

University of Florida
Department of History
Spring 2024

AMH4571: American Civil War & Reconstruction

Professor Sean Adams
MWF 7 (MWF 1:55 pm-2:45 pm)
Keene-Flint Hall 0111

Course Introduction and Objectives

This course will span three turbulent decades of American history from 1848 to 1877. It is roughly divided into three thematic and chronological sections. First, we will examine the growing political, economic, and cultural rift between the American North and South in the late 1840s and 1850s. Second, this course will focus upon the various military, social, and political facets of the Civil War and the complex process of emancipation. Finally, we will look also at both the great promise and the great failure of the Reconstruction years. An additional theme of this course will be memory and the history of the period, as the Civil War is one of the most memorialized and most controversial events in American history.

After completing this course, students will have a greater appreciation of the significant events in the history of the United States from 1848 to 1877, including the pivotal issues of slavery, political crisis, military conflict, and the competing visions of the reconstruction of the American South. Students also should expect to spend time analyzing primary sources, the “raw ore” of historical research, as well as synthesizing them into broader historical arguments. Over the course of the semester, students will also hone verbal and written arguments that use both primary and secondary sources in order to address complex historical questions. These exercises are designed to improve critical thinking and writing skills in a rigorous academic setting.

Required Readings

There are six (6) required texts available for purchase at the UF Bookstore. I’ve listed them here in the rough order in which they will appear in the course. If you choose to purchase these books online, please make sure that you leave enough time for shipping. They are all available in paperback form and if you would prefer to buy them used or in an e-book format is up to you. Please keep in mind that a tardy delivery will not be an acceptable excuse for not having the reading materials.

1. William Gienapp, *The Civil War and Reconstruction: A Documentary Collection* (New York: Norton, 2001) ISBN:039397555X

2. David Reynolds, *Mightier Than the Sword: Uncle Tom's Cabin and the Battle for America* (New York: Norton, 2012) ISBN:0393342352
3. Charles B. Dew, *Apostles of Disunion* (Charlottesville: University of Virginia Press, 2002) ISBN: 081392104X
4. Thavolia Glymph, *The Women's Fight: The Civil War's Battles for Home, Freedom and Nation* (Chapel Hill: University of North Carolina Press, 2020) ISBN:9781469672502
5. Reid Mitchell, *Civil War Soldiers* (New York: Penguin, 1997). ISBN:0140263330
6. Leanna Keith, *The Colfax Massacre* (New York: Oxford University Press, 2008) ISBN:9780195393088

Grading Policy

Your grade in this class will be determined largely by your performance on a variety of brief written assignments, as well as longer papers. These exercises will allow you to hone your skills in critical thinking and writing in addition to providing thoughtful commentary on the global history of energy; this work is essential for success in both academic and professional settings. Improvement over the course of the semester is not only encouraged but rewarded. My hope is that the work you do in this class will pay dividends—the market reference is quite intentional here—for years after you leave UF and Gainesville.

There will be five (5) primary response essays of 500-750 words each, with the option of dropping the two (2) lowest grades—we will go over the particulars of these assignments in class. There will also be three (3) longer, mandatory essays of 1,500-2,000 word length due at the end of each major unit. All written work in this class will be evaluated with three major assessment tools in mind. First, the clarity and coherence of an argument made in the essay, with the clear use of supporting evidence will be required of all successful papers. Second, a logical and clear organization, in which the case study materials are marshaled in support of the essay's argument, is a necessary component of a successful paper. Finally, proper grammar, punctuation, citation methods, and other elements of clear writing are an important part of this evaluation. All evaluated materials will be returned with qualitative feedback from the instructor, as well as a quantitative grade, within two (2) weeks of being handed in for evaluation. Please contact the instructor to receive your final essay following the conclusion of the semester.

Regular attendance in this course is not optional, but mandatory. Any more than five (5) unexcused absences will result in a reduction of the participation grade by a full letter. More than nine (9) unexcused absences will result in a failing grade for the course. Please be respectful to your fellow students by turning off all cell phones and tablets, arriving on time, and please avoid making excessive noise. You may use a computer to take notes, but any

distracting web surfing, game playing, texting or other behavior will not be tolerated. Students who do not abide by these simple rules of courtesy will be asked to leave.

Your final grade will be calculated on the following basis:

Grade Calculation	Grading Scale	Grade Value
First Essay Exam: 15%	100-93=A	A=4.0
Second Essay Exam: 20%	92-90=A-	A-=3.67
Primary Source Responses: 30%	89-87=B+	B+=3.33
Participation/Attendance 10%	86-82=B	B=3.00
Third Essay Exam 25%	82-80=B-	B-=2.67
	79-76=C+	C+=2.33
	75-72=C	C=2.00
	71-69=C-	C-=1.67
	68-66=D+	D+=1.33
	65-62=D	D=1.00
	61-60=D-	D-=0.67
	59-0=E	E=0.00

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Disability Resource Center (<https://disability.ufl.edu/>). The DSO will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Plagiarism will not be tolerated in this class, as it constitutes intellectual theft and academic dishonesty. If you turn in the work of others and try to pass it off as your own, you will fail that assignment and risk expulsion from the University of Florida. I will give you the guidelines, expectations, and other information regarding the written work in this course, so you really have no reason to cheat. I take these matters very seriously and will prosecute vigorously if provoked. Any possible rewards derived from plagiarism simply don't justify the risk! All students must conform to UF's honesty policy regarding cheating, plagiarism, and the use of copyrighted materials. Your major assignments will be monitored with the Turnitin Anti-Plagiarism Service, so please keep in mind that cheating on the assignments in this course will be much more difficult than actually doing the work. All students must conform to UF's honesty policy regarding cheating, plagiarism, and the use of copyrighted materials, which you can find at the following address:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

No late work can be accepted for full academic credit. Any make-up exams or essays must be approved by the instructor after the submission of appropriate documented evidence that supports why a make-up exam or essay is appropriate. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Graded material with feedback will be posted on Canvas, but you should always remember that those grades are unofficial and subject to change. If you have any questions or concerns with your grades over the course of the semester, please contact me as soon as possible.

Contacts, Confidentiality and Recording Policies

It's always a good idea to meet with an instructor to track your progress in a college course. I am happy to meet with you in person during office hours—keep in mind that you can schedule a meeting with me outside of the scheduled hours—to discuss grades, assignments, or other course-related concerns during my regular office hours or appointments. If you have a brief question about the course, feel free to drop me an e-mail. However, I cannot accept assignments as e-mail attachments in this course without prior arrangement. I also cannot discuss grades over e-mail or the phone, as student records are confidential. UF views each student, not their parent(s), as the primary contact for all communication. For more information, see:

<http://www.registrar.ufl.edu/ferpa.html>

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without the permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Honor Code and Student Conduct Code.

I may keep a personal recording of class sessions but am bound by the same restrictions on publication and distribution. These audio recordings are for my own use only.

Lecture and Readings Schedule (Subject to Change)

The readings from the Gienapp primary source reader are listed by title of the document and year. Please keep in mind that many of these are only a single page or less—so don’t get overwhelmed by the number of documents for each session!

Week One: Course Introduction

January 8 Course Introduction

January 10 The Legacy of the Early Republic

Primary Sources: Lakier, “The Rush of Life in New York City” (1857); Anonymous, “The Manufacturing City of Lowell” (1847); Olmstead, “The South’s Lack of a Spirit of Progress” (1861); Helper, “Slavery Impedes the Progress and Prosperity of the South” (1857); Anonymous, “A Traveler Describes the Lives of Non-Slaveholders in Georgia” (1849)

January 12 The War With Mexico

Primary Sources: Wilmot, “I Plead the Cause of White Freemen” (1847); Cobb, “The South is at Your Mercy” (1847)

Section 1: A House Dividing

Week Two: Slavery in the American Context

January 15 Dr. Martin Luther King Day—No Class Session

January 17 The Rise of the Old South
 Readings, Keith, *The Colfax Massacre*, pp. 1-31
 Primary Sources: De Bow, "Why Non-Slaveholders Should Support Slavery" (1861); Harper, "Slavery is the Cause of Civilization" (1838); Northup, "The New Orleans Slave Mart" (1853)

January 19 Southern Slaves and Their Allies

 Readings: Reynolds, *Mightier Than the Sword*, pp. 1-116
 Primary Sources: Garrison, "I Will Be Heard" (1831); "Declaration of Sentiments of the American Anti-Slavery Convention" (1833); "Frederick Douglass Fights a Slave-Breaker" (1845)

Week Three: Political Solutions?

January 22 Compromise or Truce?
 Primary Sources: Calhoun, "The Cords of Union are Snapping One by One" (1850); Webster, "I Speak Today for the Preservation of the Union" (1850)

January 24 Kansas-Nebraska

 Primary Sources: "Appeal of the Independent Democrats" (1854); *Mobile Register*, "The South Asks Only for Equal Rights in the Territories" (1856); *New York Evening Post*, "Are We Too Slaves?" (1856); *Richmond Enquirer*, "They Must Be Lashed into Submission" (1856)

January 26 "I Know Nothing": Nativism and Political Turmoil in the North

 Readings: Reynolds, *Mightier Than the Sword*, pp. 117-167.
 Primary Sources: *New York Times*, "The Causes of the Know-Nothing Movement" (1854)

Week Four: The Second Party System in Crisis

January 29 Dred Scott's America

 Primary Sources: "Chief Justice Taney Rules Against Dred Scott" (1857); "Associate Justice Benjamin Curtis Dissents in the Dred Scott Case" (1857)

January 31 A Slaveholding Republic?

 Readings: Reynolds, *Mightier Thank the Sword*, pp. 169-211.

February 2 Conspiracies

Primary Sources: Hammond, "Cotton is King" (1858); "The Lincoln-Douglas Debates" (1858); "The Freeport Doctrine" (1858)

Week Five: A House Dividing

February 5 John Brown's War

Primary Sources: "John Brown Addresses the Court" (1859); Richmond Enquirer, "The Harpers Ferry Invasion Has Advanced the Cause of Disunion" (1859); Norton, "I Have Seen Nothing Like the Intensity of Feeling" (1859)

February 7 The Election of 1860

Primary Sources: Toombs, "The South Must Strike While There is Yet Time" (1860); Stephens, "Lincoln's Election Does Not Justify Secession" (1860); Lincoln, "I Hold that the Union is Perpetual" (1861)

February 9 The Secession Crisis

Readings: Dew, *Apostles of Disunion*, pp. 1-81

First Major Essay

Section 2: A Conflict on Many Fronts

Week Six: To Arms! To Arms!

February 12 The Confederate Nation

Primary Sources: Stephens, "Slavery is the Cornerstone of the Confederacy" (1861); Davis, "Our Cause is Just" (1861); Anonymous, "Southerners' Faith in King Cotton Diplomacy" (1861); "The Confederate Constitution" (appendix of Gienapp reader)

February 14 Yankee Leviathan

Primary Sources: Lincoln, "This is a People's Contest" (1861); "The Resources of the Union and the Confederacy," (1861); "Abraham Lincoln Calls for Troops" (1861); Abraham Lincoln Institutes a Blockade of the Confederacy" (1861); Scott, "The Anaconda Plan" (1861)

February 16 A War of Words

Readings: Mitchell, *Civil War Soldiers*, pp. 1-23

Primary Sources: "Kentucky Declares Its Neutrality" (1861); Gordon, "The Raccoon Roughs Go to War" (1903); "The *London Times* Foresees a Confederate Victory in the War" (1861)

Week Seven: The Political War

February 19 First Shots

Primary Sources: Trumbull, "The Most Shameful Rout You Can Conceive Of" (1861); McClellan, "I Have Become the Power in the Land" (1861); "The Crittenden Resolution Defines Union War Aims" (1861); Douglass, "Cast Off the Mill-Stone" (1861); "Abraham Lincoln Explains His Ideas on Military Strategy" (1862)

February 21 Taking Sides: War in the Borderlands

Primary Sources: Lincoln, "To Lose Kentucky is to Lose the Whole Game" (1861)

February 23 Hay-Foot, Straw-Foot: Americans Go to War

Primary Sources: Shotwell, "The Comforts of a Soldier's Life" (1929); Fisk, "Hard Marching" (1863); Burges, "A South Carolina Soldier Confronts His Captain" (1862); Simpson, "Trading With the Enemy" (1863); Cooke, "Fraternization among Soldiers of the Two Armies" (1864); Stokes, "Revivals in the Confederate Army" (1864); Potter, "Antiblack Prejudice in the Union Ranks" (1897)

Week Eight: Invasions

February 26 A Nation at War With Itself

Primary Sources: Boyd, "An Iowa Soldier 'Sees the Elephant' at Shiloh" (1862); Grant, "I Gave Up All Idea of Saving the Union Except by Complete Conquest" (1885); "Benjamin F. Butler Encounters the Contrabands" (1892); Lincoln, "But You Must Act" (1862); McClellan, "You Have Done Your Best to Sacrifice This Army" (1862); McClellan, "The War Should Be Conducted upon the Highest

Principles of Christian Civilization” (1862); “John Pope Adopts Harsher Policies against Southern Civilians” (1862); “Abraham Lincoln Authorizes the Army to Seize Private Property in the Confederacy” (1862)

February 28 Lee and Jackson on the Offensive

Primary Sources: “Robert E. Lee Proposes to Invade the North” (1862); “General Edward Alexander Criticizes Lee at Antietam” (1862); Dawes, “The Most Dreadful Slaughter” (1890); Cox, “A Democratic Congressman Attacks Emancipation” (1862); Sherman, “Support for Emancipation is Increasing” (1862); Lincoln, “I Would Save the Union” (1862); “Harper’s Weekly Gauges the Northern Response to Emancipation” (1862); New York Times, “The 1862 Elections are a Repudiation of the Administration’s Conduct of the War” (1862); “Abraham Lincoln Replies to a Republican Critique after the 1862 Elections” (1862)

March 1 Spotsylvania County’s Trials

Primary Sources: *Harper’s Weekly*, “Northern Despair after the Battle of Fredericksburg” (1862); “Abraham Lincoln Counsels General Joseph Hooker” (1863); “Robert E. Lee Proposes to Take the Offensive” (1863)

Week Nine: The South at War

March 4 A Rich Man’s War and a Poor Man’s Fight

Primary Sources: “Governor Joseph Brown Obstructs Conscription in Georgia” (1862); “The Twenty Negro Law” (1862); “A Georgia Soldier Condemns the Exemption of Slaveholders” (1862); “An Atlanta Paper Defends the Exemption of Slaveholders” (1862); “Jefferson Davis Defends His Policies” (1862); Richmond Examiner, “A Richmond Paper Calls for a Tax in Kind” (1863); Pollard, “A Richmond Editor Denounces Davis’s Leadership” (1869); “Jefferson Davis Complains of Europe’s Refusal to Recognize the Confederacy” (1863)

March 6 Occupation and its Discontents

Readings: Keith, *The Colfax Massacre*, pp. 32-45

Primary Sources: Hallack, “The Character of the War Has Very Much Changed” (1863); Boston, “An Escaped Slave Writes His Wife from a Union Camp” (1862); Welton, “A Union Soldier’s Changed Views on Emancipation (1863-65); Pierson, “A Louisiana Soldier Links Slavery and Race to the Cause of the Confederacy” (1862-64); Kingsley, “A Wounded Soldier Describes a Field Hospital” (1863);

Plane, "The Scourge of War" (1862); Clay, "The Negroes Are Worse than Free" (1863); "Mittie Freeman Meets a Yankee" (1937)

March 8 Mothers of Invention: Southern Women in the Civil War

Readings: Glymph, *The Women's Fight*, pp. 1-123

Primary Sources: "Agnes," "A Resident Observes the Richmond Bread Riot" (1863); "Phoebe Yates Pember Becomes a Hospital Matron" (1879); Putnam, "Southern Women Enter the Government Bureaucracy" (1867); O'Leary, "The War Corrodes Female Virtue" (1863); Lyman, "A Union Officer marvels at the Endurance of the Southern People" (1864); Thomas, "Until Adversity Tries Us" (1861-1865); Chesnut, "Is Anything Worth It?" (1862-65); Cooper, "Dear Edward" (1906); McGuire, "The Revulsion Was Sickening" (1865)

Week Ten: Turning Points

March 18 Gettysburg and Vicksburg

Primary Sources: Cormany, "A Pennsylvania Woman Encounters Lee's Army" (1863); Dooley, "A Virginia Soldier Survives Picket's Charge" (1863); Hirst, "A Connecticut Soldier Helps Repel Pickett's Charge" (1863); Anonymous, "Daily Life During the Siege of Vicksburg" (1863); Abrams, "The Conduct of the Negroes Was Beyond All Expression" (1863); Gorgas, "The Confederacy Totters to Its Destruction" (1863)

March 20 A Perfect Storm of Bullets and Ballots

Readings: Mitchell, *Civil War Soldiers*, pp. 23-89

Primary Sources: "Frederick Douglass Urges Black Men to Enlist" (1863); Johnson, "A Mother Calls on the Government to Protect Black Soldiers" (1863);

March 22 Grant in Command

Primary Sources: "Ulysses S. Grant Devises a New Union Strategy" (1885); Porter, "A Union Officer Depicts the Fury of the Fighting at Spotsylvania" (1897); Lee, "Our Numbers Are Daily Decreasing" (1864)

Week Eleven: The Home Front in the North

March 25 A War of the Literate

Readings: Mitchell, *Civil War Soldiers*, pp. 91-147

Primary Sources: Lincoln, "Events Have Controlled Me" (1864)

March 27 Copperhead! From Peace Democrats to Draft Rioters

Primary Sources: “Party Platforms in 1864” (1864); Greeley, “Our Bleeding Country Longs for Peace” (1864); “Abraham Lincoln Outlines His Terms for Peace” (1864); Raymond, “The Tide is Setting Strongly Against Us” (1864); *Illinois State Register*, “A Negotiated Peace with the Confederacy is Possible” (1864); New York Tribune, “An Armistice Would Lead to a Southern Victory” (1864); “The Republican and Democratic Parties’ Final Appeal to Voters” (1864); Jones, “A Democratic Soldier Votes for Lincoln” (1891); Lincoln, “The Election Was a Necessity” (1864); *Chicago Tribune*, “Lincoln’s Election is a Mandate to Abolish Slavery” (1864); “Abraham Lincoln Hails the Passage of the Thirteenth Amendment” (1865)

March 29 The Empty Chair

Readings: Glymph, *The Women’s Fight*, pp. 127-195

Second Major Essay Due

Section 3: The Reconstruction

Week Twelve: War to Crusade

April 1 “Those Not Skinning Can Hold a Leg”

Primary Sources: Sherman, “War is Cruelty and You Cannot Refine It” (1864); “William Tecumseh Sherman Proposes to March to Sea” (1864); Connolly, “An Illinois Soldier Marches with Sherman to the Sea and Beyond” (1864-65); Burge, “The Heavens Were Lit With Flame” (1864)

April 3 Lee’s Miserables

Readings: Mitchell, *Civil War Soldiers*, pp. 148-183; Glymph, *The Women’s Fight*, pp. 199-220.

Primary Sources: McGuire, “A Bleak Confederate Christmas” (1864); “Catherine Edmondston Reflects on the Situation of the Confederacy” (1865); Nichols, “Southerners Have Lost the Will to Resist” (1865); Mills, “Desertion Now is Not Dishonorable” (1865)

April 5 The Final Days of the Confederacy

Readings: Mitchell, *Civil War Soldiers*, pp. 184-209

Primary Sources: Lincoln, "With Malice toward None" (1865); Fontaine, "Bitter Tears Came in a Torrent" (1865); Bartlett, "Richmond's Black Residents Welcome Abraham Lincoln" (1897); Chamberlain, "An Awed Stillness" (1915); "Gideon Welles Describes Lincoln's Death" (1865); "Edmund Ruffin Fires the Last Shot of the Civil War" (1865); Foster, "A Confederate Soldier Reflects on the War's Cost and Significance" (1865); Cumming, "A Confederate Nurse Discusses the Internal Causes of the Confederacy's Defeat" (1865)

Week Thirteen: Emancipation as Process

April 8 Wartime Reconstruction(s)

Primary Sources: "Abraham Lincoln Vetoes the Wade-Davis Bill" (1864); Wade and Davis, "The Wade-Davis Manifesto" (1864); Lincoln, "We Shall Have the Fowl Sooner by Hatching Than Smashing the Egg" (1865); "Ulysses S. Grant Affirms the Loyalty of Southern Whites" (1865); "Carl Schurz Questions Southern Whites' Loyalty" (1865)

April 10 A Liberating Force?

Readings: Glymph, *The Women's Fight*, pp. 221-260

Primary Sources: Randall, "Former Slaves are Anxious to Record Their Marriages" (1865); Andrews, "Southern Whites Have No Faith in Black Free Labor" (1866); Lucas, "Freedpeople Complain about Their Former Owner's Attempts to Cheat them" (1865); Anderson, "A Freeman Writes His Former Master" (1865); DeForest, "The Tribulations of a Freedmen's Bureau Agent" (1868)

April 12 The Politics of "Reintegration"

Primary Sources: "The Mississippi Black Codes" (1865); Johnson, "The Radicals Will Be Completely Foiled" (1865); "Virginia Blacks Petition for Suffrage" (1865); "Andrew Johnson Reports on the Success of His Program of Reconstruction" (1865); "Thaddeus Stevens Designates the Southern States as Conquered Provinces" (1865); "Andrew Johnson Says Black Suffrage Will Lead to Race War in the South" (1866); "The Joint Committee Reports on the Status of Former States of the Confederacy" (1866); "Andrew Johnson Vetoes the Civil Rights Bill" (1866)

Week Fourteen: Reconstruction

April 15 Pardons and Riots

Primary Sources: "The Chicago Tribune Blames Johnson for the New Orleans Riot" (1866); "Oliver P. Morton Waves the Bloody Shirt" (1866); Johnson, "I Am

Fighting Traitors in the North” (1866); *New York Times*, “The People’s Verdict” (1866); “Thaddeus Stevens’s Land Confiscation Bill” (1867); “Andrew Johnson Accuses Congress of Seeking to Africanize the South” (1867); “The Articles of Impeachment” (1867); “Alabama Blacks Voice Their Aspirations for Equality” (1867)

April 17 Radicals Ascendent

Primary Sources: “Elizabeth Cady Stanton Appeals for Universal Suffrage” (1869); Rapier, “A Black Congressman Complains About Unequal Treatment” (1874); Cain, “Equal Rights and Social Equality” (1874); “South Carolina Democrats Protest Against the New State Constitution” (1868); Cromwell, “An African-American Leader Instructs New Black Voters” (1867); Warmouth, “Who is Responsible for Corruption?” (1870); White, “A Defense of Carpetbaggers” (1875); *New Orleans Tribune*, “A Black Newspaper Calls for Integrated Schools in New Orleans” (1867); “A Sharecropping Contract” (1886)

April 19 A Fool’s Errand?

Readings: Keith, *The Colfax Massacre*, pp. 46-152
 Primary Sources: “Ulysses S. Grant Signals a Retreat from Reconstruction” (1874); Pike, “Society Turned Bottom-Side Up” (1874); Pierrepont, “The Public is Tired of These Outbreaks in the South” (1875); Lee, “The Mississippi Plan in Action” (1876); Caldwell, “The Assassination of an African American Political Leader” (1876)

Week Fifteen: Remembering

April 22 Reconstruction’s End and Northern Legacies

Readings: Reynolds, *Mightier Than the Sword*, pp. 213-273
 Primary Sources: “Rutherford B. Hayes Outlines His Southern Policy” (1877); “Governor Daniel Chamberlain Surrenders the South Carolina Governorship” (1877); “Frederick Douglass Assesses the Mistakes of Reconstruction” (1880)

April 24 Lost Causes

Readings: Keith, *The Colfax Massacre*, pp. 155-171
 Primary Sources: Hine, “We Have No Future” (1866); Strong, “We Have Lived a Century of Common Life” (1865); *New York Times*, “The War Touches Everything” (1867); Lusk, “A Southern White Leader Abandons the Republican Party” (1913)

Final Exam Period: Wednesday, 1 May 2024 10:00 am-12:00 pm

Contact Information

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Office Hours: Mondays, 3-4 pm; Wednesdays 12-1 pm; & by appointment

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 . 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.