

## History 214.01: The American Civil War and Reconstruction

Spring 2023 Sarah J. Purcell she/her

Monday, Wednesday, Friday 11:00-11:50 am

HSSC S3325

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Open Office Hours: Tuesday & Thursday 2:30-4:00 pm, and by appointment

Please come and see me during office hours, or make an appointment, so I can meet you one-on-one. Please email, call, or text me any time for help with class, or with anything else. I encourage you to take care of yourself. Let me know what you need, and try to share any concerns before they become severe. I am VERY flexible, and I will always listen to you. Share your triumphs, too. Especially when we are still recovering from pandemic conditions, I expect flexibility from you, and you may expect it from me. Please communicate, so we can help one another.

### 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 other 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 reading and 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)**

Lisa M. Brady, *War upon the Land* (U. Ga. Press, 2012) also available online as a JSTOR book

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)

Tiya Miles, *All That She Carried* (Random House, 2021)

Aaron Sheehan-Dean, *Concise Historical Atlas of the U.S. Civil War* (Oxford, 2009)

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

**Student Responsibilities:**

- To be a good part of the peer community of historians in this course, you must be present and participate. 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!
- Connect to the course hub on PioneerWeb to stay on top of readings and assignments. P-Web will also feature course announcements and other required material.
- Communicate with Prof. Purcell frequently.
- Read your email daily, and be sure to respond to any requests (such as requests to fill in surveys) from Prof. Purcell and your peers.
- Turn in your assignments by the deadlines, but if you need extensions or other flexible arrangements, Prof. Purcell expects you to ask for help, and she will give it.
- Consult and follow the rules for Academic Honesty in the Grinnell College Student Handbook and the college catalog. You can see the academic catalog policies on academic honesty here:  
[http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty in Academic Work](http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work)
- 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.

- Follow University of Chicago (17th Edition) style citations in footnotes or endnotes for all assignments in this course, unless the assignment directs you explicitly to do something else. You may consult the *Chicago Manual of Style* online through the Grinnell College Library catalog here (off-campus you will need to log into the Library through its proxy server): <https://www-chicagomanualofstyle-org.grinnell.idm.oclc.org/book/ed17/frontmatter/toc.html>
- Students in this course will write two 5-page papers based on course materials due on February 27 and April 14. The February paper will have a mandatory revision due on March 16. A shorter memo paper will be due February 6. Each student will produce a history museum project due on May 5. Other homework, assignments, and digital exercises will be discussed in class and will count towards class participation. There will be take-home final exam.
- Engage with the material, and be ready for controversy and difficult subjects. We are studying a series of events shaped by racism, sexism, 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. Ask Prof. Purcell for help and support whenever you need it.

Note: Some of our primary sources will 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](http://korithamitchell.com)).” We can't eliminate 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 expect 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. Please be sensitive to other slurs (such as r\*\*skin), also, and feel comfortable substituting a similar short-hand substitution in our discussions. We have to grapple with these concepts, but we do not have to give voice to hatred.

### **Student Support:**

- You can expect support from Prof. Purcell for any kind of need (personal or academic) in this class. Feel invited to call, text, or email her at any time. If you have any questions or need help of any kind, you can always start by asking Prof. Purcell.
- You may consult with the Grinnell College Writing, Reading, and Speaking Center on any assignment in this course. Make an appointment [here](#).
- If you experience any tech problems at all, please let Prof. Purcell know, and she will help you contact the relevant Grinnell College office to get help solving your issues.

- For health needs (physical and mental), please consult with Student Health and Wellness [here](#) or go to the SHAW office in the lower-level of the Forum.
- Chris Jones, the college archivist, is the consulting librarian for our class. You may email him directly with questions [joneschr], or you may book a Library Lab appointment [here](#).
- If you require accommodation for any diagnosed disability, please speak with Prof. Purcell during the first few days of class. Grinnell College (and Prof. Purcell) provide reasonable accommodations. Students must also arrange their accommodations with Accessibility and Disability Services; contact Jae Hirschman at 641-269-3710 or email [hirschma]. Information available [here](#).

### **Illness policy**

Please DO NOT attend class if you are ill. Contact Prof. Purcell as soon as you can (preferably via email). We will work out a way for you to keep up with class and assignments with flexible deadlines, according to your level of illness and capability.

Please wear a face mask in class and in Prof. Purcell’s office.

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### **Grading:**

Grades will be calculated according to the following formula:

<i>Ordeal by Fire</i> memo	10%
5-pp papers	15% each
History Museum Project	15%
Final Exam	20%
Class Engagement	25%

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

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### **Course Schedule and Assignments:**

Mon. (Jan 23) Class Introduction

Please familiarize yourself with the syllabus. Be sure to introduce yourself to the class on Flip.com before class; click here: <https://flip.com/5900dbd8>

#### **Antebellum North and South**

Wed. (Jan 25) Free Labor

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

Fri. (Jan 27) The System of Enslavement

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," Documents 6-9 & 11

Mon. (Jan 30) Experiences of Enslavement

Reading Due: Tiya Miles, *All That She Carried*, Prologue (xiii)-p.126 & pp. 287-89

Wed. (Feb 1) Slavery and Capitalism

Reading Due: \*e-reserve\* "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

### **The Slavery Debate to 1850**

Fri. (Feb 3) 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 6) Legacies of Manifest Destiny

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

### **Monday February 6 Ordeal by Fire memo paper due at 8:00 pm in P-web**

Wed. (Feb 8) 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 10)

Reading Due: Tiya Miles, *All That She Carried*, pp. 127-221

Mon. (Feb 13) Slave Narratives and Abolition

Reading Due: William Craft and Ellen Craft, *Running a Thousand Miles for Freedom*; Gienapp, "The North and South Contrasted," 12; Watch "One Couple's Remarkable Escape from Slavery," CBS News, January 15, 2023, <https://www.cbsnews.com/video/one-couples-remarkable-escape-from-slavery/>

## War Ignites

Wed. (Feb 15) The Failure of Compromise

*Reading Due: Ordeal, Ch. 8; Gienapp, "The House Dividing," 2-13; Concise Atlas, pp. 10-11*

Fri. (Feb 17) Secession as Revolution?

*Reading Due: Ordeal, Ch. 9; Gienapp, "The Road to War," 1-4; Concise Atlas, pp. 12-13; \*e-reserve, Bernard E. Powers, Jr. "The Worst of All Barbarism': Racial Anxiety and the Approach of Secession in the Palmetto State," South Carolina Historical Magazine 112 (2011): 139-156, JSTOR <https://www.jstor.org/stable/41698072>*

Mon. (Feb 20) Ft. Sumter & First Conflicts

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

## 1861

Wed. (Feb 22) 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)*

Fri. (Feb 24) 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 27) Fighting at Home, Appeals Abroad

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

## Monday, February 27: 5-page paper due 8:00 pm in P-Web

## 1862

Wed. (Mar 1) 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 3) 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 6) 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 8) What Did Soldiers Fight For?

*Reading Due: Bierce, "What I Saw of Shiloh" available on "The Ambrose Bierce Project," <http://www.ambrosebierce.org/shiloh.htm>; \*e-reserve\* 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](https://muse.jhu.edu/journals/civil_war_history/v050/50.1sheehan-dean.pdf); 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](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)*

Fri. (Mar 10) Black Soldiers

*Reading Due: \*e-reserve\* 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>; Gienapp, "African Americans," 1-11*

#### Battlefields and Home Fronts

Mon. (Mar 13) Racialized Violence in the North

*Reading Due: \*e-reserve\* 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>; \*e-reserve\* 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](https://www.jstor.org/stable/10.5749/wicazosareview.28.2.0005?seq=1#page_scan_tab_contents)*

Wed. (Mar 15) Confederate Womanhood

*Reading Due: \*e-reserve\* 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](http://www.jstor.org/stable/2936595); \*e-reserve\* 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.ctt6wrmg5.12>; Gienapp, "The Confederate Home Front" 1-13; *Concise Atlas, pp. 64-65**

**Thursday, March 16: REVISED 5-pp. paper due 8:00 pm in P-Web**

Fri. (Mar 17) Northern Women, Politics, and Domesticity

*Reading Due:* \*e-reserve\* 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>; Judith Giesberg, "Noble Union Girls," Civil War Times 49 (June 2010): 58-64 also available under another title here: <http://www.historynet.com/explosion-at-the-alleggheny-arsenal.htm>

**SPRING BREAK March 18-April 2**

Turning Points of 1863

Mon. (Apr 3) War, Nature, Strategy

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

Wed. (Apr 5) Gettysburg, Vicksburg, Chattanooga

*Reading Due:* Ordeal, Ch. 19; Gienapp, "The Military Struggle, 1863," 1-9; Concise Atlas, pp. 56-59, 62-63, 66-67; View Civil War Trust "Gettysburg Animated Battle Map," click here: <https://youtu.be/DUXpCfcJ7Nq> (16:50)

Fri. (Apr 7) Gettysburg, Mapping, and Spatial Analysis

*Reading Due:* \*e-reserve\* 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

Mon. (Apr 10) Resistance & Dissent

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

Wed. (Apr 12) Vicksburg as Turning Point

*Reading Due:* Brady, War upon the Land, pp. 49-71; Be sure to watch the Civil War Trust animated "Vicksburg Campaign" map, click here: <https://youtu.be/1eSgimZ8GKQ> (20:31)

Fri. (Apr 14) The Meaning of Death

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

**April 14: 5-Page Paper Due 8:00 pm in P-Web**

Mon. (Apr 17) 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

Wed. (Apr. 19) Total War

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

### War's End

Fri. (Apr 21) 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

Mon. (Apr 24) The Death of Lincoln

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

### Reconstruction

Wed. (Apr 26) **Working Differently Day—NO CLASS MEETING**

Watch Episode 1 & 2 "Reconstruction: America after the Civil War" (2 hours) online through Grinnell College libraries (on campus or logged on via proxy server): [https://fod-infobase-com.grinnell.idm.oclc.org/p\\_ViewVideo.aspx?xtid=188580](https://fod-infobase-com.grinnell.idm.oclc.org/p_ViewVideo.aspx?xtid=188580) & [https://fod-infobase-com.grinnell.idm.oclc.org/p\\_ViewVideo.aspx?xtid=188581](https://fod-infobase-com.grinnell.idm.oclc.org/p_ViewVideo.aspx?xtid=188581)

Fri. (Apr 28) 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

Mon. (May 1) 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; \*e-reserve\* Catherine A. Jones, "Women, Gender, and the Boundaries of Reconstruction," *Journal of the Civil War Era* 8 (March 2018): 111-131, <https://www.jstor.org/stable/26381505>

Wed. (May 3) 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 5) No class meeting—Prof. Purcell gone to a meeting in Rhode Island

**History Museum assignment due 8:00 pm in P-web**

Mon. (May 8) The New South?

Reading Due: *Ordeal*, Ch. 33 & Epilogue; \*e-reserve\*; Tiya Miles, *All That She Carried*, pp. 222-278

### **A New Birth of Freedom?**

Wed. (May 10) Looking Back and Looking Forward: Commemoration and the Future

*Reading Due: Ashleigh Lawrence-Sanders, "Beyond Monuments: African Americans Contesting Civil War Memory," Black Perspectives Blog, AAIHS, October 16, 2017, <https://www.aaihs.org/beyond-monuments-african-americans-contesting-civil-war-memory/>*

Fri. (May 12) Public Memory and the Civil War

**THURSDAY, MAY 17 12:00 pm Take-Home Final Exam Due on P-web**