

**AMH 4571**  
**The American Civil War and Reconstruction**  
**Spring 2021**  
**Matt Gallman**

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Office hours

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### **Course Summary**

This course is a survey of the events and issues surrounding the Civil War. In the first few weeks we will consider the chain of events leading up to the Civil War, and read a narrative describing life in slavery. We will then turn to a close analysis of the war years themselves, considering events and issues on the battlefield and on the home front. During those weeks we will read a novel by Louisa May Alcott, and a modern novel about Gettysburg. The final few weeks will consider some aspects of the war's impact. (This semester I am spending less time on Reconstruction than I usually do.) Nearly all of the readings will be primary sources. We will be particularly interested in how the participants experienced the Civil War era and how they interpreted the events around them.

### **Course Requirements**

#### ***Readings***

The following books should be available in the University bookstore and easily accessible on line.

- Gary W. Gallagher and Joan Waugh, *The American War*. This is an excellent, concise, textbook, covering the war years. It is available in paperback or in a digital format. Note that assignments are based on the 1<sup>st</sup> edition. The 2<sup>nd</sup> edition is much more expensive. I have listed this book as “recommended” because I will not be selecting quizzes or exam questions from this book, but I urge you to get it and read the assigned chapters. {Listed as TAW in syllabus.}
- Solomon Northrup, *Twelve Years a Slave*. This is the amazing account of a man who spent a dozen year enslaved in the South. The academy award winning 2013 movie of the same name is based on Northrup's narrative. The book is in the public domain, and thanks to the movie's success there are a bunch of published

versions. I selected one version for the official book order, but you can read any unabridged version you would like. The unabridged book is 22 chapters. Since we will be discussing the book in some detail in class and you will be writing a paper about this book, I must insist that you read a printed book with page numbers that you can cite, rather than a kindle version.

- Movie: *Twelve Years a Slave*. This is the film version of the book. You will write a paper reviewing the movie based on your reading of the book. You may choose to purchase the DVD or rent the movie.
- Michael Shaara, *The Killer Angels*. The Pulitzer prize winning novel about the Battle of Gettysburg.
- Louisa May Alcott, *Hospital Sketches* (Dover paperback). Alcott wrote this short novel based on her experiences as a wartime nurse. You should be sure to get the Dover paperback, which is very inexpensive.

You will also be reading various documents, linked to the course's Canvas site. I might tweak those readings a bit as the semester progresses.

### ***On-Line Teaching and Class Protocols***

This course will be taught entirely on-line. That of course requires that you have access to a computer with a camera and microphone, and a functioning WiFi connection. If your equipment is dicey, you should make it a point to log on before class to be sure that you are ready. I will sometimes begin classes with a short quiz. Those quizzes will assess if you are there and ready to discuss the materials. We will be using the various functionalities of Canvas and Zoom. In order to take this course you must have the proper equipment to do the work. (So, for instance, it is not sufficient to say that you cannot do some task because you are using your phone.)

I will do my best to run this course as close to a familiar face to face class as we can manage. For you, that means a few things:

- You should be logged in on zoom when class is scheduled to begin, just as I would expect you to be on time if we were meeting in a classroom. And you should remain with the class until the class is over (again, just like a normal classroom).
- I will require that everyone turns on their camera when class begins. I do this to ensure that everyone is fully engaged with the class discussions. It has been my experience that folks who turn off their cameras are far more likely to wander away from their computer or simply do other things while class is in session.
- If you have a personal reason why you do not wish to turn on your camera, you should contact me.

This class will use many components of **Canvas**. There is a Canvas page for the course and you should familiarize yourself with the various pages. A few specifics:

- There are seven short papers (of varying length) and a take-home final

described under “*Assignments.*” The current listings give dates but not all the details of each assignments. Those will come later.

- I will make regular use of the “*Announcements*” pages for giving you regular updates on the class. Specifically, I will note whether we are meeting on Canvas or Zoom (or both).
- I may use the “*Quiz*” function periodically to assess your preparation.
- I very much dislike Canvas’s “*Speed Grader*” function. It is bad software. But I will use it for grading papers that you submit on-line. I will not use Speed Grader for all grading components, so the numbers you see will not reflect your entire grade.
- Grades for graded papers and quizzes will appear on the “*Gradebook,*” but quizzes will not be on the same point scale as the other materials. I will not use the Gradebook feature for recording or announcing final grades, but it will allow you to keep track of intermediate grades.
- Under “*Pages*” you will find a page for “Documents discussed in class.” This is a crucial page, offering links to web pages or JPEG files that you will read this semester. Usually I will also provide a link in the syllabus.

### *Class Meetings*

I tend to combine lectures and discussions in most classes, with some days specifically set aside to discuss a major reading. Even if I am doing most of the talking I hope that you will feel actively engaged in each class. That means asking questions, raising issues, responding to my questions and, of course, paying attention. You should always attend class with a notebook and a pen.

You should also attend class *with written notes* on any reading assignment. All studies confirm that we absorb much more and understand material more fully when we take some sort of written notes, in addition to highlighting or underlining. I will give periodic “open note” quizzes on the assigned readings. These are designed to encourage you to attend class with good notes on the readings.

***Attendance is required.*** Students who miss more than two classes (or who are persistently late) will see a reduction in their grades. In short, the way to get a good grade is to show up and be engaged in class.

### *Written Assignments*

You will write seven essays of differing length, adding up to about 6,000 words.

Essay #1.	Jan 29	Paper reviewing 12 Years a Slave	1000 words
Essay #2	Feb 5	Assessment of the Secession Resolutions	500 words
Essay #3	Feb 19	Democrats discuss slavery	500 words

Essay #4	Feb 26	Debates over black enlistment	1000 words
Essay #5	March 26	A Nurse's Story	1500 words
Essay #6	April 2	Was the Battle of Olustee important?	500 words
Essay #7	April 16	Lincoln's Second Inaugural Address	1000 words

All papers are due before class meets. They are all due on Fridays.

### ***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. 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/](http://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 early in the semester.)

### ***Grading***

Essay #1	100 points
Essay #2	50 points
Essay #3	50 points
Essay #4	100 points
Essay #5	200 points
Essay #6	50 points
Essay #7	100 points
Participation	100 points
Preparation / Reading Quizzes	100 points
Take Home Final (3 questions)	150 points
<b>TOTAL</b>	<b>1,000 points</b>

### **Grading Scale for papers**

A	95-100
A-	90-94
B+	85-89
B	80-84
B-	75-79

C+	70-74
C	65-69
C-	60-64
D+	55-59

Missed classes or persistent lateness will result in substantial grade reductions. For more information on the University's grading policy see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

#### **Participation and Participation Grade will reflect:**

- Attending class prepared to discuss readings.
- Active engagement in discussions.
- Success on very simple quizzes (or polls), which measure preparation.

#### **Attendance Deductions**

- After two absences, the final grade will be reduced for each additional unexcused absence.
- If a student is habitually late, this will result in a reduction off the final grade.

#### **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 AND ASSIGNMENTS**

1.	Mon	Jan 11	Introduction
2.	Wed	Jan 13	An Expanding Nation
3.	Fri	Jan 15	Emerging Political Tensions [note: start reading <i>Twelve Years a Slave</i> ]
	Mon	Jan 18	<b>no class meeting: MLK, Jr's birthday</b>
4.	Wed	Jan 20	The Peculiar Institution
5.	Fri	Jan 22	Discussion: The Enslaved Read: <i>Twelve Years a Slave</i> (entire book).
6.	Mon	Jan 25	Political Tensions - II
7.	Wed	Jan 27	Bleeding Kansas / Bleeding Sumner
8.	Fri	Jan 29	Discussion: The Movies Do History View: Movie: <i>Twelve Years a Slave</i> <b>Paper #1 due: 12 Years a Slave</b>

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| 9. Mon  | Feb 1  | The Road to Secession - I  |
| 10. Wed | Feb 3  | The Road to Secession – II<br>Read: TAW, chapter 1.  |
| 11. Fri | Feb 5  | Discussion: 1860 and Secession<br>Read: Declarations of Secession<br><b>Paper #2 due.</b>  |
| 12. Mon | Feb 8  | Two Nations at War   |
| 13. Wed | Feb 10 | To Arms!<br>Read: TAW, chapter 2   |
| 14. Fri | Feb 12 | Discussion: Going to War<br>Read: Documents<br>Alexander Stephens, “Cornerstone Speech,” April 21, 1861<br>Abraham Lincoln, “First Inaugural Address,” March 4, 1861   |
| 15. Mon | Feb 15 | Adjusting to War   |
| 16. Wed | Feb 17 | Antietam<br>Read: TAW, chapter 3   |
| 17. Fri | Feb 19 | Discussion: Emergence of Dissent<br>George McClellan, “Harrison’s Landing Letter,” July 7, 1862.<br>Charles Biddle, “Alliance With the Negro,” March 6, 1862<br><b>Paper #3 due.</b>   |
| 18. Mon | Feb 22 | Race and War   |
| 19. Wed | Feb 24 | The Emancipation Proclamation  |
| 20. Fri | Feb 26 | Discussion: The Meaning of Emancipation<br>Read: The Emancipation Proclamation<br>Read: Frederick Douglass, “Why Should the Colored Man Enlist?” <i>Douglass’ Monthly</i> (April 1863)<br>Read: John W. Menard, “A Reply to Frederick Douglass,” <i>Douglass’ Monthly</i> (April 1863)<br><b>Paper #4 due.</b> |
| 21. Mon | Mar 1  | Citizen Soldiers: Filling the Ranks<br>Read: TAW, chapter 4  |
| 22. Wed | Mar 3  | Supporting the War Effort<br>Read: TAW, chapter 7  |
| 23. Fri | Mar 5  | Resisting the War  |
| 24. Mon | Mar 8  | Ambrose Burnside’s War on Dissent  |
| 25. Wed | Mar 10 | The Case of Willie Waller  |
| 26. Fri | Mar 12 | Ambrose Burnside’s War on Dissent<br>Read: General Orders No. 38<br>Read: Francis Sherman’s Inaugural Address  |

27. Mon	Mar 15	The Road to Gettysburg Read: TAW, chapter 6
28. Wed	Mar 17	New York Explodes
29. Fri	Mar 19	Discussion: <i>The Killer Angels</i> Read: Shaara, <i>The Killer Angels</i> .
30. Mon	Mar 22	Women and Warfare Read: TAW, chapter 6
31. Wed	Mar 24	Women on the Stump: Anna Dickinson and Emma Webb
32. Fri	Mar 26	Discussion: A Nurse's Novel Read: Alcott, <i>Hospital Sketches</i> <b>Paper #5 due.</b>
33. Mon	Mar 29	The Battle of Olustee [2-20-64]
Wed	Mar 31	- No Class: Recharge Day
34. Fri	April 2	Lincoln's Blind Memo <b>Paper #6 due.</b>
35. Mon	April 5	The 1864 Election - I
36. Wed	April 7	Reconstructing the Union?
37. Fri	April 9	Discussion: The 1864 Election Read: Both party platforms.
38. Mon	April 12	1865 and the War's End
39. Wed	April 14	Reconstruction - I
40. Fri	April 16	Discussion: Lincoln's Second Inaugural Read: Lincoln's Second Inaugural <b>Paper #7 due.</b>
41. Mon	April 19	Reconstruction - II
42. Wed	April 21	Conclusions
Wed	April 28	<b>Take Home Final due by 3:00</b>