

The American Civil War and Reconstruction, 1840-1877

Department of History, Western University

History 2138A, Tuesdays: 9:30-11:30

Professor Shauna Devine3

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Office Hours: Tuesdays 11:30-1:30

or by appointment

Lawson Hall 2238

Course Description and Objectives:

During the first half of the nineteenth century the United States grew at a rate unparalleled in modern history. The social and political strains produced by rapid growth provoked repeated crises that threatened to destroy the young republic. From the beginnings these tensions were associated the geographical division of the country into free and slave states leading to insurmountable sectional conflict and finally Civil War. The central objective of this course is to understand the multiple meanings of this transformative event in American history. These meanings may be defined in a variety of ways: national, sectional, racial, medical, constitutional, individual, social, intellectual, and moral. A number of broad themes are explored: the expansion of slavery, national politics and the failure to resolve the growing crisis; slavery, race, and emancipation as a national problem; battles, campaigns and strategies; personal experience, social processes and Civil War medicine; the experience of total war for individuals and society; the challenges of Reconstruction; the legacy of the Civil War; and the Civil War in historical memory.

A list of lecture topics and reading assignments for each week follow below.

Reading List:

Required Texts:

James McPherson and James K. Hogue, *Ordeal By Fire: The Civil War and Reconstruction*, fourth edition (New York: McGraw Hill, 2010)

Michael Perman and Amy Murrell Taylor eds., *Major Problems in the Civil War and Reconstruction*, third edition (Boston: Wadsworth, 2011).

Recommended Reading:

Though not required, I also recommend the classic: James McPherson, *Battle Cry of Freedom: The Civil War Era* (New York: Oxford University Press, 1988). This book is always great to have on hand as a general reference on the Civil War era.

Required Readings (see class schedule for specific chapters and articles):

Other than the required texts, which are available for purchase at the bookstore, all readings have been drawn from the sources below. They have been scanned for you, and are available on OWL.

Course Requirements:

Digital History Project (30%)
Mid-term Exam (30%)
Final Exam (40%)

General Information:

The American Civil War is a very engaging subject, and it is my personal goal that students both enjoy the course and be engaged with the material. I strongly encourage students to meet with me during office hours, after class or contact me via e-mail if you have any questions or would like clarification on any of the issues that we discuss in class. I am happy to be a resource for you. My aim is to facilitate a positive and productive learning environment and my hope is that students will gain a solid understanding of the American Civil War and the war's impact on the United States.

Lecture Attendance:

Students are expected to attend each lecture and complete the assigned readings before each class. The lectures will offer valuable information, which cannot be obtained from the readings. Students who do not attend regularly cannot expect to do well in the course. Although there are no tutorials, we shall endeavour to have a discussion each week in which students are strongly encouraged to participate.

October Midterm Exam (30%):

There will be a midterm exam in class October 20, the sixth week of the course. This will consist of short answer as well as essay questions. This will cover the first part of the course only, including lectures, discussions and readings. No aids are permitted (i.e. notes, phones, calculators, computers etc.)

December Final Exam (40%) Date TBA:

You will have a three hour exam during the April exam period. This will also consist of short answer as well as essay questions covering material from the second part of the course only, although you are encouraged to consider the themes and broad issues from the entire course. There will be a final exam review during the last week of regular class.

Digital History Project (30%) Due November 17, 2015.

To broaden students' exposure to the many new digital history projects in the field of Civil War history, each student, will choose two digital history projects (a list of suggested project sites is available on the course website), and explain how these projects and resources could be used to develop a larger research project.

You should approach it as an exercise in historical detection – what type of documents are available/have been digitized, how much can the documents tell you about the time, and about

the people and events to which they refer, and why is digital history important? How can digital history projects help historians account for the complexity embedded in our information about the past? Because of the nature of the assignment, it does not need a thesis statement, like a conventional research paper. It should include reference notes and a bibliography. More information to follow in class.

Submitting Assignments:

In addition to the hard copy, all assignments must be submitted electronically to the Turnitin plagiarism detection service. Detailed instructions for the submission process through the course website on OWL will be provided in class. Students are strongly advised not to wait until the last few minutes before midnight to submit the paper. High demand or internet failure are not acceptable reasons for failing to submit on time. In the event of any problems, contact your instructor.

Course Learning Outcomes and Objectives:

1. Students will demonstrate competence in using historical methods to research, speak and write about the history of the Civil War Era.
2. Students will identify and analyze the main events, causes, trends, persons and outcomes of the American Civil War and Reconstruction.
3. Students will develop critical thinking ability through the examination of primary and secondary sources.
4. Students will develop historical and political understanding of the American Civil War through lectures, reading, writing and discussion of the primary themes.
5. Students will develop communication competence through class discussion of the course readings and critical writing assignments.
6. Students will learn how to use digital history projects in their research and writing.
7. Students will gain an appreciation of the fundamental role of the Civil War in shaping American society, culture, medicine, technology, politics and government.

Course Lectures and Reading List:

Week One: Introduction to the Course/ The Problem of the Confederate Flag
The North and South at Mid-Century

Readings:

James McPherson, *Ordeal By Fire*, pp. 1-58.

Perman and Taylor, *Major Problems in the Civil War*, pp. 1-64.

Frank Towers, "Partisans, New History, and Modernization: The Historiography of the Civil War's Causes, 1861-2011," *The Journal of the Civil War Era*, 2012, 2, 237-260.

Week Two: The Impending Crisis/
Secession and the Coming of War

Readings:

James McPherson, *Ordeal by Fire*, pp. 59-158.

Perman and Taylor, *Major Problems in the Civil War*, pp. 65-135.

Week Three: Why Men Fought in the Civil War/
North vs South and the Balance Sheet for War

Readings:

James McPherson, *Ordeal By Fire*, pp. 163-226.

Perman and Taylor, *Major Problems in the Civil War*, pp. 136-209.

Week Four:

Strategy and Tactics: Operations, Campaigns and Battles early in the War/
Ending Slavery: Emancipation, Black Men in Blue, The Freedmen's Inquiry and
the "Contraband Camps"

Readings

James McPherson, *Ordeal By Fire*, pp. 227-302.

Perman and Taylor, *Major Problems in the Civil War*, pp. 284-321.

Thavolia Glymph, "This Species of Property" Female Slave Contrabands in the Civil War," in
Edward D.C. Campbell Jr and Kim Rice (eds), *A Woman's War; Southern Women, Civil War,
and the Confederate Legacy* (Charlottesville, University Press of Virginia, 1997), pp. 59-72.

Week Five:

The War Rages On: Fredericksburg, Gettysburg, Vicksburg and Chattanooga/
Union and Confederate Leadership

Readings:

James McPherson, *Ordeal By Fire*, pp. 303-372.

James McPherson, "Was the Best Defense a Good Offense? Jefferson Davis and Confederate
Strategies," in *This Mighty Scourge*, pp. 51-64.

Week Six: October 20th *Midterm in Class*****

Week Seven:

The War at Home: Women in the South, Women in the North/
Understanding Civil War Death

Readings:

Perman and Taylor, *Major Problems in the Civil War*, pp. 210-283.

James McPherson, *Ordeal By Fire*, pp. 373-415.

J. David Hacker, "A Census Based Account of the Civil War Dead," *Civil War History*, 2011, 57, 307-338.

J. Campbell, "The Unmeaning of Twaddle about Order No. 28": Benjamin Butler and Confederate Women in Occupied New Orleans, 1862," *The Journal of the Civil War Era*, 2012, 2, 11-30.

Week Eight:

Medicine, Disease and the American Civil War/
The Personal Toll: The Soldier's Civil War

Readings:

Blustein, Bonnie Ellen, "To Increase the Efficiency of the Medical Department: A New Approach to Civil War Medicine" *Civil War History*, 33, (1987): 22-39.

Joseph T. Glatthar, "The Costliness of Discrimination: Medical Care for Black Troops in the Civil War" in *Inside the Confederate Nation: Essays in Honor of Emory M. Thomas*, ed. Lesley J. Gordon and John C. Inscoe (Baton Rouge: Louisiana State University Press, 2005)

Eric Dean, "We will all be lost and Destroyed: Post Traumatic Stress Disorder of the Civil War" *Civil War History*, 37, (1991): 138-53

Laurann Figg and Jane Farrell-Beck, "Amputation in the Civil War: Physical and Social Dimensions" *Journal of the History of Medicine and Allied Sciences* 48 (Oct. 1993): 454-471.

Week Nine:

Toward Total War, From Petersburg to Appomattox
Political Turning Points: Wartime Reconstruction and the Freed-People; The Election of 1864

Readings:

James McPherson, *Ordeal By Fire*, pp. 425-506.

Mark Grimsley, "Surviving Military Revolution: The U.S. Civil War."

Neely, Mark Jr. "Was the Civil War a Total War?" *Civil War History* 27 (March 1991): 5-28.

Week Ten:

Reconstruction Part One:

Reconstruction and the Crisis of Impeachment/

Newly Freed-people and the Challenges of Reconstruction

Readings:

James McPherson, *Ordeal By Fire*, pp. 533-567.

Perman and Taylor, *Major Problems in the Civil War*, pp. 323-354.

Stephanie McCurry, "War, Gender and Emancipation in the Civil War South," in *Lincoln's Proclamation: Emancipation Reconsidered*, ed. William Blair and Karen Younger (Chapel Hill, 2009).

Thavolia Glymph, "Freedpeople and Ex-Masters: Shaping a New Order in the Postbellum South, 1865-1868." In *Essays on the Postbellum Southern Economy* edited by Thavolia Glymph and John Kushma. College Station: Texas A & M University Press, 1985.

November 17 **Digital History Project Due**

Week Eleven: Reconstruction Part Two

Black Reconstruction in the South/

Retreat from Reconstruction: The Black Codes, The Rise of the Ku Klux Klan, and the end of Reconstruction

Readings:

James McPherson, *Ordeal By Fire*, pp. 569-599.

Perman and Taylor, *Major Problems in the Civil War*, pp. 425-462.

Jim Downs, "The Other Side of Freedom: Destitution, Disease, and Dependency Among Freedwomen and their Children during and After the American Civil War in Clinton," *Battle Scars: Gender and Sexuality in the American Civil War*, pp. 78-94.

Week Twelve: The Making of the New South

Readings:

James McPherson, *Ordeal By Fire*, pp. 601-671.

Perman and Taylor, *Major Problems in the Civil War*, pp. 393-424;

Stephanie McCurry, *Confederate Reckoning: Power and Politics in the Civil War South*, chapters 7-8.

Week Thirteen: The Civil War in Historical Memory; When did the Civil War actually end? Is it still being fought today?

Final Exam Review

Readings:

David Blight, *Race and Reunion*, pp. 140-170; 211-254.

John Neff, *Honoring the Civil War Dead: Commemoration and the Problem of Reconstruction*, Chapters 3-4.

Perman and Taylor, pp. 463-499.

Amy E. Holmes, “Such is the Price We Pay”: American Widows and the Civil War Pension System,” in *Toward a Social History of the American Civil War* ed. Maris A. Vinovskis, pp. 171-195.

Brimmer, Brandi. “Her Claim for a Pension is Lawful and Just”: Representing Black Union Widows in Late Nineteenth Century North Carolina, *The Journal of the Civil War Era*, 2011, 2, 207-230.

December 11-22 Mid-Year Examinations Period (final exam date T.B.A)

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and

indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links to the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@Western), <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or msherif5@uwo.ca