

History 214: The American Civil War and Reconstruction
Spring 2016
Sarah J. Purcell

Monday, Wednesday, Friday 9:00-9:50 ARH 124

Office: Jesse Macy House (1205 Park St.), Room 201 Phone: 269-3091
Email: PURCELL@grinnell.edu Email is the best way to reach me.

Office Hours: MW 10-12 and by appointment. I am here to help you learn this semester. Please come see me during office hours or make an appointment, so I can speak with you one-on-one. I have a changing schedule from week to week because I direct the Rosenfield Program, so it's often good to make an appointment—I can always make time for you.

Course Outline and Objectives:

No one can adequately understand American History without understanding the causes, progress, and monumental consequences of the Civil War and Reconstruction. This course will examine American history from the mid 1840s to the late 1870s, with a primary focus on the Civil War. The Civil War as an historical subject is about much more than just a series of battles. In this course, we will focus on issues of race, gender, politics, and economics as well as important military matters. Our goal will be to understand how and why events happened as they did, whether the fundamental conflicts of the war were solved by Reconstruction, and why the Civil War has occupied such an important place in American history and imagination. We will consider the period from different perspectives-- North versus South, enlisted soldiers versus commanders, battlefield versus "home front"-- in order to explain events of enormous significance. We will also consider how the Civil War has been remembered, and forgotten, in the 150 years since it began.

Together we will investigate some of the most interesting questions in American history, and students should be ready to articulate and grapple with ideas (even the controversial and contested ones). Students in this course will learn not only about the subject of the Civil War and Reconstruction, but also about the very *process* of history. We will also be learning about and experimenting with some of the most exciting digital tools used in historical scholarship.

Required Books: (all books are also on 2-hour reserve at Burling Library)

Ambrose Bierce, *Civil War Stories* (Dover, 1994)

William Craft and Ellen Craft, *Running a Thousand Miles for Freedom: The Escape of William and Ellen Craft from Slavery*, ed. Barbara McCaskill (U. of GA, 1999)

Drew Gilpin Faust, *Mothers of Invention* (UNC, 1996)

William Gienapp, ed. *The Civil War and Reconstruction: A Documentary Collection* (Norton, 2001)

James McPherson and James K. Hogue, *Ordeal by Fire*, 4th Ed. (McGraw-Hill, 2009)
Aaron Sheehan-Dean, *Concise Historical Atlas of the U.S. Civil War* (Oxford, 2009)

E-Reserve articles will be found on PioneerWeb under “Documents” and/or linked in the Library Catalog. Most reserve readings have live links on this syllabus, as well.

Professor Purcell will, from time to time, comment upon class matters and recommend supplemental readings on Twitter using #cwgrinnell16, and she encourages you to do the same. This is intended as a *public* extension of class discussion, so make sure you view Twitter use for this class as a public form of discourse. You may follow Prof. Purcell [@sarahjpurcell], or you may just follow the hashtag. If you have never used Twitter, this would be a good time to try it. See Prof. Purcell if you want advice or help in signing up.

Student Responsibilities and Evaluation:

- This course will consist of a mixture of lecture, discussion, small-group work, and other in-class exercises. Students are expected to attend all classes having done the reading and ready to discuss it. Learning is a collaborative process, so speak up and share your ideas with your classmates!
- Engage with the material, and be ready for controversy and difficult subjects. We are studying a series of events full of racism, violence, and disorder of all kinds. Take care of yourself as you learn to engage with difficult topics from the past that are, nonetheless, vital to understanding the world.
- All assignments must be turned in on time and in good order. Papers must be double-spaced with normal fonts and margins. All citations must be in footnotes or endnotes in University of Chicago Style. Further assignments and guidelines for paper-writing will be handed out in class. Extensions (for sickness or other emergency) will not be granted unless they are approved by the instructor ahead of time. Late assignments will receive a deduction of one-half letter grade per day and will not be accepted more than two days late.
- Please familiarize yourself with Student Handbook guidelines about academic honesty at Grinnell, and abide by the rules.
- Please check your e-mail and P-web regularly, since I will post items of interest and use e-mail to make class announcements.
- Students in this course will write two 5-page papers based on course materials due on February 24 and April 18. The September 22 paper will have a mandatory revision due on March 18. A shorter article research writing assignment will be due February 3. Each student will work in a team to create a research poster (preceded by a

bibliography and accompanied by a research journal), which will be showcased at our class poster session on May 6. Other homework, assignments, and digital exercises will be discussed in class and will count towards class participation. There will be an in-class final exam.

- Poor attendance in class will seriously hurt your grade. You cannot participate if you are not in class. If you must miss class for an activity or athletic event, please arrange your absence with me at least one week in advance. If you need to miss class because you are sick, it is your responsibility to notify Prof. Purcell via email. Prof. Purcell will also grant accommodation for any needed religious absence; please speak to her.
 - Please silence and stow away your cell phone, and do not check e-mail or text messages during class. Focus on class work. If you are using a laptop or mobile device for class work, please keep your attention there! I embrace the use of computers and mobile technology in this class, but when you use a device for something other than class work, you distract yourself AND those around you. Don't do it.
 - If you require accommodation for any diagnosed disability, please let me know during the first week of class. Grinnell College (and this class) provide reasonable accommodations.
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Grading:

Grades will be calculated according to the following formula:

Article research assignment	5%
5-pp papers	15% each
Research Poster Bibliography	5%
Research Reflection Journal	5%
Research Poster	20%
Final Exam	15%
Class Participation	20%

Steady improvement over the course of the semester will be taken into account.

Course Schedule and Assignments:

Mon. (Jan 25) Course Introduction

Please Read: Jason Morgan Ward, "The Cause Was Never Lost," [The American Historian](http://www.oah.org/tah.oah.org/november-2015/the-cause-was-never-lost/) (November 2015): 24-26; available here: <http://www.oah.org/tah.oah.org/november-2015/the-cause-was-never-lost/>

Tues. (Jan 26) EXTRA CREDIT OPPORTUNITY: Keisha N. Blain, "Bridging Scholarship and Activism: Reflections on the #Charlestonsyllabus" Lecture 5:30 pm JRC 101 (followed by open

buffet dinner)

For extra credit: turn in a one-page reflection on the talk

Antebellum North and South

Wed. (Jan 27) Free Labor

Reading Due: McPherson, Ordeal, Ch. 1; Gienapp, "The North and South Contrasted," 1&2

Fri. (Jan 29) The Slave System

Reading Due: Ordeal, Ch. 2; Gienapp, "The North and South Contrasted," 6-9 & 11

Mon. (Feb 1) Using New Tools for Historical Comparison

Reading Due: William G. Thomas and Edward W. Ayers, "An Overview: The Differences Slavery Made: A Close Analysis of Two American Communities," American Historical Review 108 (December 2003): 1299-1307;

*<http://search.ebscohost.com.grinnell.idm.oclc.org/login.aspx?direct=true&db=31h&AN=11754136&site=ehost-live>; *e-reserve*; **AND** read/explore the article itself online here: <http://www2.vcdh.virginia.edu/AHR/>*

Wed. (Feb 3) Comparing Regions NO CLASS MEETING

Reading Due: Edward Pessen, "How Different from Each Other Were the Antebellum North and South?" The American Historical Review 85 (1980): 1119-1149;

*<http://www.jstor.org/stable/1853242> *e-reserve*; Greg Grandin, "Capitalism and Slavery," The Nation, May 1, 2015: <http://www.thenation.com/article/capitalism-and-slavery/>; Concise Atlas, pp. xv, 4-9*

Article Research Assignment Due 5:00 pm in P-Web

The Slavery Debate to 1850

Fri. (Feb 5) Abolition versus Pro-slavery

Reading Due: Ordeal, Ch. 3; Gienapp, "The North and South Contrasted," 3&4, 10; documents distributed in class

The Crisis of the 1850s

Mon. (Feb 8) Legacies of Manifest Destiny

Reading Due: Ordeal, Ch. 4-5; Concise Atlas, pp. 2-3

Wed. (Feb 10) Legacies of Manifest Destiny continued

Reading Due: Ordeal, Ch. 6-7; Gienapp, "The House Dividing," 1

Fri. (Feb 12) Slave Narratives and Abolition

Reading Due: William Craft and Ellen Craft, Running a Thousand Miles for Freedom; Gienapp, "The North and South Contrasted," 12

Mon. (Feb 15) The Death of Henry Clay: Looking at Culture and Geography
Reading Due: Sarah J. Purcell, "All That Remains of Henry Clay: Public Funerals and the Tour of Henry Clay's Corpse," *Common-Place* 12 (April 2012): <http://www.common-place-archives.org/vol-12/no-03/purcell/>

War Ignites

Wed. (Feb 17) The Failure of Compromise
Reading Due: *Ordeal*, Ch. 8; Gienapp, "The House Dividing," 2-13; *Concise Atlas*, pp. 10-11; "Virginia Secession Convention" digital project: <http://secession.richmond.edu/>
Read "What Was the Convention?"

Fri. (Feb 19) Secession as Revolution?
Reading Due: *Ordeal*, Ch. 9; Gienapp, "The Road to War," 1-4; *Concise Atlas*, pp. 12-13; "Virginia Secession Convention" website: <http://secession.richmond.edu/>
Explore the "Data Visualizations" and explore the convention speeches. Identify one convention speech that you think is important, and come to class ready to discuss it.

Mon. (Feb 22) Ft. Sumter & First Conflicts
Reading Due: *Ordeal*, Ch. 10; Gienapp, "The Road to War," 5&6; "The War Begins," 1-3

1861

Wed. (Feb 24) No class meeting

5-page paper due 5:00 pm in P-Web

Fri. (Feb 26) Mobilization: North and South
Reading Due: *Ordeal*, Ch. 11-12; Gienapp, "The War Begins," 3-9; *Concise Atlas*, pp. 14-17, 20-21, 24-25

Mon. (Feb 29) Fighting at Home, Appeals Abroad
Reading Due: *Ordeal*, Ch. 13; Gienapp, "Diplomacy" 1-4; *Concise Atlas*, pp. 76-77

1862

Wed. (Mar 2) The Springtime of Northern Hope: Judging the Generals
Reading Due: *Ordeal*, Ch. 14-15; Gienapp, "The Military Struggle, 1861-1862," 1-13; *Concise Atlas*, pp. 18-19, 26-35

Fri. (Mar 4) The Politics of Slavery & Emancipation
Reading Due: *Ordeal*, Ch.16-17; "Union Politics, 1861-1862," 1-10; "Confederate Politics, 1861-1863," 1-5; "African Americans," 12-13; "Union Politics, 1863," 1 & 2; *Concise Atlas*, pp. 40-45

Mon. (Mar 7) The Winter of Northern Discontent, Comparing Battle Maps
Reading Due: Ordeal, Ch. 18, Gienapp, "The Military Struggle, 1861-1862," 14-16; Concise Atlas, pp. ix-xiii, 50-51, 54-55

Soldiers' Experiences and Identities

Wed. (Mar 9) What Did Soldiers Fight For?

*Reading Due: Bierce, "What I Saw of Shiloh"; Gienapp, "Common Soldiers" 1-11; Aaron Sheehan-Dean, "Everyman's War: Confederate Enlistment in Civil War Virginia," Civil War History 50 (2004): 5-26 *e-reserve**
https://muse.jhu.edu/journals/civil_war_history/v050/50.1sheehan-dean.pdf; Excerpt from McPherson "For Cause and Comrades" **distributed in class**

Research Poster Topic Selection Due in class

Fri. (Mar 11) Black Soldiers

*Reading Due: Dora L. Costa and Matthew E. Kahn, "Forging a New Identity: The Costs and Benefits of Diversity in Civil War Combat Units for Black Slaves and Freeman," Journal of Economic History 66 (December 2006): 936-962; <http://www.jstor.org/stable/4501109> *e-reserve*; Gienapp, "African Americans," 1-11*

Mon. (Mar 14) Spatial History and Black Soldiers
In-class GIS exercise

Wed. (Mar 16) Spatial History and Black Soldiers
In-class GIS exercise

Battlefields and Home Fronts

Fri. (Mar 18) Mothers of Invention

Reading Due: Faust, pp. xi-233; Reading Due: Gienapp, "The Confederate Home Front" 1-13; Concise Atlas, pp. 64-65

REVISED 5-pp. paper due 5:00 pm in P-Web

Spring Break March 19-April 3

Mon. (Apr 4) Northern Women, Politics, and Domesticity

*Reading Due: Wendy Hamand Venet, "The Emergence of a Suffragist: Mary Livermore, Civil War Activism, and the Moral Power of Women," Civil War History 48 (2002): 143-164; <http://search.ebscohost.com/login.aspx?direct=true&db=31h&AN=7152989&site=ehost-live> *e-reserve*; Judith Giesberg, "Noble Union Girls," Civil War Times 49 (June 2010): 58-64 (*America: History and Life*) also available under another title here: <http://www.historynet.com/explosion-at-the-allegany-arsenal.htm>*

Turning Points of 1863

Wed. (Apr 6) Gettysburg, Vicksburg, Chattanooga

Reading Due: Ordeal, Ch. 19; Gienapp, "The Military Struggle, 1863," 1-9; Concise Atlas, pp. 56-59, 62-63, 66-67

Research Poster Bibliography due 5:00 pm in P-Web

Fri. (Apr 8) Resistance & Dissent

Reading Due: Ordeal, Ch. 20-21; Gienapp, "The Union Home Front," 1-10; Concise Atlas, pp. 60-61

Homework due at beginning of class. Class period: meet with Emily to discuss digital newspapers and Civil War Washington website: <http://civilwardc.org/>

Mon. (Apr 11) Gettysburg, Mapping, and Spatial Analysis

*Reading Due: Anne Kelly Knowles, et. al. "What Could Lee See at Gettysburg?" in Placing History: How Maps, Spatial Data, and GIS Are Changing Historical Scholarship ed. Anne Kelly Knowles (Redlands, CA: ESRI Press, 2008): 235-265. *e-reserve*

Wed. (Apr 13) Civil War Washington

Reading Due: Explore "Civil War Washington" digital project: <http://civilwardc.org/>

Fri. (Apr 15) Vicksburg as Turning Point

Reading Due: Explore "Civil War Trust" site on Vicksburg <http://www.civilwar.org/battlefields/vicksburg.html>; Be sure to watch the animated campaign map and to read the sections on "Vicksburg Campaign: Unvexing the Father of Waters" <http://www.civilwar.org/battlefields/vicksburg/vicksburg-history-articles/vicksburgwinshcelhq.html> and "The Long, Gruesome Fight to Capture Vicksburg" <http://www.civilwar.org/hallowed-ground-magazine/summer-2013/fight-to-capture-vicksburg.html>

1864

Mon. (Apr 18) The Meaning of Death

*Reading Due: The Gettysburg Address, Ordeal, pp. A-16-A-17; Walt Whitman, "The Wound Dresser"; Clara Barton excerpt **distributed in class**; Bierce, "One of the Missing"*

5-Page Paper Due 5:00 pm in P-Web

Wed. (Apr 20) Military Stalemate/ Political Battles

Reading Due: Ordeal, Ch. 22-24; Gienapp, "The Military Struggle, 1864," 1-4; "Union Politics, 1864," 1-13; Concise Atlas, pp. 68-75, 86-87

War's End

Fri. (Apr 22) The End of the Confederacy

Reading Due: Ordeal, Ch. 25; Faust, pp. 234-257; Gienapp, "Confederate Politics, 1864-

1865," 1-7; "The End of the War," 3&4, 11-16; Concise Atlas, pp. 78-85, 88-91

Mon. (Apr 25) The Death of Lincoln

Reading Due: Gienapp, "The End of the War," 5&9

Reconstruction

Wed. (Apr 27) Peace & Reconstruction

Reading Due: Ordeal, Ch. 26-29; Gienapp, "Presidential Reconstruction," 1-9; "Johnson's Clash with Congress," 1-8; "Congressional Reconstruction," 1-7; Concise Atlas, pp. 92-99

Research Poster Draft Due 5:00 pm in P-Web

Fri. (Apr 29) Sex and Politics

*Reading Due: Martha Hodes, "The Sexualization of Reconstruction Politics," Journal of the History of Sexuality 3 (1993): 402-417; <http://www.istor.org/stable/3704014>
Laura F. Edwards, "The Disappearance of Susan Daniels and Henderson Cooper," Feminist Studies 22 (1996): 363-386; <http://www.istor.org/stable/3178419>
*e-reserve**

Mon. (May 2) The Experience of Reconstruction

Reading Due: Ordeal, Ch. 30-31; Gienapp, "Political Reconstruction in the South," 1-5, "Economic and Social Reconstruction," 1-11; Concise Atlas, pp. 100-103

Tuesday (May 3) Final Revised Research Poster Due 9:00 am in P-Web

Wed. (May 4) The End of Reconstruction

Reading Due: Ordeal, Ch. 31-32; Gienapp, "Opposition and Northern Disillusionment," 1-3, 9&10; "The End of Reconstruction," 1-3; Concise Atlas, pp. 104-105

Fri. (May 6) RESEARCH POSTER SESSION

Mon. (May 9) The New South?

Reading Due: Ordeal, Ch. 33 & Epilogue

A New Birth of Freedom?

Wed. (May 11) Looking Back and Looking Forward: Commemoration and the Future

Fri. (May 13) Public Memory and the Civil War: Ta-Nehisi Coates and the "Case for Reparations"

*Reading Due: Read Coates's original article, and explore the extended Atlantic website:
<http://www.theatlantic.com/special-report/reparations/>*

THURSDAY, MAY 19 FINAL EXAM 2:00 PM