

History 6630, Fall 2018
Graduate Readings Seminar in the Civil War and Reconstruction Era (1831-1890s)
Paul Harvey
Email: pharvey@uccs.edu. Ext.: 4078. Office hours T 3 – 4:45 or by appt

Course Description and Aims

This is a graduate-level readings seminar in the history of the Civil War and Reconstruction era, defined for our purposes as the rise of conflict over slavery beginning in the earlier 19th century to the end of Reconstruction and the beginnings of Civil War “memory” from the 1870s to the 1890s. For many of you, this course will be preparatory to the subsequent research component, History 7630. The reading list, comprised of books, articles, and primary documents, is designed to give students a firm grounding in the history and historiography of the Civil War and Reconstruction era.

Class Attendance and Participation

All students will be expected to participate in classroom discussion weekly and vocally. **Class attendance is absolutely mandatory except in case of significant illness; class “skips” will result in grade penalty, and after more than two you will need to drop the class or receive a failing grade. If you have a work conflict with this class, work that conflict out *now*.**

Class Assignments and Grading Policy

Class Attendance, Participation, Discussion Leadership, Short Analyses, Teaching Exercise, and short blog post	40%
Comparative Paper on Manning, Ayers, and Fellman	30%
Semester Paper	30%

REQUIRED BOOKS

Chandra Manning, *What This Cruel War Was Over: Soldiers, Slavery, and the Civil War*.
Edward L. Ayers, *The Thin Light of Freedom*
Michael Fellman, *Inside War: The Guerrilla Conflict in Missouri During the Civil War*
Charles B. Dew, *Apostles of Disunion: Southern Secession Commissioners and the Causes of the CW*
Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction*
David Blight, *Race and Reunion: The Civil War in American Memory*
Gary Gallagher and Joan Waugh, *The American War*
Glenn David Brasher, *The Peninsula Campaign and the Necessity of Emancipation*
John David Smith, *A Just and Lasting Peace: A Documentary History of Reconstruction*

REQUIRED ARTICLES, BLOG POSTS, AND RECORDED LECTURES

“Who Won the CW?” <http://www.nytimes.com/roomfordebate/2013/07/02/who-won-the-civil-war>

Film: “John Brown’s Holy War,” to be discussed on first day of class:

<https://www.youtube.com/watch?v=9mbe-y-rBW4>

J. David Hacker’s estimate of Civil War deaths:

<http://opinionator.blogs.nytimes.com/2011/09/20/recounting-the-dead/#more-105317>

Edward J. Blum, “Satan Was the First Secessionist” (article will be provided to you via pdf)

Mark Noll, “The Crisis Over the Bible,” chapter 2 from *The Civil War as a Theological Crisis*

Forum on “The Contested Meanings of the 14th Amendment,” from *Journal of the Civil War Era*:

<https://journalofthecivilwarera.org/2018/07/the-contested-meanings-of-the-fourteenth-amendment/>

Eric Foner, lecture on Abraham Lincoln: <https://www.c-span.org/video/?296968-1/the-fiery-trial>

Drew Faust and Ric Burns discuss *This Republic of Suffering* at the Brooklyn Historical Society:
<https://www.youtube.com/watch?v=IIgQJuUUQC0>

Ira Berlin, "Who Freed the Slaves?,"

<http://www.library.vanderbilt.edu/Quaderno/Quaderno5/Q5.C3.Berlin.pdf>

Drew Gilpin Faust, "Altars of Sacrifice: Confederate Women and the Narratives of War,"
available many places, including at

<https://paulharveydotorg.files.wordpress.com/2013/07/faust-altars-of-sacrifice.pdf>

James McPherson, "Who Freed the Slaves?," <http://www.jstor.org/stable/986716> (use VPN)

Lecture by Eric Foner on *The Fiery Trial*, <http://www.c-spanvideo.org/program/296968-1>

Articles on the Civil War and the American West, TBA here later.

REQUIRED PRIMARY DOCUMENTS

(note: read the primary documents each week as indicated below).

August 20: John Brown's last speech, at

<http://www.historyisaweapon.com/defcon1/johnbrown.html>

September 11:. Primary documents in Dew, last section of *Apostles of Disunion*

September 18: relevant materials from *The War of the Rebellion: The Official Records of the Union and Confederate Armies*, 127 Volumes, available in our library at E464 U6. Available various places online, including <http://ehistory.osu.edu/books/official-records>.

September 25: Use "The Making of America" or another database to find a memoir from a Union soldier, and analyze how that soldiers remembers the war

Oct. 2: choose any TWO documents from this page:

<http://www.civilwaronthewesternborder.org/content/civil-war-western-border-%E2%80%93-suggested-primary-sources-teachers-and-students>

Oct. 9: Lincoln's Second Inaugural Address:

http://avalon.law.yale.edu/19th_century/lincoln2.asp

Oct. 16: choose one of the documents here:

<https://www.pbs.org/weta/thewest/resources/archives/four/sandcrk.htm>

Oct. 23: bring your own primary document to class, something you will use next semester

Oct. 30: any primary document from *The Valley of the Shadow* Project online:

<http://valley.lib.virginia.edu/VoS/choosepart.html>

Nov. 6/13: Ira Berlin et al., eds., published papers of the Freedmen's Bureau, 6 volumes to date, under the general title *Freedom: A Documentary History of Emancipation* (E 185.2 F88)

Nov. 20: any document from the Grand Army of the Republic or the Sons of Confederate Veterans, or from a memoir about the Civil War era

Nov. 27 and Dec. 4: you will be given document from Smith to analyze

SCHEDULE

Aug 21 Introduction: Who Won the Civil War? (at *New York Times* link listed above); film "John Brown's Holy War" (see link above), and "John Brown's Last Speech": What is the best way to understand John Brown and the astonishing violence of the CW?

Aug 28 Gallagher/Waugh, *The American War*
What was the meaning, ultimately, of the Civil War and Reconstruction, and how would you go about explaining it to students in one week?

Sept 11 Dew, *Apostles of Disunion* and Blum, "Satan was the First Secessionist" (in pdf):
How do you explain the failure of Compromise and the coming of the CW? What would

Dew change about his original argument, as stated in his afterword to the new edition?

- Sept 18 Brasher, *The Peninsula Campaign*
How did the peninsula campaign shape the evolution of the CW, both in terms of fighting and in terms of public policy?
- Sept 25 Manning, *What This Cruel War Was Over*
+ chapter from Gary Gallagher from *The Union War* (pdf to be provided):
Which historian best captures the motivations/views of Civil War soldiers?
- Oct 2 Fellman, *Inside War*
What was the nature of, and effect of, guerrilla war in the borderlands during the CW?
- Oct 9 Excerpt from *This Republic of Suffering* and watch film “Death and the American Civil War”; chapter from Mark Noll’s *CW as Theological Crisis*; *New York Times Disunion Blog*, post by David Hacker on the recounting of Civil War deaths; and Drew Gilpin Gaust, “Altars of Sacrifice” article
How did Americans comprehend the mass scale of death in the CW? Did it provoke a religious or theological crisis?
- Oct 16 The Civil War and the American West – various articles here TBA
What is the relationship of the Civil War to the history of the American West? Is there a way to unite these two different fields, Civil War history and Western history?
- Oct 23 “Take a Deep Breath” Week: Watch lectures by Foner and Faust, links above.
- Oct 30 Ayers, *The Thin Light of Freedom*
What are the major similarities and differences in the way the people of these two counties experienced the second half of the CW and the years of Reconstruction
- Nov 6 Articles on subject “Who Freed the Slaves,” and articles on 14th Amendment
Who freed the slaves?
Comparative Paper due
- Nov 13 Foner, *Forever Free*
Respond to the paragraph bottom 122/top 123, beginning with “It is tempting to view . . .”
“ and ending with “violated ‘all our experience as a people.’”
- Nov 20 Blight, *Race and Reunion*
Respond to the following: a historical cliché states that history is written by winners. In the case of the CW, actually it was just the opposite: the dominant historical narrative of the period, as it turned out, was written by the losers.
- Nov. 27 John David Smith, *A Just and Lasting Peace*, first half
Respond to the particular document(s) to which you are assigned
- Dec. 4 Smith, 2nd half -- same primary source assignment as Nov. 27th
- Dec. 11 individual meetings about next semester (or make-up day in case of snow)
Final Paper due

Discussion Leadership and Writing Assignments

- 1) Each student should be prepared *each week* to provide a cogent, 2 or 3 minute oral answer to the question posed for the week in the syllabus. Every *other* week, you will bring and turn in a 1 page single-spaced response to the question, which employs the reading and uses quotations from the reading in answer to the question.

 - 2) In tandem with one other student, should be prepared to take the role of discussion leader for one week of the semester. When your week comes to be a discussion leader, I would expect your student team to come prepared with the following:
 - a) a short (1 p.) summary of the book's major thesis, arguments, and evidence (and/or articles, where appropriate)
 - b) a short (1 p.) critique of the book/article(s), including questions, concerns, and counter-arguments
 - c) a short (1 p.) list of discussion questions which you will use to guide the class as a whole through the discussion of the work.

 - 3) I will ask each student to "lead" a sample undergraduate class for 15-20 minutes once during the semester, showing us how you would lead a group of less advanced students through the material we are discussing. This could involve a mini-lecture, some kind of presentation, a special "group exercise" kind of thing, or whatever other pedagogical tools that come to mind. You will do this on some evening *other than* the one where you are the class discussion leader. Early in the semester you will "sign up" for your week to lead us in your teaching exercise. (This is an oral exercise – nothing written required).

 - 4) Each student will also prepare one short (750 word) informal blog post review of either Dew or Brasher, due on the weeks those books are due. For your model, use the blog post responses to Walter Johnson's *River of Dark Dreams*, which may be found at The Junto blog: <http://earlyamericanists.com/category/special-features/roundtables/river-of-dark-dreams/>.

 - 5) Comparative paper on Manning, Fellman, and Ayers due November 6th.

 - 6) Finally, each student will be asked to do a primary source analysis assignment twice this semester, and to report on that assignment at least once to the class as a whole.
 - a) One of your two primary source analyses should be on two (or more) of the primary sources that are part of our reading assignments; prepare a 2-3 pp. document analysis of one of the primary sources that you are asked to read on any given week.

 - b) The other should involve finding one (or more) of the primary sources used by one of our authors in her/his footnotes, reading over that source, and then comparing that source to the analysis the author gives to the source. Note: your "source" can be not just written documents, but also audio or visual material. Again, 2-3 pages, and focus here on how the author *employs* the source in his/her analysis; what choices the author makes in using that source; and how *else* that source might be interpreted.
- We will try to divide these up as much as possible so that we have at least one person "reporting in" each week on their analysis of how the historian for the week has used his/her primary source.

Final Papers

The final paper will be an essay-answer to one of several questions posed by me based on this semester's reading. To the degree possible, the final paper will also be a kind of "prospectus" for a research project to be taken up next semester. More information on the final as the semester progresses.