a) explains each man's argument about the other man and b) makes an argument about the similarities and differences between their arguments.

Some guidelines to help you get started:

Phase 1: Who said what?

- 1) Read and re-read the debate until you understand clearly what each person said and meant.
- 2) Mark the passages in the debate that seem most relevant to this assignment.
- 3) Analyze those parts carefully and begin to outline each speaker's arguments.
- 4) Write a draft that presents your evidence.

Phase 2: What does it mean?

- 5) Read your draft. What do you now understand that you did not when you began the paper? What themes or modes of attack characterize each man's argument about the other? What general statement(s) can you make about these rival arguments?
- 6) Read the debate again. What did you omit in your draft that now seems important? And what can you cut without sacrificing meaning?
- 7) Return to your first paragraph and rewrite it so that it reflects your conclusions. Your thesis statement should pull together your analyses of both arguments. At a minimum, this can take the form of "X argues Y, while A argues B"; the strongest papers in the class will offer a more ambitious argument about the relationship between the two arguments.
- 8) Rewrite the entire paper for clarity of argument and presentation. Read the paper aloud (to a friend or to yourself); any passage that confuses your audience or that makes you stumble as you read it needs rewriting.
- 9) Repeat steps 5 through 8 until you are satisfied.

Criteria for Success

You can receive a "B" on this assignment for a well-crafted, error-free essay that offers a clear argument, supports it with well-chosen evidence from the debate, and uses relevant information from lectures and other readings to place Lincoln's and Douglas's arguments in context.

Papers that do not meet all of these basic criteria will receive a grade of "C" or below, depending on how far short they fall.

To be considered for an "A" your paper must do more than meet the basic criteria: you must also find a way to compare and contrast Lincoln's and Douglas's arguments about each other. In what ways are their arguments similar or different? How direct or indirect are their attacks? What general statement can you make about the content and/or the form of the arguments they are making about each other?

Third paper assignment – due at Noon, Wednesday, December 1, location TBA

In a 5-page essay (no more than 1500 words), **explain and contrast** the coverage of an important issue or event in two North American newspapers from the same week in any year between 1848 and 1867. You may choose two newspapers from the same place or from different places.

Topics: An important issue or event means a subject that speaks to the main themes of the course from 1848 to 1867: the political and social worlds of slavery and "free labor"; the crisis of the Union; the partial but incomplete transformation of the Civil War from a war for union to a war for emancipation; the aftermath of Confederate defeat and emancipation; and early Reconstruction policies. For example, reactions to John Brown's execution, the firing on Fort Sumter, or Johnson's veto of the Civil Rights act are all important subjects that generated discussion around the nation and can be explored in newspapers from many places.

Local events can also make good subjects, as long as 1) they speak to the important issues in this course and 2) you have two local newspapers that provide contrasting coverage.

There are several ways to generate a good topic. You can begin with an event and look for newspapers in our holdings from the week or weeks after that event. Or you can choose a moment that seems particularly promising (e.g., one of the ones mentioned above, or any of the many other turning points in the period) and shop around in several newspapers for a telling event or for discussions of the major issues.

Two caveats:

Do expect to spend a good deal of time (at least several hours) "auditioning" newspapers. The first two or three you look at may not pan out; don't be discouraged. Do make a brief note, including a citation, of anything that seems interesting. That way, when a second article trips your memory and gives you a great topic idea, you won't have to hunt for the first article all over again. You may need to look at a half-dozen newspapers before you find two that have enough interesting content and contrast to make a compelling essay. Make sure to leave yourself plenty of time for this important part of the assignment.

Don't begin with an assumption or argument ("New York papers supported Lincoln's reelection, while Kentucky newspapers opposed it") and then go looking for newspaper articles to support it. This is called looking for a needle in a haystack. If your hypothesis is right, you'll have a hard time; if it is wrong, you'll be completely miserable. Instead, begin with a date that seems promising and a location that interests you (it doesn't matter why).

Essay Argument and Structure:

The main objective of your essay is to explain the nature of the differences in the coverage, not to narrate what each paper said. In what way do the papers tell divergent stories about your subject? In what ways are the stories similar? Provide carefully selected evidence, and begin your paper with a statement of your overall conclusion about those similarities and differences. Use your first paragraph to name the event or issue, explain how the coverage differed between the two newspapers, and make an argument about the nature of those differences. If the event in question is not famous, you may use a brief second paragraph to describe it.

- Where the reason for those differences is not obvious, you should make the best argument you can to explain why the newspapers differ. Look for clues in the other articles printed in each issue—clues to partisan affiliation, economic ties, or other variables.

- Where the reason for the differences is obvious (e.g., the topic is John Brown's execution, and the newspapers are an abolitionist paper based in Boston, Massachusetts and a Democratic paper based in Richmond, Virginia), you should offer another kind of argument. Think, for example, about the kinds of arguments you made on the last paper: Are there rival conspiracy theories at work? Rival visions of American history? Is it a case of wildly different emphases, or perhaps even of different sets of "facts"?

The rest of your essay should be a close analysis of the competing stories that proves your thesis, as stated in the first paragraph. Focus on your argument and the parts of the stories that are most relevant to it; don't substitute exhaustive summaries for acute analyses.

Criteria for Success

The strongest essays (i.e. those earning an "A" or "AB") will make an argument that builds on course readings and lectures and goes beyond what an intelligent person who was not taking this course would be able to say based on his or her reading of the newspapers. The most successful essays will use the closing paragraph to offer a broader conclusion about the larger implications of the way the event was covered in these newspapers.

Some notes about nineteenth-century newspapers

You may need to interpret the "same week" provision in the assignment fairly loosely. Especially before the Civil War, newspapers geographically distant from an event could take a week or more to catch up, so take that into account when auditioning your newspapers. If you find two stories that are ten days or two weeks apart but provide an excellent contrast, go ahead and use them--just make sure they aren't responding to different events, or to later reports that change the apparent meaning. For example, a story in one newspaper on the reaction to news of John Brown's impending execution should not be contrasted to a story in a second journal on the execution itself. Make sure you are comparing apples and apples.

Not every story in these newspapers comes from the city named on the masthead. Just as local newspapers today use stories obtained from wire services, nineteenth-century editors cut and pasted from a variety of U.S. and foreign sources. Very often, this coverage filled an entire page (sometimes even page one). For the purposes of this assignment, you will be much more likely to find something interesting in local stories and editorials.

Quotation and Citation

You do not need to use footnotes. On the title page of your essay, indicate the title, city, and date of each newspaper you are using. In the body of the essay, use parenthetical citations that include a short version of the title of the newspaper and the page and column number (counting columns from left to right). Thus a story on the far left-hand side of the second page of the *New York Times* would be cited this way: (*NYT*, p. 2 c. 1). Since the newspaper is cited in full at the beginning of the essay, you do not need to repeat the date information unless you are using more than one issue of the same newspaper.

As in the last essay, use the shortest quotation that adequately conveys your meaning. Block quotations are forbidden. We're interested in what you have to say.

The Writing Center

If you are worried that your paper grades thus far are keeping you from achieving the grade you want in this course, you should plan to finish the essay a week or so ahead of time and should make an appointment right now to bring that polished draft to the Writing Center in Helen C. White before or immediately after the Thanksgiving break. If you wait until the last minute, they will not be able to fit you in. Their phone number is 263-1992; their website is <http://www.wisc.edu/writing>.

Schedule of Lectures, Readings, and AssignmentsCWA = *Civil War America*

- = documents on e-reserve via the "Academic" tab at MyUW (<http://my.wisc.edu/portal/>)
- * = documents on 3-hour reserve at College Library
- # = documents online

Unit I: Slavery and the Sectional Crisis**9/2 The Civil War in Myth and Memory****NOTE: Sections begin meeting on Thursday, Sept. 9 and Monday, Sept. 13****9/7 The Meanings of Freedom**

CWA, 1-38

- Declaration of Sentiments, Seneca Falls (NY), 1848
- "Minutes of the State Convention of the Coloured Citizens of Pennsylvania," 1848

Questions:

*What common arguments or themes link the sentiments in Seneca Falls and the debates in Pennsylvania?
Are the arguments made in these two meetings compatible with one another? Why or why not?*

Keywords:

Treaty of Guadalupe Hidalgo	Astor Place Riot
1790 Naturalization Law	The second party system
cotton exports	Clay's "American System"
John C. Calhoun	Texas Annexation
Catharine Beecher	Gag Rule

9/9 The North and "Free Labor"*# Northup, *Twelve Years a Slave*, chs. 1-7 (preface- p. 74)Questions: **GROUP 1 ON CALL***What factors govern Solomon Northup's work life in New York?*

Keywords:

Mintus Northup
Williams' Slave Pen
Eliza
Platt
William Ford

9/14 The South, Slave and Free

CWA, Map 2

*# Northup, *Twelve Years a Slave*, chs. 8-15 (pp. 75-169)Questions: **GROUP 2 ON CALL***What factors govern Solomon Northup's work life as a slave? In what ways do changes in masters or work-routines make a difference?*

Keywords:

John M. Tibbatts
Edwin Epps
Judge Turner

9/16 no lecture (Rosh Hashanah)**9/21 1ST PAPER DUE AT BEGINNING OF LECTURE****Antislavery and Abolitionism**

- *# Northup, *Twelve Years a Slave*, chs. 16-end (pp. 170-appendix)
- Debate at New Bedford, MA, from *The Liberator*, 1858

Questions: **GROUP 3 ON CALL**

To whom could southern slaves turn for assistance? Compare Northup's account of slave revolts and conspiracies with the discussion of these subjects at New Bedford.

Keywords:

Armsby	Patsey's flogging
runaways in the "Great Pine Woods"	Bass
Lew Cheney's plot	
"An act more effectually to protect the free citizens of this State from being kidnapped, or reduced to Slavery" (N.Y. – 1840)	

9/23 Proslavery and Anti-Abolitionism

- James Henry Hammond, "Letter to an English Abolitionist [Thos. Clarkson]," 1845
- * Berry, *All That Makes a Man*, 3-44

Questions: **GROUP 4 ON CALL**

On what bases does Hammond justify slavery? How do Hammond's words and actions, as interpreted by Berry, support, challenge, or raise questions about the arguments Hammond makes in his "Letter"?

Keywords:

key items and terms from Berry:	and know why Hammond refers to these items:
- "Éclat"	- Governor M[c]Duffie
- <i>Southern Literary Messenger</i> editorial	- British Parliament's "Reports of Commissioners"
- "Civilization"	- Marquis of Normanby

9/28 Looking West

CWA, Map 1
CWA, 42-79

Questions: **GROUP 5 ON CALL**

What mattered about the Kansas-Nebraska Act? To what extent and in what ways was the Compromise of 1850 actually a compromise?

Keywords:

Wilmot Proviso	Fugitive Slave Law
popular sovereignty	<i>Uncle Tom's Cabin</i>
Free Soil party	Stephen Douglas
Nashville convention, 1850	Kansas-Nebraska Act
Henry Clay	Anti-Nebraska movement
Compromise of 1850	Republican party

9/30 Conspiracies, Real and Imagined

- CWA, 79-111
- Walt Whitman, "A Boston Ballad, 1854"
 - Whitney, "A Defence of the American Policy," 1856
 - Lincoln and Douglas debate at Freeport, IL, 1858

Questions: **GROUP 6 ON CALL**

In what ways do the authors or speakers in these readings offer divergent interpretations of American history and American democracy?

Keywords:

Know-Nothing (American) party	William Walker in Nicaragua
David Atchison	John C. Fremont
"Sack of Lawrence"	<i>Dred Scott v. Sandford</i>
Charles Sumner	Lecompton constitution
Preston Brooks	Freeport Doctrine
John Brown	Harpers Ferry

10/5 QUIZ # 1 - covering material through 9/30**Secession, pt. 1**

CWA, Map 4

CWA, 114-126

- Georgia Secession Debates: speeches by Stephens and Toombs

Questions:

On what subjects do Stephens and Toombs agree and disagree? In what ways do they offer different visions of American democracy?

Keywords:

Toombs and Stephens on tariff

Jefferson Davis

Immediate secessionists

Crittenden compromise bill

Cooperationists

Fort Sumter

states seceding before Fort Sumter

10/7 Secession, pt. 2

- Georgia Secession Convention: "Declaration of Causes"

- South Carolina Secession Convention: "Declaration of the Immediate Causes"

- Stephanie McCurry, "The Politics of Yeoman Households"

Questions: **GROUP 1 ON CALL**

In what ways do the South Carolina and Georgia Declarations differ? How do the "politics of yeoman households" help explain secession? In what ways is this kind of "politics" reflected in the South Carolina and Georgia Declarations?

Keywords:

Carolina Sports by Land and Water

states seceding after Fort Sumter

"principles and practices of propertied patriarchy"

Unit II: War**10/12 2ND PAPER (ON LINCOLN-DOUGLAS FREEPORT DEBATE) DUE IN LECTURE****New Armies, New States**

CWA, 126-141

keywords:

Union and Confederate populations

Trent affair

"Anaconda"

Stonewall Jackson

First battle of Manassas

Robert E. Lee

George McClellan

Seven Days' Battles

border slave states

Antietam

Shiloh

Fredericksburg

cotton embargo

10/14 Men and Manhood at War

CWA, Map 5

- * Berry, *All That Makes a Man*, 163-226

- Ambrose Bierce, "Chickamauga"

Questions: **GROUP 2 ON CALL**

What unexpected tensions emerge in the new environment of combat? Would the soldiers Berry discusses recognize the experiences recounted in fictional form by the Union veteran Ambrose Bierce? How do men's experiences of military service differ from their expectations?

10/19 The War for Southern Independence?

CWA, 158-188

- Drew Gilpin Faust, "Trying to Do a Man's Business"

Questions: **GROUP 3 ON CALL**

What did Lizzie Neblett find so difficult about 'doing a man's business', and why? In what ways was (or wasn't) she an effective plantation manager?

Keywords:

Southern Unionists

Richmond

Confederate conscription

Confederate nationalism

Stephens's "cornerstone" speech

"Deo Vindice"

William Holden

Benjamin Butler

"contraband of war"

10/21 Meet in shifts (by On-Call groups) in the 2d floor lobby of the SHSW for microfilm training**Group 1: 11:00****Group 2: 11:10****Group 3: 11:20****Group 4: 11:30****Group 5: 11:40****Group 6: 11:50****10/26 Who Freed the Slaves?**

- Michael P. Johnson, ed., *Abraham Lincoln, Slavery, and the Civil War*, 185-219

Questions: **GROUP 4 ON CALL**

What roles did Lincoln and Congress play in shaping the form emancipation took by January 1, 1863? What other individuals or groups played important roles? How well or poorly did each group of actors anticipate the consequences of their actions?

Keywords:

gradual, compensated emancipation

abolition in D.C.

David Hunter

Second Confiscation Act

colonization

Letter to Horace Greeley

Preliminary Emancipation Proclamation

Emancipation Proclamation

10/28 Nation(s) and Emancipation

CWA, 191-213

- Thomas Wentworth Higginson, *Army Life in a Black Regiment*, 27-77
- Herman Melville, "The House-Top"

Questions: **GROUP 5 ON CALL**

What prejudices and expectations does Higginson bring with him to his regiment, and to what extent do his experiences change his perspective?

Keywords:

U.S. Sanitary Commission

Union conscription

"Copperheads"

transcontinental railroad

Bureau of Colored Troops

greenbacks

"Consolidation"

Clement Vallandigham

New York City draft riots

commutation fee

11/2 QUIZ #2 - covering material from 10/5 to 10/28**Gettysburg and the Fog of War**

CWA, Map 6

CWA, 141-155

Keywords:

Chancellorsville

Vicksburg

Gettysburg

"Pickett's Charge"

Chattanooga

Fall of Atlanta

March to the Sea

Appomattox

Assignment for section meetings, 11/4 and 11/8:

Read several issues of a newspaper on microfilm from any place in the U.S. or C.S. during July, 1863. Photocopy the most interesting article you find and bring it with you to section for discussion. Be sure to write a full citation (newspaper location, title, page and column number) on the photocopy. Be prepared to summarize the article in a few sentences and to explain why you chose it.

11/4 no lecture (Southern Historical Association meeting in Memphis)**11/9 Rehearsals for Reconstruction**

CWA, 213-226

- Charlotte L. Forten, *Journal*, 27-33, 158-185

Questions: GROUP 6 ON CALL

How is Forten's perspective on the Port Royal experiment shaped by her experiences in the abolition movement? Compare Forten's perspective on the freedpeople with Higginson's. With whom does she seem to identify? How do her concerns differ from Higginson's?

Keywords:

Andrew Johnson	Wade-Davis Bill
Salmon P. Chase	Fremont candidacy
Port Royal Experiment	McClellan candidacy
Ten Percent Plan	1864 election

11/11 A War for Freedom?

- Michael Perman, *Major Problems* (2nd ed.), 280-88
- # Emma LeConte Diary, 1-63

Questions: GROUP 1 ON CALL

What do you find surprising about LeConte's narrative? What divisions of opinion about black citizenship are evident within the Union's political leadership? What kinds of appeals did black spokespeople make in arguing for more equal treatment?

Keywords:

"immediate, unconditional, and universal"
burning of Columbia

11/16 1865

CWA, 229-238

- "Address by a Committee of Norfolk Blacks," 1865
- # Emma LeConte Diary, 63-end

Questions: GROUP 2 ON CALL

What aspects of Confederate defeat and Union occupation does LeConte find most difficult to tolerate? What specific policies or changes did the Norfolk committee advocate? Based on the evidence in these texts, what did LeConte imagine to be the future of people such as the Norfolk committee, and what did they imagine to be the future of ex-slaveholders such as LeConte?

Keywords:

Second Inaugural Address	"Black Codes"
Johnson's amnesty policy	"Sic semper tyrannis"
William Holden	Thirteenth Amendment
Special Field Orders #15	

Unit III: Reconstruction**11/18 Visions of Freedom in the Postwar Nation**

CWA, 238-245

- Perman, *Major Problems* (2nd ed.), 311-341

Questions: **GROUP 3 ON CALL**

Michael Les Benedict argues that Congressional Reconstruction was fundamentally conservative. Based on these readings, to what extent is that an accurate assessment?

Keywords:

"Grasp of War"

Civil Rights Bill

Fourteenth Amendment

First Reconstruction Act

confiscation

Freedman's Bureau

Southern Homestead Act

Impeachment

11/23 QUIZ # 3 - covering material from 11/2 through 11/18**11/25 no lecture (Thanksgiving Recess)**

no section meetings Thurs., 11/25 or Monday, 11/29

11/30 Radical Reconstruction

CWA, 245-255

- Perman, *Major Problems* (2nd ed.), 342-76

Questions: **GROUP 4 ON CALL**

From the perspective of Southern farmsteads and legislative chambers, how radical was Radical Reconstruction?

Keywords:

freedwomen's field work

black churches

James W. Hood

"the guardianship of the Nation"

"carpetbaggers"

"scalawags"

literacy

black colleges

Union League

Martin Delany

Abram Colby

sharecropping

WEDS., 12/1 - 3RD PAPER DUE no later than NOON, location TBA**12/2 The Reconstruction of the North**

CWA, 302-329

- Elizabeth Cady Stanton, "Speech at Lawrence, Kansas," 1867

- *• Salvatore, *We All Got History*, xiii-xx, 152-190

Questions: **GROUP 5 ON CALL**

In what ways did Amos Webber's experiences in postbellum Worcester reflect broader trends in Northern life? Were postbellum social conflicts over racial equality, women's rights, and the rights of labor essentially continuations of antebellum conflicts, or did they spring from substantially new realities?

Keywords:

occupational changes

"the Gilded Age"

Jay Gould

Tweed Ring

Credit Mobilier

eight-hour movement

Kansas suffrage referenda, 1867

Victoria Woodhull

Panic of 1873

Worcester Trades Assembly

Grand Army of the Republic

12/7 White Terror

CWA, 255-266

- *• Salvatore, *We All Got History*, 190-228
- Harvey Wish, ed., *Reconstruction in the South*, 153-171

Questions: **GROUP 6 ON CALL**

What tools did the Klan's opponents have at their disposal? How effectively did they use them? What else would have been required to prevent the violent overthrow of Republican state governments?

Keywords:

Nathan Bedford Forrest
New Departure
Fifteenth Amendment
Enforcement Acts

Liberal Republicans
Grant Parish (Colfax) Massacre, 1873
White League
Civil Rights Act of 1875

12/9 Redeployment and "Redemption"

CWA, 278-288, 330-335

- *• Salvatore, *We All Got History*, 228-246
- Perman, *Major Problems* (2nd ed.), 401-409
- Sen. Benjamin R. Tillman, *The Struggles of 1876*, 15-26

Keywords:

Rutherford B. Hayes
Molly Maguires
Great Strike of 1877
Plains Indians
Col. John Chivington

Little Bighorn
Crazy Horse
Hamburg
Electoral Crisis

12/14 The Meanings of Freedom

FINAL EXAM: Tuesday, Dec. 21, at 12:25 p.m., location TBA