

History 393

The Civil War Era, 1848-1877

Fall 2006

Lectures: Monday and Wednesday, 2:30-3:45
1641 Humanities

This syllabus is your guide to the course. Look here first for answers to your questions. If you email me with a question and do not receive an answer, it is probably because the question is already answered on the syllabus.

Contact Information

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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.** The course readings concentrate on narratives, speeches, and other personal and political writings; the writing assignments ask you to read such texts closely and be attentive to tensions, contradictions, and silences. The study of history also requires a knowledge of the time, place, and meaning of events; the quizzes focus on these matters.

This course will challenge you academically. You will not earn the grade you want unless you regularly attend lectures and discussions. There will be three in-class quizzes, three papers, regular "on call" assignments (about which more below), and a final exam. The reading load is heavier than in past years. 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 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 reading for Monday and Wednesday before your discussion section meets on Thursday. 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*

Lyde Cullen Sizer and Jim Cullen, eds., *The Civil War Era*

In addition, we will be reading about 40% of Nick Salvatore, *We All Got History: The Memory Books of Amos Webber*. The publisher has let this book fall out of print, but Rainbow will stock as many used copies as they can find and the relevant pages will be on e-reserve. There is no photocopied course packet for this class.

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

These texts (marked with a "#" on this syllabus) are available online.

- Diary of Emma LeConte, 1864-65 <http://docsouth.unc.edu/leconteemma/menu.html>
- Northrup, *Twelve Years a Slave* <http://docsouth.unc.edu/northrup/menu.html>

Attendance

During the first week of lecture, pick a seat you like and stick with it; we will be making a seating chart and using it to note your presence or absence.

You are expected to attend all lectures and section meetings and should not expect special consideration unless you have a legitimate family or medical emergency. 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. I do not provide copies of my lecture notes.

If you come in late, be sure to speak with Brenna Greer at the end of lecture. The quizzes and final exam (which total 50% of your final grade) reward attendance at lectures; section participation (another 20% of your final grade) requires attendance. 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.

Sections "On Call"

During each lecture, the students in one of the four discussion section will be "on call." This status rotates regularly and is noted on the syllabus. Each section will be "on call" five times. Members of a given day's "on call" section must do the following:

- Do the reading with particular care.
- Write a brief response (about 250 words) to the questions on the syllabus pertaining to those readings. In general, you should attempt to answer all of the questions, but you must at least address the last one. These responses are not formal essays, but they should be written in full sentences and should reflect a serious attempt to think about the question. Do not substitute moral judgments for analysis.
- Submit your response **by email, no later than midnight before the day of the lecture**, to skantrow@wisc.edu and bwgreer@wisc.edu as attachments in Word or Abiword (multiplatform freeware -- go to <http://www.abisource.com/download>), double-spaced, 12-point Times or Times New Roman.
- Bring a printed copy of your response with you to class and be prepared to speak to it.

Your "on call" participation, before and during class, will determine 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 lower your course grade a minimum of one step (e.g., from an AB to a B). Sections will begin meeting on THURSDAY, SEPTEMBER 7 and will continue through Thursday Dec. 14.

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 and articles 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**--why does this person, event, or phrase matter? what important phenomenon or dynamic does it represent?

The two-hour final exam for this course is scheduled for **Friday, December 22, at 2:45 p.m.** It will include an essay component. Do not plan to leave Madison before this exam.

Writing Assignments

Papers submitted more than one hour after the due date noted on this syllabus will be penalized one full letter grade, with an additional full letter grade each day thereafter, unless a dean or medical professional writes a letter of explanation. Papers must be submitted in 12-point Times or Times New Roman, double-spaced; all pages must be stapled, numbered, and have your name on them.

First Paper Assignment - Due at the beginning of lecture, Monday Sept. 25

At one point in his narrative, Solomon Northup declares that if he could have had his family with him, he would have borne "the gentle servitude" under Ford "without murmuring, all my days." At another point, though, he denounces the institution of slavery as he witnessed it as "cruel, unjust, and barbarous." What explains the contrast between these statements? Can they be reconciled? How?

In a paper of no more than 300 words, respond to these questions with an argument about Northup's perspective on slavery. You must have a clear thesis (stated in your first paragraph) which you then support with evidence and argument (one or two further paragraphs).

Use of Sources: Assume that the reader of the essay has read Northup's narrative. Do not use long quotations, descriptions, or summaries. Identify moments in the text as briefly as possible, reserving most of your text for your own arguments and analysis. In general, you should paraphrase rather than using quotations; however, if your analysis relies on Northup's own use of particular words or phrases, you may quote part of a sentence.

Structure: Your opening paragraph should state your argument. Your subsequent paragraph (or two) should refer to evidence in the narrative that provides strong evidence for that argument. Do not write a concluding paragraph.

Style and Presentation: Clarity, brevity, and accuracy are the keys here: every sentence 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 in the lecture hall, Wednesday Oct. 18, at 3:45 p.m.

In the joint debate at Freeport, Illinois, during the 1858 U.S. Senate campaign, both Abraham Lincoln and Stephen Douglas assert or insinuate that the other is linked to sinister forces bent on undermining American liberty. In an essay of no more than 900 words, make a substantive and stylistic comparison of these arguments.

This will require you to a) understand what each man is arguing, and b) reflect on the way each man makes his argument--what he emphasizes and omits, how he attempts to move the audience toward his position, how he frames questions aimed at the other candidate, etc.

The Freeport Debate (3 parts: Lincoln's speech, Douglas's speech, Lincoln's Rejoinder) is available in an online transcript at: <http://www.bartleby.com/251/>. You may use another version if you wish.

Some guidelines to help you get started on the second paper:

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.

Use of Sources: Assume that the reader of the essay has read the debate transcript and the other course readings. Do not use long quotations, descriptions, or summaries. Identify moments in the text as briefly as possible, reserving most of your text for your own arguments and analysis. In general, you should paraphrase rather than using quotations; however, if your analysis relies on Lincoln's or Douglas's use of particular words or phrases, you may quote part of a sentence.

Structure: Your opening paragraph should state your argument. Your subsequent paragraphs should refer to evidence in the narrative that provides strong evidence for that argument. Your conclusion should pull your sub-arguments together and remind the reader what s/he has learned.

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.

Third Paper Assignment – Due Wednesday, Nov. 29 at the beginning of lecture

In an essay of no more than 1500 words, explain and contrast the coverage of an important issue or event in any two North American newspapers from the same week during any year between 1848 and 1867. Your newspapers may be 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 to this point: 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. For example, reactions to John Brown's execution, the firing on Fort Sumter, or Johnson's veto of the Civil Rights Act all generated heated 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 very important caveats about this assignment:

- 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 an event or moment that seems promising and locations that interest you.

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; provide acute analyses, not exhaustive summaries.

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 had not taken this course would be able to say based on his or her reading of the same 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.

For further context, see Sizer, 299-315 ("Popular Literary Culture in Wartime").

Quotation and Citation:

You do not need to use footnotes in this paper. 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 a given issue 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 your grades on the first two papers suggest that you will not earn the grade you want in this course, you should plan to finish the third essay a week or more ahead of time, and you should make an appointment right now to bring that draft to the Writing Center in Helen C. White before or immediately after the Thanksgiving break. If you wait, they will not be able to fit you in. Their phone number is 263-1992; their website is <http://www.wisc.edu/writing>

Grading

Your course grade will be based on the following formula:

1 st quiz: 5%	1 st paper: 5%
2 nd quiz: 7.5%	2 nd paper: 10%
3 rd quiz: 7.5%	3 rd paper: 15%
discussion section: 20%	final exam: 20%
4 "on call" assignments: 10%	

Schedule of Lectures, Readings, and AssignmentsCook = Robert Cook, *Civil War America*Sizer = Lyde Cullen Sizer & Jim Cullen, *The Civil War Era*• = documents on e-reserve via the "Academic" tab at MyUW (<http://my.wisc.edu/portal/>)

= documents online

9/6 The Civil War in Myth and Memory**NOTE:** Sections begin meeting on Thursday, Sept. 7**9/11 The Meanings of Freedom**

Cook, 1-38

- Declaration of Independence, 1776
- Constitution of the United States, 1787
- Declaration of Sentiments, Seneca Falls (NY), 1848
- "Minutes of the State Convention of the Coloured Citizens of Pennsylvania," 1848

Question: SECTION 1 ON CALL

In what ways are the two 1848 declarations compatible and incompatible with the founding documents of the United States (i.e., the Declaration and Constitution)?

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

9/13 The North and "Free Labor"Northup, *Twelve Years a Slave*, chs. 1-7 (preface- p. 74)**Question: SECTION 2 ON CALL**

What factors govern Solomon Northup's work life in New York?

Keywords:

Mintus Northup

Platt

Williams' Slave Pen

William Ford

Eliza

9/18 The South, Slave and Free

Cook, Map 2, "Slaves as a Percentage of Total Population in 1860"

Northup, *Twelve Years a Slave*, chs. 8-15 (pp. 75-169)**Question: SECTION 3 ON CALL**

In what ways do changes in masters or work-routines affect Solomon Northup's work life as a slave?

Keywords:

John M. Tibeats

Judge Turner

Edwin Epps

9/20 Antislavery and AbolitionismNorthup, *Twelve Years a Slave*, chs. 16-end (pp. 170-appendix)

Sizer, 24-31 ("In Which the Reader")

- Debate at New Bedford, MA, from *The Liberator*, 1858

Question: **SECTION 4 ON CALL**

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	Mr. Shelby
<i>"An act more effectually to protect the free citizens of this State from being kidnapped, or reduced to Slavery" (N.Y. – 1840)</i>	

9/25 1ST PAPER DUE AT BEGINNING OF LECTURE

Proslavery and Anti-Abolitionism

- James Henry Hammond, "Letter to an English Abolitionist," 1845 Sizer, 31-40 ("Uncle Tom's Cabin" and "Escaped Slave Advertisements")
- Berry, *All That Makes a Man*, 3-44

Question: **SECTION 1 ON CALL**

In what ways do Hammond's words and actions, as interpreted by Berry, support, challenge, or raise questions about the arguments Hammond makes in the "Letter to an English Abolitionist"?

Keywords:

key items and terms from Berry:	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

9/27 Looking West

Cook, Map 1, "The United States in 1860"
 Cook, 42-79
 Sizer, 22-23 ("Speech on the Compromise")
 • Whitman, "A Boston Ballad"

Question: **SECTION 2 ON CALL**

How successful were the legislative efforts of 1850-1854 in resolving the question of slavery's expansion into the West?

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

10/2 Yom Kippur - No Class Meeting

10/4 Conspiracies, Real and Imagined

Cook, 79-111
 • Trodd & Stauffer, *A Meteor of War*, 109-139

Question: SECTION 3 ON CALL

What are the most important implicit and explicit arguments John Brown made in his Constitution, his remarks before the congressional committee, and his letters?

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

10/9 QUIZ # 1 - covering material through 10/4 Secession, pt. 1

Cook, Map 4, "The 1860 Presidential Election and the Secession Crisis"

Cook, 114-126

Sizer, 11-22, 54-7 ("The Divided South," "Diary Entry," and "Disunion for Existing Causes")

- Georgia Secession Debates: speeches by Stephens and Toombs

Question: ON CALL MAKE-UP OPPORTUNITY - ALL SECTIONS

Compare Stephens's and Toombs's 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	

10/11 Secession, pt. 2

- Georgia Secession Convention: "Declaration of Causes"

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

- Constitution of the Confederate States of America, 1861

Sizer, 53-4 ("Confederate Cornerstone")

- Stephanie McCurry, "The Politics of Yeoman Households"

Question: SECTION 4 ON CALL

In what ways are the "politics of yeoman households" reflected in the South Carolina and Georgia Declarations and in the Confederate Constitution?

Keywords:

Carolina Sports by Land and Water
 states seceding after Fort Sumter
 "principles and practices of propertied patriarchy"

10/16 Men and Nations at War

Cook, Map 5, "Principal Campaigns of the American Civil War"

Cook, 126-141

Sizer, 43-52, 61-109 ("The Spirit of '61," all of Chapters 6-9, and ")

Question: SECTION 1 ON CALL

What unexpected tensions or dynamics emerged in the first years of war?

Keywords:

Union and Confederate populations	"Anaconda"
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"Copperheads"
transcontinental railroad
Bureau of Colored Troops
greenbacks

"Consolidation"
Clement Vallandigham
New York City draft riots
commutation fee

- 11/6 QUIZ #2 - covering material from 10/9 to 11/1**
Gettysburg and the Fog of War
 Cook, Map 6
 Cook, 141-155
 Sizer, 235-245 (Chs. 20-21)

Keywords:

Chancellorsville	Chattanooga
Vicksburg	Fall of Atlanta
Gettysburg	March to the Sea
"Pickett's Charge"	Appomattox
Pea Ridge	Sioux Executions

- 11/8 Rehearsals for Reconstruction**
 Cook, 213-226
 • Forten, *Journal*, 27-33, 158-185

Question: **SECTION 1 ON CALL**

Compare Forten's and Higginson's perspectives on the freedpeople.

Keywords:

Andrew Johnson	Wade-Davis Bill
Port Royal Experiment	McClellan candidacy
Ten Percent Plan	1864 election

Assignment for section meetings, 11/9:

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 on a reader/printer 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.

- 11/13 A War for Freedom?**
 • Perman, *Major Problems* (2nd ed.), 280-88
 Sizer, 280-290 (Ch. 26)
 # Emma LeConte Diary, 1-63

Question: **SECTION 2 ON CALL**

What divisions of opinion about black citizenship are evident within the Union's political leadership, and to which group or groups of them did black spokespeople such as Douglass seem to be making their appeals?

Keywords:

"immediate, unconditional, and universal"	burning of Columbia
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- 11/15 1865**
 Cook, 229-238
 • "Address by a Committee of Norfolk Blacks," 1865
 # Emma LeConte Diary, 63-end

Question: **SECTION 3 ON CALL**

Based on the evidence in the two primary 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
 Johnson's amnesty policy
 William Holden

Special Field Orders #15
 "Black Codes"
 Thirteenth Amendment

11/20 Visions of Freedom in the Postwar Nation

Cook, 238-245

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

Question: **SECTION 4 ON CALL**

On the basis of these readings, how accurate do you think Michael Les Benedict is in arguing that Congressional Reconstruction was fundamentally conservative?

Keywords:

"Grasp of War"
 Civil Rights Bill
 Fourteenth Amendment
 First Reconstruction Act

confiscation
 Freedman's Bureau
 Southern Homestead Act
 Impeachment

11/22 No lecture**11/27 Radical Reconstruction**

Cook, 245-255

- Perman, *Major Problems* (2nd ed.), 342-76
- Sizer, 354-67 (Ch. 32)

Question: **SECTION 1 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
 "carpetbaggers"
 "scalawags"

black colleges
 Union League
 Martin Delany
 Abram Colby
 sharecropping

11/29 3RD PAPER DUE AT BEGINNING OF LECTURE**The Reconstruction of the North**

Cook, 302-329

Sizer, 117-125 (Ch. 11)

- Elizabeth Cady Stanton, "Speech at Lawrence, Kansas," 1867
- Salvatore, *We All Got History*, xiii-xx, 152-190

Question: **SECTION 2 ON CALL**

Were postbellum social conflicts over racial equality, women's rights, and the rights of labor essentially continuations of antebellum struggles, or did they spring from substantially new realities?

Keywords:

"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

12/4 QUIZ # 3 - covering material from 11/6 through 11/29

White Terror

Cook, 255-266

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

Keywords:

Nathan Bedford Forrest
 New Departure
 Fifteenth Amendment
 Enforcement Acts

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

12/6 Redeployment and "Redemption"

Cook, 278-288, 330-335

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

Question: **SECTION 3 ON CALL**

How effectively did the opponents of "Redemption" use the tools at their disposal?

Keywords:

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

Little Bighorn
 Crazy Horse
 Hamburg
 Electoral Crisis

12/11 The Meanings of Slavery

Sizer, 369-72, 375-401 ("The Freedmen's Bureau," "To the Reader," and Chs. 34-35)

Question: **SECTION 4 ON CALL**

Why did certain memories of the war and Reconstruction achieve greater importance than others in the late nineteenth century?

12/13 The Meanings of Freedom

- Bales, *Disposable People*, 1-33, 232-264
- Bales and Trodd, "All Of It Is Now," forthcoming in *Many Middle Passages*
- Bales and Trodd, modern slave narratives (to be handed out)

FINAL EXAM: Friday, Dec. 22, at 2:45 p.m., location TBA

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 based on one or two 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. The spell-checking feature in your word processing program 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. If you are turning in an assignment electronically, make sure you have complied with the requirements (i.e. format, method of submission) as listed on the syllabus.