

AMH 4571

Meeting time: MWF 3:00-3:50 P.M.

Instructor: J.E. Morgan

Office: FLI 234

Office phone: 352-273-3397 (I can be reached here during in-person office hours, but email is best)

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American Civil War and Reconstruction

Over the course of this semester, we will investigate the conflicts that sparked the Civil War in the U.S. We will also discuss how—or if—these conflicts came to a close after the war. This course will center how different groups of people, particularly those whose roles have traditionally been less prominent in the ways in which this history has been written, have contributed to the narrative of that history. Their lives and actions will be centered as we ask questions such as “What roles did these groups play in key political, social, and economic processes in the conflicts surrounding the war?” We will also consider how centering their stories shapes we think of this event. Delving into primary sources that represent a diverse range of perspectives, we will examine ways in which categories of gender, race, and class have shaped our understanding of this conflict. Finally, we will think about how these categories continue to inform the ways in which the history of the U.S. Civil War has been written and how we understand it.

Structure and Objectives

This semester, students will be encouraged to consider and investigate the following:

1. **Chronology:** Throughout the semester, we will think about periodization and the timeline of the Civil War and the events and conflicts surrounding it.
2. **Key dichotomies:** Consider those that have been associated with the period of the Civil War and the period of the Civil War more broadly. These include, but are certainly not limited to, North/South; rural/urban; and agricultural/industrial. How do these (or some of these) dichotomies help us to understand these categories and other important aspects of the conflict? How might some of them hinder our understanding? As a part of this process, students will consider which themes, represented in the weekly schedule below, they would choose as key to analyzing the conflict and why. How do these themes overlap, reoccur, and shape the ways in which we understand the timeline of the Civil War?
3. **Historiography:** We will also consider how the work of writing history (historiography) is done as we examine how notions about gender, race, and class continue to inform the ways in which we read and understand history. Students will be encouraged to engage with, respond to and challenge the ways in which histories of marginalized peoples have (or have not) been presented in various readings. As such, writing about history will be an important component of this course.

Requirements

- Participation: 10%
 - This includes informed participation. You will be asked to facilitate one class

discussion this semester as part of your participation grade. If you must miss class, you are responsible for obtaining the notes and materials from that day and information about assignments that may be due by the next class period.

- Note: Please do not attend class in person if you feel ill. Contact me, and I will make arrangements for you to attend via Zoom or, if there are in-class assignments, to make those up.

- Essay 1: Short Critical Essay: 20%
 - Using a selection of two primary sources (one of which you will find on your own, the other may come from our readings) that are related in terms of a central issue, event, or historical actor or group in connection with a theme relating to the Civil War/the conflicts surrounding it, you will craft an essay in which you analyze the primary sources in terms of the historical context in which they were created. For this context, you should draw upon material that we cover in class and/or in assigned sections of *American Yawp*. Questions that you should consider are: What issue or event do these primary sources address? How do they present the issue, event, or historical actor/group similarly or differently (think about different points of view here)? How does the information contained in the primary sources illustrate, support, or complicate the way that history has been presented or understood? What conclusions can you draw about the issue/event in light of these comparisons?
 - Students are required to email me a list of chosen sources and a paragraph explaining your plan by Friday, 9.17.
 - Short essays should be about 600 words (approx. 2.5 pages double spaced) and follow Chicago style formatting and documentation.
 - Due 9/24 by 5 PM via campus email to instructor.

- Midterm Exam: 20%
 - The exam will be a series of short essay questions based on what we have covered so far. We will review for the midterm on 10.13.

- Final Essay: 25%
 - In your final essay, you will draw upon the work that you did for the short essay. You may continue with a deeper analysis of those primary sources, or you may choose to analyze two primary sources from a later point in the timeline. Conducting additional research on your own, you will incorporate 2-3 scholarly sources (that clearly connect to the time period, event/group/person/historical context of your primary sources), revising or clarifying your original points according to my comments on the shorter essay on which you choose to base the final essay. In your essay, you should consider the following questions: What issue or event relating to the Civil War or the years leading up to it/following it do your primary sources address? How do they present the issue, event, or historical actor/group similarly or differently (think about angles here)? How does the information contained in the primary sources illustrate, support, or complicate the way that history is interpreted in each secondary source you have chosen? What conclusions can you draw about the issue/event in light of these comparisons?

Based on this analysis, what is the significance of your primary sources in terms of what they can tell us about the political, social, and economic contexts in which they were created?

- You are required to email me your plans for this paper. Include your approach, argument, and a list of proposed sources (both primary and secondary) for this paper at least one week prior to the due date (11.29).
 - The final essay should be about 1500 words (approximately 6 pages double spaced) following Chicago style formatting and documentation.
 - Due 12/6 by 5 PM via campus email to instructor.
- Final Exam: 25%
 - The final exam will be comprehensive. You will receive a study guide on final exam review day.
 - Late work policy: Essays submitted past the deadline will be docked a letter grade per day. Exams and in-class work cannot be made up. Allowances may be possible for illness or emergency. In such an event, contact me via email as soon as possible to discuss any issues that you may be having regarding coursework/attendance for this class. Waiting until the last minute to contact me leaves fewer (and possibly no) options for solving problems that you may be having with an assignment.
 - More information on the University's grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Texts

- American Yawp, a free online textbook: <https://www.americanyawp.com/>
- Supplemental materials will be made available through Canvas/the library's course reserves.

Canvas Policy

- The course syllabus and other materials such as assignments will be available via Canvas. Please check our course site regularly.

Communicating with Your Professor

The official communication method for this class will be through campus e-mail. You will be responsible for checking your UF email, since I will be using that address to correspond with you. You should check Canvas regularly for course updates, assignments, and emails as well.

- My office hours this semester will be as follows this semester:
 - Wednesdays 1:45-2:45 in person/by Zoom
 - Thursdays 11-noon by Zoom
- If you would like to meet, you may either come in person to my office on Wednesday during the posted hours or email me to request a Zoom link. If you cannot meet during these hours, email me and we will work out a time for a Zoom meeting.

Course Modality

This class will meet face to face, but if conditions such as a quarantine or illness require you to attend remotely, please let me know as soon as possible so that you can receive the Zoom link

for that day's class. Please stay in contact regarding your status, as this class will default to face-to-face instruction. You may attend class remotely for an extended period of time, but there are no permanent HyFlex sections of this course. Be aware that participation in class discussions, including the class facilitation assignment, is still required of students who choose to attend remotely. I will be glad to help you set up your remote facilitation. Email me at least one week prior to your assigned date in order to do this.

Cell phone/Tablet/Laptop Policies

- In order to create a respectful environment that is conducive to discussion and learning, please turn off all sounds on cell phones and computers
- Refrain using your devices in ways that may be distracting to your classmates.
- Students who fail to abide by these rules will be asked to leave.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Contact information for the Disability Resource Center is:

- DRC@ufsa.ufl.edu
- Voice: (352)392-8565
- <https://disability.ufl.edu/contact-us/>

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

The Writing Studio

Students are encouraged to use the resources at the Writing Studio this semester.

“The *Writing Studio* is a free service for current UF graduate and undergraduate students. Students have the opportunity to work one-on-one with a consultant on issues specific to their own particular development. Because our aim is to help students become more effective writers, we do not simply proofread or edit documents. We can, however, assist students to become better proofreaders and editors of their own work.”

For more information about The Writing Studio:

- <https://writing.ufl.edu/writing-studio/>
- To make an appointment online:
<https://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/>
- 2215 Turlington Hall

- Office phone: (352) 846-1138

Honor and Conduct Codes

Honor Code and Academic Integrity:

The University of Florida's Student Honor and Conduct codes are in effect throughout the semester. The UF Honor Pledge states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

By taking this course, you acknowledge that the following are violations of the honor code: cheating on exams, plagiarizing any assignment (this includes but is not limited to failing to cite your sources or use quotation marks properly), submitting work that is not your own, excess collaboration, and giving false information to a faculty member. For the University's complete Student Honor Code and Student Conduct Code, click here: <https://regulations.ufl.edu/wp-content/uploads/2020/12/UF-Regulation-4.040.pdf>

Plagiarism and other forms of academic dishonesty are grounds for failing the course.

Conduct and Classroom Environment:

Respectful discussions and collegial behavior are key to participation, learning, and success in this class. Maintaining this environment means arriving on time, silencing all devices, speaking respectfully to other students and the instructor, and avoiding behavior or activities that are distracting to others (including using devices in ways that are distracting/unrelated to class activities). Continued disruptive behavior may result in a lowered grade and/or disciplinary action at the department or university level.

Statement on COVID-19

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

* If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

* You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

* Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

* Hand sanitizing stations will be located in every classroom.

* If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu<mailto:covid@shcc.ufl.edu>) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website <<https://click.info.gator360.ufl.edu/?qs=8f0d5e01a3f7385148f144e2089093522a358a8d85cb9db73c31675d3c5e5c0d27748d40c212f544822551342f1912ea5b4f2b890d5952e8>> for more information.

* Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

* If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

* Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

And last but not least:

I encourage you to email me if you have questions about papers or readings, are having difficulty with an assignment, or just want to check in and make sure that you are on track. See office hours and contact information above.

Weekly Schedule

(Schedule is subject to change. Email me before the next class if you must miss a class)
AP=*American Yawp*

Week 1: On Labor

Mon. 8.23: Introduction to the Course; short writing response

Wed. 8.25: The Civil War and Reconstruction: Compromise and Fracture; facilitation date assignments

Fri. 8.27: Readings: Charles Ball: “A Narrative of the Life and Adventures of Charles Ball...”; Henry Highland Garnet: “An Address to the Slaves of the United States” (See links in Canvas under “Weekly Readings”)

Week 2: On the Economy, Citizenship, and Labor

Mon. 8.30: AY: “Democracy in America” and “The Cotton Revolution”

Wed. 9.1: Ch. 5 “The Dred Scott Case in Missouri,” in Fehrenbacher, Don E. *Slavery, Law, and Politics: the Dred Scott Case in Historical Perspective* New York: Oxford University Press, 1981; MP: “Chief Justice Roger Taney Determines the Legal Status of Slaves, 1857”

Fri. 9.3 (continued)

Week 3: On Abolition

Mon. 9.6: Labor Day holiday, no class

Wed. 9.8: Sinha, M. “Architects of Their Own Liberation: African Americans, Emancipation, and the Civil War.” *Magazine of history* 27, no. 2 (2013): 5–10.

Fri. 9.10: MP “Angelina Grimké Appeals to Christian Women to Oppose Slavery, 1836,”; “Former Slave Sojourner Truth Links Women’s Rights to Antislavery, 1851”

Week 4: On Expansion and Labor

Mon. 9.13: AY “Manifest Destiny”; MP “John L. O’Sullivan, a Democratic Newspaperman, Defines ‘Manifest Destiny, 1845’”. Discussion of Essay 1 assignment.

Wed. 9.15: James Henry Hammond, "Speech of Hon. James H. Hammond, of South Carolina, On the Admission of Kansas, Under the Lecompton Constitution: Delivered in the Senate of the United States, March 4, 1858," (link in Weekly Readings in Canvas)

Fri. 9.17: Information re: Essay 1 due to instructor via email (see details in Assignments section above); Lincoln’s Milwaukee Speech (link in Weekly Readings in Canvas)

Week 5: On Politics, Expansion, and Labor

Mon. 9.20: Workshop for Essay 1; AY: “The Sectional Crisis”

Wed. 9.22: Ch 12 in Reséndez, Andrés. *The Other Slavery: the Uncovered Story of Indian Enslavement in America* Boston: Houghton Mifflin Harcourt, 2016.

Fri. 9.24: (Continued); Essay 1 due by 5 PM

Week 6: On Labor, Gender, and Race

Mon. 9.27: MP “Harriet Hanson Robinson, a ‘Lowell Girl,’ Describes Her Labor in a Textile Mill, 1831,” “A Guidebook Instructs Women on the Role of Mother, 1845”

Wed. 9.29: “Harriet Jacobs Deplores Her Risks in Being a Female Slave, 1861

Fri. 10.1: Excerpts from the diary of Ella Gertrude Clanton Thomas

Week 7: On Politics, Race, Gender, and Citizenship

Mon. 10.4: Excerpt: Jones, Martha S. *Birthright Citizens: A History of Race and Rights in Antebellum America* Cambridge: Cambridge University Press, 2018.

Wed. 10.6: “Southerner Mary Chestnut Describes Her Hatred of Slavery from a White Woman’s View, 1861”

Fri. 10.8: Homecoming—no class

Week 8: Compromise and Fracture: On the Politics of War

Mon. 10.11: AY “The Civil War”

Wed. 10.13: Review for midterm; Krauthamer, Barbara. “Slave Resistance, Sectional Crisis, and Political Factionalism in Antebellum Indian Territory.” In *Black Slaves, Indian Masters*, The University of North Carolina Press, 2013.

Fri. 10.15: Midterm exam due by 5 PM

Week 9 Compromise and Fracture: On the Politics of War (continued)

Mon. 10.18: MP “Axalla John Hoole, “A Southerner’s Viewpoint of the Kansas Situation,” 1856-57 (See Weekly Readings in Canvas for link); “Senator Charles Sumner Addresses the ‘Crime Against Kansas,’ 1856”

Wed. 10.20: MP “President Abraham Lincoln Orders the Execution of 39 Dakotas Involved in the 1862 Minnesota War”

Fri. 10.22: (Continued)

Week 10 On War, Labor, and the Economy

Mon. 10.25: Abraham Lincoln, Special Session Message, July 4, 1861; Alexander H. Stephens, “Cornerstone Speech,” 1861 (links in Weekly Readings in Canvas)

Wed. 10.27: Waite, Kevin. “Jefferson Davis and Proslavery Visions of Empire in the Far West.” *The journal of the Civil War era* 6, no. 4 (2016): 536–565.

Fri. 10.29: Continued discussion

Week 11 On War, Race, and Gender

Mon. 11.1: “Enemy Women and the Laws of War,” in McCurry, Stephanie. *Women’s War: Fighting and Surviving the American Civil War* Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 2019; MP “A White Virginian Argues Against Secession, 1861,” “The Detroit Solders’ Aid Society President Calls on Women to Assist the War Effort, 1861”

Wed. 11.3: Excerpt from the diary of Ella Gertrude Clanton Thomas

Fri. 11.5: Continued discussion

Week 12 On War and Citizenship

Mon. 11.8 Text and videos from the Sankofa Series: *What Must Be Remembered* (See Weekly Readings for link)

Wed. 11.10 “Cherokee Declare Their Support for the Confederacy, 1861,” “James Henry Gooding, an African American Soldier, Pleads for Equal Treatment, 1863”

Fri. 11.12 pp. 186-89 in Miles, Tiya. *Ties That Bind: The Story of an Afro-Cherokee*

Family in Slavery and Freedom, Second Edition. 2nd ed. University of California Press, 2015.

Week 13 On Desired Outcomes, Compromise, and Fracture

Mon. 11.15: Discussion of final paper assignment; Eric Foner, *Reconstruction*, Ch 1 “The World the War Made”

Wed. 11.17: Frederick Douglass, “The Mission of the War”; “A Southern Songwriter Opposes Reconstruction, c. 1860s,” “Louisiana Black Codes Reinstate Provisions of the Slave Era, 1865,” (see Readings in Canvas for link)

Fri. 11.19 (Continued)

Week 14 Reconstruction: Compromise or Fracture? Part I

Mon. 11.22: “Reconstruction” in AY; “Lucy McMillan, a Former Slave in South Carolina, Testifies About White Violence, 1871”; “William Howard Day, an African American Minister, Salutes the Nation and a Monument to Abraham Lincoln, 1865,” “Elizabeth Cady Stanton Questions Abolitionist Support for Female Enfranchisement, 1868”

Wed. 11.24 Thanksgiving break—no class

Fri. 11.26 Thanksgiving break—no class

Week 15 Reconstruction: Compromise or Fracture? Part II

Mon. 11.29: DuBois: *Black Reconstruction*, Chpt. 17; Plans for final paper due to instructor via email

Wed. 12.1: Black Reconstruction Roundtable (Podcast: See Weekly Readings for link)

Fri. 12.3 DuBois, continued; Workshop for final paper.

Week 16 Reconstruction: Compromise or Fracture? (continued)

Mon. 12.6: Blackmon: “Slavery By Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II”; Final paper due by 5 PM.

Wed. 12.8 Review for final exam

Fri. 12.10 Reading day

Final exam: 12/14 12:30-2:30 PM