

History 214.01: The American Civil War and Reconstruction
Spring 2019 Sarah J. Purcell

Monday, Wednesday, Friday 3:00-3:50 pm HSSC N3110

Office: Mears Cottage, Room 212 Phone: 269-3091

Email: PURCELL@grinnell.edu Email is the best way to reach me.

Office Hours: Tu 1-3, W 4-5, Fr 4-5, and by appointment. I am here to help you learn this semester, and I can always make time for you. Please come see me during office hours or make an appointment, so I can speak with you one-on-one.

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. One of the main features of this course is to analyze how the institution of slavery ended in the United States and what that meant (and didn't mean) for the people who lived under it and for U.S. institutions. 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 over 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 some of the most exciting digital tools used in historical scholarship.

At the end of the semester, we will aim to have mastered course content, improved historical research skills, improved writing skills, improved group-work skills, and improved oral communication skills. Ask for help with skills and content at any time!

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

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

Lisa M. Brady, *War upon the Land* (U. Ga. Press, 2012)

William J. Cooper, Jr. and John M. McCardell, Jr., eds. *In the Cause of Liberty: How the Civil War Redefined American Ideals* (2009)—note: an electronic form of this book is available from ProQuest through the library catalog; it can be used by 3 users simultaneously

William Craft and Ellen Craft, *Running a Thousand Miles for Freedom: The Escape of William and Ellen Craft from Slavery* (Dover Thrift, 2003) note: several good versions are available online through the library catalog

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 #cwgrinnell19, 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 (or have never used it for scholarly purposes), 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.

One thing to note: some of our primary sources from the nineteenth century contain extremely offensive language. To quote literary scholar Dr. Koritha Mitchell, we are scholars, “not re-enactors, so we need not let the text dictate what we *give life to* in the classroom (korithamitchell.com).” We can’t pass over all racist, sexist, and other offensive language in our sources—but we always need to remember the historical context. Some slurs are too much. I, for one, do not ever say “the N-word” out loud, and I would prefer no one to do so in this class. If you want to read a quotation out loud with the word in it, just say “N” or “N-word,” instead.

- 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. Academic honesty is important in all classes, and we will follow its dictates.
 - 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 25 and April 12. The February paper will have a mandatory revision due on March 14. A shorter memo paper will be due January 31. Each student will work in a team to create a research poster (preceded by a proposal and accompanied by a research journal), which will be showcased at our class poster session on May 3. Other homework, assignments, and digital exercises will be discussed in class and will count towards class participation. There will be an in-class final.
 - 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 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 focused on class material. 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 speak with me during the first week of class. Grinnell College (and this class) provide reasonable accommodations. Students must also arrange their accommodations with Accessibility and Disability Services; contact John Hirschman at 641-269-3710.
-

Grading:

Grades will be calculated according to the following formula:

<i>Ordeal by Fire</i> memo	5%
5-pp papers	15% each
Research Poster Proposal	5%
Research Reflection Journal	5%
Research Poster	15%
Final Exam	20%
Class Participation	20%

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

Course Schedule and Assignments:

Mon. (Jan 21) Martin Luther King, Jr. Day NO CLASS

Please familiarize yourself with the syllabus.

Antebellum North and South

Wed. (Jan 23) Free Labor

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

Wed. (Jan 23) EXTRA CREDIT OPPORTUNITY: Campus MLK, Jr. Day event: community reading of King's *Letter from a Birmingham Jail*, 7:30 pm in JRC 101 *For extra credit: turn in a one-page reflection on the event*

Fri. (Jan 25) The Slave System

Reading Due: Ordeal, Ch. 2; The American Yawp, Ch. 11
<http://www.americanyawp.com/text/11-the-cotton-revolution/>; Gienapp, "The North and South Contrasted," 6-9 & 11

Mon. (Jan 28) Regions and Nation

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*; Christa Dierksheide and Peter S. Onuf, Ch. 2 in In the Cause of Liberty, pp. 9-24

Wed. (Jan 30) Slavery and Capitalism

"Introduction" and Chapters 5 & 6 by Rothman and Berry (you also may want to skim Chapter 1), Slavery's Capitalism: A New History of America's Economic Development, ed. Sven Beckert and Seth Rockman (Philadelphia: University of Pennsylvania Press,

2006), JSTOR book: <http://www.jstor.org/stable/j.ctt1dfnrs7>;
Marc Perry, "Shackles and Dollars: Historians and Economists Clash over Slavery,"
Chronicle of Higher Education, December 16, 2016
<http://www.chronicle.com/article/ShacklesDollars/238598>; *Concise Atlas*, pp. xv, 4-9

Thurs., January 31 SPECIAL DEADLINE *Ordeal by Fire* memo paper due at 7:00 pm in P-web

The Slavery Debate to 1850

Fri. (Feb 1) 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 4) Legacies of Manifest Destiny

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

Wed. (Feb 6) Legacies of Manifest Destiny continued

Reading Due: Ordeal, Ch. 6-7; Gienapp, "The House Dividing," 1; Listen to Andrew Delbanco interview with Terry Gross on "Fresh Air" How the Fugitive Slave Act Ignited 'A Struggle for America's Soul' <https://www.npr.org/2018/11/06/664695634/the-fugitive-slave-act-and-the-struggle-for-america-s-soul> (34 minutes)

Fri. (Feb 8) Slave Narratives and Abolition

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

War Ignites

Mon. (Feb 11) The Failure of Compromise

Reading Due: Ordeal, Ch. 8; Gienapp, "The House Dividing," 2-13; Concise Atlas, pp. 10-11; Richard Carwardine, Ch. 4, in In the Cause of Liberty, pp. 40-62

Wed. (Feb 13) Secession as Revolution?

Reading Due: Ordeal, Ch. 9; Gienapp, "The Road to War," 1-4; Concise Atlas, pp. 12-13; Sean Wilentz, Ch. 3 and George C. Rable, Ch. 5 in In the Cause of Liberty, pp. 25-39 & 63-86

Fri. (Feb 15) Ft. Sumter & First Conflicts

Reading Due: Ordeal, Ch. 10; Gienapp, "The Road to War," 5&6; "The War Begins," 1-3

1861

Mon. (Feb 18) Civil War Songs

Reading Due: Civil War Trust, "Music of the 1860s," [click here](#):

<https://www.civilwar.org/learn/articles/music-1860s>; Please listen to NPR story by Bilel Qureshi "How Dixie Became and Endured as an Anthem," January 6, 2019
<https://www.npr.org/2019/01/06/682608032/how-dixie-became-and-endured-as-an-anthem> (7:44 minutes)

Wed. (Feb 20) 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

Fri. (Feb 22) Fighting at Home, Appeals Abroad

Reading Due: *Ordeal*, Ch. 13; Gienapp, "Diplomacy" 1-4; *Concise Atlas*, pp. 76-77

Mon. (Feb 25) 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

February 25: 5-page paper due 7:00 pm in P-Web

1862

Wed. (Feb 27) 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; James M. McPherson, Ch. 1 in *In the Cause of Liberty*, pp. 1-8

Fri. (Mar 1) 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

Mon. (Mar 4) What Did Soldiers Fight For?

Reading Due: Bierce, "What I Saw of Shiloh"; Chandra Manning, Ch. 6 in *In the Cause of Liberty*, pp. 87-104; Aaron Sheehan-Dean, "Everyman's War: Confederate Enlistment in Civil War Virginia," *Civil War History* 50 (2004): 5-26

https://muse.jhu.edu/journals/civil_war_history/v050/50.1sheehan-dean.pdf; Lorien Foote, Ch. 3 "A Regular Old-Fashioned Free Fight: Physical Prowess and Honor," in *The Gentlemen and the Roughs: Violence, Honor, and Manhood in the Union Army*, JSTOR Book: <http://www.jstor.org/stable/j.ctt9qfvt5.7> *e-reserve*;

Gienapp, "Common Soldiers," 1-11; Steve Hendrix "A History Lesson for Mr. Trump: Transgender Soldiers Served in the Civil War," *Washington Post*, August 25, 2019

https://www.washingtonpost.com/news/retropolis/wp/2017/07/26/a-history-lesson-for-trump-transgender-soldiers-served-in-the-civil-war/?utm_term=.a36c246fc803

Research Poster Topic Preference Selection Due in class

Wed. (Mar 6) 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 Freemen," *Journal of Economic History* 66 (December 2006): 936-962; <http://www.jstor.org/stable/4501109> *e-reserve*; Gienapp, "African Americans," 1-11

Battlefields and Home Fronts

Fri. (Mar 8) Racialized Violence in the North

Reading Due: Michael J. Pfeifer, "The Northern United States and the Genesis of Racial Lynching: The Lynching of African Americans in the Civil War Era," *Journal of American History* 97 (December 2010): 621-635 <http://www.jstor.org/stable/40959936> ; David Martínez, "Remembering the Thirty-Eight: Abraham Lincoln, The Dakota, and the U.S. War on Barbarism," *Wicazo Sa Review* 28 (Fall 2013): 5-29 https://www.jstor.org/stable/10.5749/wicazosareview.28.2.0005?seq=1#page_scan_tab_contents *e-reserve*

Mon. (Mar 11) Confederate Womanhood

Reading Due: Drew Gilpin Faust, "Altars of Sacrifice: Confederate Women and the Narratives of War," *Journal of American History* 76 (March 1990): 1200-1228 www.jstor.org/stable/2936595; Catherine Clinton, "'Public Women' and Sexual Politics during the American Civil War," in *The Struggle for Equality* (Charlottesville: University of Virginia Press, 2011), 119-124, JSTOR book: <http://www.jstor.org/stable/j.ctt6wrmq5.12> *e-reserve*; Gienapp, "The Confederate Home Front" 1-13; *Concise Atlas*, pp. 64-65

Wed. (Mar 13) 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-allegheeny-arsenal.htm>

Thursday, March 14: REVISED 5-pp. paper due 7:00 pm in P-Web

Fri. (Mar 15) War, Nature, Strategy

Reading Due: Brady, *War upon the Land*, pp. xii-48

Spring Break March 16-31

Turning Points of 1863

Mon. (Apr 1) Gettysburg, Vicksburg, Chattanooga

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

Wed. (Apr 3) 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*; Lyde Cullen Sizer, "Mapping the Spaces of Women's Civil War History," Journal of the Civil War Era 1 (2011): 536-548, JSTOR <http://www.istor.org/stable/26070167> *e-reserve**

Fri. (Apr 5) Resistance & Dissent

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

April 5: Research Poster Proposal due 7:00 pm in P-Web—Designate ONE person from your group to turn it in for the entire group

Mon. (Apr 8) Vicksburg as Turning Point

Reading Due: Brady, War upon the Land, pp. 49-71; Be sure to watch the Civil War Trust animated campaign map, click here:

<http://www.civilwar.org/battlefields/vicksburg/maps/vicksburg-animated-map.html>

Wed. (Apr 10) 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"*

Fri. (Apr 12) 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

April 12: 5-Page Paper Due 7:00 pm in P-Web

Mon. (Apr 15) Total War

Reading Due: Brady, War upon the Land, pp. 72-140

Wed. (Apr. 17) The End of the Confederacy

Reading Due: Ordeal, Ch. 25; Gienapp, "Confederate Politics, 1864-1865," 1-7; "The End of the War," 3&4, 11-16; Concise Atlas, pp. 78-85, 88-91

War's End

Fri. (Apr 19) **no class meeting** (Prof. Purcell gone to DC for a conference) Work with your partner on your poster draft!

Mon. (Apr 22) The Death of Lincoln

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

Reconstruction

Wed. (Apr 24) Peace and 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

April 24: Research Poster Draft Due 7:00 pm in P-Web

Fri. (Apr 26) **No class meeting** (Prof. Purcell gone to a meeting at Carleton College)

Please Watch: "American Experience: Reconstruction—The Second Civil War" Episode 1 "Revolution" (2004) on Kanopy Library database (must be on Grinnell College network or log in with college credentials to watch): <https://grinnell.kanopy.com/video/american-experience-reconstruction-second-ci> (86 minutes)

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

Mon. (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

Tuesday (Apr 30) Final Revised Research Poster Due 9:00 am in P-Web

Wed. (May 1) 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 3) RESEARCH POSTER SESSION 3-4 pm

Mon. (May 6) The New South?

Reading Due: *Ordeal*, Ch. 33 & Epilogue; W. Fitzhugh Brundage, Ch. 8 in *In the Cause of Liberty*, pp. 126-135

A New Birth of Freedom?

Wed. (May 8) Looking Back and Looking Forward: Commemoration and the Future

Reading Due: David Blight, Ch. 9 in *In the Cause of Liberty*, pp. 136-153

Fri. (May 10) Public Memory and the Civil War

WEDNESDAY, MAY 15 9:00 AM Final Exam