

UNIVERSITY OF CONNECTICUT
Civil War America, Hist 3510

Fall 2018

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Course Description

The American Civil War is perhaps the most consequential war in United States history and its legacies continue to be debated until today. Over 700,000 Americans died in this war, nearly as many died in all subsequent wars combined including the First and Second World Wars, and around four million American slaves were emancipated. With good reason, historians call the Civil War the Second American Revolution. As President Abraham Lincoln pointed out, the war resulted in “a new birth of freedom” in the American Republic. This course will explore the causes, progress, and consequences of the Civil War. It will emphasize the sectional conflict between north and south over the issue of slavery and the process of emancipation during the war and debates over race, gender, labor, federalism, democracy, and citizenship after the war. The course will conclude with the impact of racial terror and violence in the post-war south and the undoing of the gains of the Civil War and Reconstruction. The format of the course is lecture supplemented by discussion of primary documents and supplemental readings.

Course Requirements

All students are expected to attend class regularly and participate in class discussions. I encourage you to take notes during class lectures, which you should treat as an additional source of information besides the assigned readings. All students are expected to complete the assigned readings listed in the course schedule below on a weekly basis. The use of electronic devices such as cell phones or computers for surfing the web in the classroom is prohibited. Proper classroom etiquette must be observed, avoid any private conversations and disruptive behavior that will interrupt the flow of a lecture and interfere with the learning process of your peers. Do not hesitate to raise your hand if you have a question, need further clarification during the lecture, or even if you want to make a point. Class participation is strongly encouraged. As a rule, the last twenty-five minutes of each class will be reserved for discussion of weekly assigned readings. We will adhere to the university's policies on plagiarism, academic honesty and courtesy, and maintain a classroom environment that is welcoming to all and threatening to none. There will be two exams and two papers and grading for the course will be divided as follows:

Papers: 50%

Midterm and Final Exams: 40%

Class Attendance and Participation: 10%

Extra Credit: Attendance at the Draper Workshop Series on The History of Human Rights on October 25, 4 pm, Pharmacy/Biology Building 131. Students are strongly encouraged to attend and participate in the workshop, which should be helpful for completing the course.

Required Books (The first text is available also as a ebook at a considerably cheaper price):

Michael Perman and Amy Murrell Taylor eds., *Major Problems in the Civil War and Reconstruction: Documents and Essays* 3rd Edition (Cengage, 2011)

Eric Foner, *A Short History of Reconstruction, 1863-1877* (Harper & Row, Updated Edition, 2015)

Available at the Campus Barnes & Noble book store and on reserve at the Homer Babbidge library.

Course Schedule and Assigned Readings

Week One

August 28: Introduction and Course Organization

Readings: Chap 1 “Perspectives on the Sectional Conflict,” James McPherson, “The Second American Revolution” in *Major Problems*

August 30: Southern Slavery and the Coming of the Civil War

Readings: Chap 2 “The Slave South,” “An Abolitionist Journal Condemns Slavery and the Slave Trade, 1837,” James Henry Hammond Claims Southern Cultural Superiority, 1845,” “George Fitzhugh Praises Southern Society, 1854,” and Steven Deyle, “The Domestic Slave Trade as Slavery’s Life Blood,” in *Major Problems*

Manisha Sinha, “Did the Abolitionists Cause the Civil War?” pdf on Blackboard

Week Two

September 4 & 6: The Controversy Over the Expansion of Slavery and the Rise of the Republican Party

Readings: Chaps 3 & 4 “The Impending Crisis,” “The Independent Democrats Protest the Kansas-Nebraska Act, 1854,” “Senator William Henry Seward of New York Warns of an Irrepressible Conflict, 1857,” “Ralph Waldo Emerson Condemns the South for Assault on Charles Sumner, 1857,” “Abraham Lincoln Addresses the Issue of Sectionalism, February 1860,” William E. Gienapp, “The Republican Party and the Slave Power,” in *Major Problems*

Manisha Sinha, “The Caning of Charles Sumner” pdf on Blackboard

Week Three

September 11: Secession

Readings: Chaps 2 & 4 “Sectionalism and Secession,” “South Carolina Declares and Justifies its Secession, December 1860,” “Mississippi’s Secession Commissioner Urges Georgia to Secede, December 1860,” “Confederate Vice President Alexander H. Stephens Identifies ‘The Cornerstone of the Confederacy, March 1861,’” James M. McPherson, “Antebellum Southern Exceptionalism,” Manisha Sinha, “Revolution or Counterrevolution?” in *Major Problems*

September 13: Class Discussion on the movie “Glory”

Week Four

September 18 & 20: Total War

Readings: Chaps 5 & 6 “Generals and Campaigns: How They Fought,” “General Grant Transmits His Plan for the Overland Campaign, 1864,” “Grant Recalls His Thoughts on the Eve of the Overland Campaign, 1886,” “General William T. Sherman Explains how the War Has Changed, May 1864,” “General Grant Reports His Assignment Accomplished, July 1865,” Gary W. Gallagher, “The 1862 Richmond Campaign as a Watershed,” “Mark Grimsley, “The Significance of the Overland Campaign,” “Soldiers and Combat: Why They Fought,” Chandra Manning, “White Union Soldiers on Slavery and Race,” in *Major Problems*

Brian Holden Reid, “1863: Military Turning Points, Gettysburg, Vicksburg, Tullahoma,” pdf on Blackboard

Adam Serwer, “The Myth of the Kindly General Lee,”

<https://www.theatlantic.com/politics/archive/2017/06/the-myth-of-the-kindly-general-lee/529038/> Link on Blackboard

Week Five

September 25 & 27: African Americans and the Process of Emancipation

Readings: Chap 9 “Ending Slavery,” “General Benjamin F. Butler Discovers the Contrabands, 1861,” “President Lincoln Defends Emancipation (The Conkling Letter), 1863,” “James H. Payne Complains of Racial Discrimination on the Battlefield, August 1864,” “Frederick Douglass States the Freedmen’s Demands, April 1865,” Joseph T. Glathaar, “The African American Role in Union Victory,” in *Major Problems*

Manisha Sinha, “Architects of Their Own Liberation,” pdf on Blackboard

Eric Foner, *A Short History of Reconstruction*, Chaps 1-3

First Paper Due in Class, September 27

Week Six

October 2: Gender in the Age of the Civil War

Readings: Chaps 1 & 7, 8, 9 LeeAnn Whites, “The Civil War as a Crisis in Gender,” “The Detroit Soldiers Aid Society President Calls on Women to Assist the War Effort, November 1861,” “Susan B. Anthony and Elizabeth Cady Stanton Appeal to Northern Women’s Loyalty, March 1863,” “Catherine Edmonston of North Carolina Discusses Matters Public and Domestic, January 1865,” “Gertrude Thomas Decries Her Slaves’ Departure, May 1865,” Nina Silber, “The Problem of Women’s Patriotism,” in *Major Problems*

Elsa Barkley Brown, “Negotiating and Transforming the Public Sphere,” pdf on Blackboard

October 4: The Confederacy

Readings: Chaps 6 & 8 “The Southern Home Front,” “Plain Folk Protest the Burden of the War, 1863,” “Cornelia Peake McDonald Comments on Class and Conscription, March 1865,” “Elizabeth Patterson of Virginia Tries to Reconcile Her Loyalty and Her ‘Misfortune,’ March 1865,” Amy M. Taylor, “Of Necessity and Public Benefit,” Aaron Sheehan-Dean, “Confederate Enlistment in Civil War Virginia,” in *Major Problems*

Stephanie McCurry, “Women Numerous and Armed,” pdf on Blackboard

Week Seven

October 9 & 11: Reconstruction

Readings: Chap 10 “Northern Republicans and Reconstruction Policy,” “Senator Lyman Trumbull of Illinois Explains His Reconstruction Bills, January and April 1866,” “Representative Thaddeus Stevens States His Terms, January 1867,” “Representative George W. Julian of Indiana Describes the Scope of Reconstruction, January, 1867,” “Congress’ Terms for Readmission and Reconstruction, June 1866 and March 1867,” Eric Foner, “The Radical Republicans,” in *Major Problems*

Eric Foner, *A Short History of Reconstruction*, Preface, Introduction to the 2014 Anniversary Edition, Chaps 5-6

Week Eight

October 16 & 18: Grassroots Reconstruction

Readings: Chap 12 “Reconstructing Southern Politics,” “The State Colored Convention Addresses the People of Alabama, May 1867,” “Representative Robert B. Elliot of South Carolina Demands Federal Civil Rights, January 1874,” Steven Hahn, “A Society Turned Upside Down,” Rebecca J. Scott, “Building Citizenship in Louisiana, 1862-1873,” in *Major Problems*

Eric Foner, *A Short History of Reconstruction*, Chaps 7-9

Week Nine

October 23: Review Session

October 25: **Mid-Term Examination**

Draper Workshop on The History of Human Rights at 4 pm, Pharmacy/Biology Building 131

Week Ten

October 30: The Land Question

Readings: Chap 11 “Land and Labor in the Postwar South After Emancipation,” “Martie Curtis Remembers Her Struggle After Emancipation (Undated),” “Henry Adams Reports on Women and Fieldwork, 1867,” “A Freedman’s Bureau Agent Discusses Labor Relations, November 1867,” “Richard H. Cain of South Carolina Stresses the Importance of Land, February 1868,” Leslie Schwalm, “Sweet Dreams of Freedom,” Michael Fitzgerald, “The Freedman’s Bureau and Social Control in Alabama,” in *Major Problems*

Eric Foner, *A Short History of Reconstruction*, Chap 4

November 1: PBS Documentary Reconstruction: The Second Civil War will be shown in class with discussion following

Week Eleven

November 6 & 8: The Overthrow of Reconstruction

Readings: Chap 13 “Ending Reconstruction,” “Governor William P. Kellog of Louisiana Demands Punishment for the Coushatta Assassins, September 1874,” “Governor Adelbert Ames Deplores the Violence in Mississippi, September 1875,” “President Grant Disclaims Responsibility for Reconstruction in South Carolina, July 1876,” Michael Perman “Counter Reconstruction,” Heather Cox-Richardson, “Black Workers and the South Carolina Government, 1871-1875,” in *Major Problems*

Eric Foner, *A Short History of Reconstruction*, Chaps 10-12

Week Twelve

November 13: Western and Transnational History in the Civil War Era

Readings: “Memorial from Negroes of Indian Territory,” Blanche K. Bruce, “Speech on Indian Policy,” Kevin Waite, “Jefferson Davis and Proslavery Visions of Empire in the Far West,” Stacey L. Smith, “Beyond North and South,” Brian Schoen, “The Fates of Republics and Empires Hang in the Balance,” pdfs on Blackboard

November 15: PBS Documentary Reconstruction: The Second Civil War will be shown in class with discussion following

Second Paper Due in Class, November 15

THANKSGIVING BREAK

Week Thirteen

November 27 & 29: The Legal History of Reconstruction

Readings: “Civil Rights Act of 1875,” “Frederick Douglass Protests the Supreme Court Decisions in the Civil Rights Cases,” “The Supreme Court and the Retreat from Reconstruction: Slaughter-house Cases (1873), United States v. Reese et al (1876), United States v. Cruikshank et al (1876), Civil Rights Cases (1883), Plessy v. Ferguson, 1896,” Eric Foner, “Blacks and the US Constitution,” pdfs on Blackboard

Week Fourteen

December 4 & 6: Memory and Legacy of the Civil War

Readings: Chap 14 “The Civil War in Historical Memory, “ “Frederick Douglass Urges Americans to Remember the War’s True Meaning, May 1878,” “William T. Sherman Insists that there was ‘Right’ and ‘Wrong’ in the War, May 1878,” “George W. Williams proposes a Monument Honoring Black Soldiers’ Valor, 1888,” “Walt Whitman speculates that the Real War will never get in the books, 1882-1883,” David W. Blight, “The Origins of Memorial Day in North and South,” W. Fitzhugh Brundage, “Black Veterans Recall the Civil War” in *Major Problems*

Eric Foner, *A Short History of Reconstruction*, Epilogue

Links on Blackboard:

Manisha Sinha, “What Those Monuments Stand For,”
<http://www.nydailynews.com/opinion/monuments-stand-article-1.3423887>

Manisha Sinha, “How Confederate History Looks in the Shadow of Charlottesville,”
<https://www.cnn.com/2018/08/13/opinions/white-supremacy-rally-confederate-statues-since-charlottessville-sinha/index.html>

Karen Cox, “Why Confederate Monuments Must Fall,”
<https://www.nytimes.com/2017/08/15/opinion/confederate-monuments-white-supremacy-charlottesville.html>

Karen Cox, “The Confederacy’s Living Monuments,”
<https://www.nytimes.com/2017/10/06/opinion/the-confederacys-living-monuments.html>

Final Examination: To Be Announced