

AMH 4930
Research Seminar:
The Post Civil War Amendments and the Meaning of Citizenship

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Spring 2020

Tuesdays 12:50-3:50
Flint 117

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Overview

Our goals for this semester are threefold:

First, we will rely on various important secondary sources to come to some fundamental understanding of the 13th, 14th, and 15th Amendments.

Second, we will consider the nation's debates about race and citizenship over the next half century. How did the constitution, the courts, and local and state citizens battle over the meanings of citizenship and suffrage?

Third, and perhaps most central, each student will write a substantial piece of original research connected to these broad themes.

Seminar Meetings and Preparation

For most students this course will constitute the “capstone” of your undergraduate experience (perhaps matched by an honors thesis). You should expect this course to be intellectually challenging and demanding. The expectations are pretty straightforward:

- (1) You should come to class each week having done all the assigned reading. Some readings assignments are quite long, and you are not expected to read every single word, but you are expected to look at every paragraph! And you should have a clear understanding of the core ideas in each chapter and in each chapter section. This absolutely means that you must come to class with good notes on every chapter (or article) you read. If you have done the reading but have no notes in front of you when seminar meets, that means you are unprepared for class. In addition to the obvious stuff (author, title, date) your notes should include: essential summaries of what the author has said; questions you wish to raise in class; particular passages you wish to raise in class. There will be periodic open note quizzes on the readings. And I might call on anyone to start discussion in any week.
- (2) In seminar you should be actively engaged in discussions. That does not mean talking for 20 minutes, but it does mean contributing to each discussion. Most importantly, that means listening to your classmates and responding to what they

- have to say. I generally feel that a seminar meeting has gone well when I barely talk.
- (3) For most weeks this will be a “no electronics” classroom. You should turn off your phones and put them away before class begins. There is simply no excuse for reading or writing texts in a seminar, and the consequences will be terrifying.
 - (4) This seminar meets in a three-hour time block. The structure and actual length of classes will vary from week to week, but I will always include a break more or less at the midpoint of seminar. Unless you have some sort of physical emergency, I would ask that you remain in class until we take a break.
 - (5) You simply must show up, and on time. More than one absence will result in a reduced grade. I do not know what would happen if you missed more than two classes because I have never had a student in seminar do that. I shudder to think.

Core Readings

The following books are assigned for purchase this semester. All should be easily accessible both new or used or in libraries. You should acquire copies of each of these books and bring them to class when they are discussed. Digital versions (kindle, phone etc.) are not an acceptable option.

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. Any edition.
- Eric Foner, *The Second Founding*. Norton, 2019.
- Labbe and Laurie, *The Slaughterhouse Cases* (abridged). Kansas, 2005.
- Goldman, *Reconstruction and Black Suffrage*. Kansas, 2001.
- Brook Thomas, editor, *Plessy v. Ferguson: A Brief History with Documents*, Bedford, 1997.
- Charles Chestnutt, *The Marrow of Tradition* (Dover, 2013 edition).
- Sui Sin Far, *Miss Spring Fragrance* (Dover, 2013 edition)

I have done my best to select inexpensive versions of these books. Please read the assigned versions and bring them to class with you.

Assignments and Grading

1. **Participation, Preparation, Presentations** - 20%
This portion of your grade is based on your consistent participation in the seminar as an intellectual community.
2. **Written responses to the readings** - 20%
For most weeks where there is a core reading you will write a short (350-500 word) response to that reading. In these essays you should communicate, concisely, your understanding of the authors main arguments and scholarly approach. You should also note points of comparison with other readings and topics for discussion. These are due at the start of each class.
On three days (2/4, 3/10, 3/31) you will write a slightly longer essay about the latest reading as the summation of that course topic.
3. **Report on responses to Supreme Court cases** - 5%

On February 11th you will report on a contemporary newspaper story or similar account that tells us something about how Americans responded to Supreme Court Cases. This assignment (and #4) will also be a way to think about research questions and strategies.

4. **Report on Wilmington Massacre** - 5%
On February 25th we will use the race riots in Wilmington as an opportunity to discuss original research. You will each prepare a short a piece of research to present to the class
5. **Research Proposal** - 10%
This will be a short (2-3 page) statement of what you intend to do in your final research paper. It will include: A question; a research method; a discussion of how your work fits into the existing literature; a brief bibliography of sources. Due March 17th.
6. **Detailed Outline** - 10%
This assignment (much like the assignment many of you did in the Practicum) calls for an Introductory Paragraph; a Detailed Outline of the Final Paper; and a Bibliography. Due on April 7th.
7. **Final Research Paper** - 30%
This paper will be the culmination of your work throughout the semester. It should be fairly short (about 4,000 words excluding notes). Due on April 28th.

Academic Integrity

I assume that anything you do in this class is your own work unless I am told otherwise. You also may not rely on someone else's notes in taking the reading quizzes. Please review the section on Academic Integrity in the Student Handbook as well as the Department's own statement on Academic Honesty. In your papers all direct quotes should be identified with quotation marks and cited properly. *Any* instance of intentional dishonesty on any assignment -- no matter how small -- will result in an automatic F for the entire course. Please review the University's honesty policy at <http://www.dso.ufl.edu/judicial/academic.htm>.

Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. (In short, please talk with me in the first week.)

Grading

Preparation, Participation, Presentations	20%
Weekly Reading Reflections	20%
Reports on Sources	10%
Research Project (see above for details)	50%

Attendance is mandatory. Unexcused absences or excessive lateness will result in automatic grade reductions. For more information on the University's grading policy see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

CLASS MEETINGS

1. Tues Jan 7 - Introduction
- I. THE RECONSTRUCTION AMENDMENTS AND THE SUPREME COURT**
2. Tues Jan 14 - Three Constitutional Amendments
READ: Eric Foner, *The Second Founding*. Norton, 2019.
3. Tues Jan 21 - Woman Suffrage and the New Departure
READ: [Ann Gordon, "The Trial of Susan B. Anthony"](#)
READ: [Virginia Minor case](#) described by the NPS.
4. Tues Jan 28 - The Slaughterhouse Cases (1873)
 - READ: Labbe and Laurie, *The Slaughterhouse Cases* (abridged). Kansas, 2005.
5. Tues Feb 4 - Reese and Cruickshank (1876)
 - READ: Goldman, *Reconstruction and Black Suffrage*. Kansas, 2001.
 - ESSAY #1 DUE IN CLASS: Review of a decade of postwar law.

6. Tues Feb 11 - Contemporaries discuss the Supreme Court
- Student presentations on responses to Supreme Court cases.
 - Small research presentations both on what you found and how to research contemporary public discourse.

II. African Americans, Law and Literature at the End of the Century

7. Tues Feb 18 - *Plessy v Ferguson* (1896)
- READ: Brook Thomas, editor, *Plessy v. Ferguson: A Brief History with Documents*, Bedford, 1997. Entire class will read pp. 1-60; groups will present on individual documents.
8. Tues Feb 25 - The Wilmington Massacre
- Readings and presentations to be assigned.
- Tues Mar 3 - HOLIDAY
9. Tues Mar 10 - A Novelist and Racial Violence
- READ: Charles W. Chestnutt, *The Marrow of Tradition* (1901; Dover 2013)
 - ESSAY #2 DUE IN CLASS
10. Tues Mar 17 - Research Proposals
- RESEARCH PROPOSAL DUE IN CLASS
 - RESEARCH PROPOSAL PRESENTATIONS

III. Asian Americans and Citizenship

11. Tues Mar 24 - The Chinese Exclusion Act
- READ: Lucy Salyer, "*Chew Heong v. United States: Chinese Exclusion and the Federal Courts*"
12. Tues Mar 31 - Sui Sin Far and Chinese-American Culture
- READ: Sui Sin Far, *Mrs. Spring Fragrance*, Dover 2013. This is a collection of very short stories. Students will present on individual stories, but read the entire book.
 - ESSAY #3 due in class.
13. Tues Apr 7 Discuss: Research Papers
OUTLINES due in class
14. Tues Apr 14 Research Presentations and Discussion
15. Tues Apr 21 Research Presentations and Discussion
- April 28 Papers due in my office