

History 110D: The Civil War Era Summer Session 2014

Instructor: Meg Eppel Gudgeirsson
TTh 1pm-4:30pm, Physical Sciences 136
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Office Hours: Thursdays, 11am-12pm in Library

This course seeks to investigate the social, political, and economic history of the Civil War and Reconstruction. This course considers the conflict, including its origins and aftermath. This is not a military history course but does study the lives of soldiers, as well as slaves, civilians, and political leaders. Students will experience the Civil War era through both contemporary participants as well as historians and scholars.

As this is a small, upper level division course, each meeting will include a short lecture but rely largely on seminar-like discussion. Students will be responsible for completing the reading for each meeting and prepared to have critical discussions of the material. Regular reading notes will be required to complete this task.

Learning Objectives

Subject Content: Students will be introduced to main themes and problems in the history of the U.S. Civil War

Discernment: Students will sharpen their critical and historical analytical skills, including reading for argument and interpreting sources (primary and secondary).

Communication: Students will develop both their written and verbal communication skills.

Organization: Students will have the opportunity to improve their learning strategies: reading effectively, following lecture, identifying important information, and managing the multiple assignments.

Required Texts

Frederick Douglass. *My Bondage and My Freedom*. Penguin Classics, 1855, 2003. (also available online: <http://docsouth.unc.edu/neh/douglass55/menu.html>)

Michael P. Johnson. *Abraham Lincoln, Slavery and the Civil War*. Bedford/St. Martin's 2001.

Drew Gilpin Faust. *Mothers of Invention: Women of the Slaveholding South in the American Civil War*. Chapel Hill, 1996.

William A. Freehling. *The South vs. The South: How Anti-Confederate Southerners Shaped the Course of the Civil War*. Oxford, 2001.

Leanna Keith. *The Colfax Massacre: The Untold Story of Black Power, White Terror, and the Death of Reconstruction*. Oxford, 2008

Additional readings available on eCommons.

Suggested Reading

James Oakes. *The Radical and the Republican: Frederick Douglass, Abraham Lincoln, and the Triumph of Antislavery Politics*. W.W. Norton 2001.

Elizabeth Varon. *Disunion!: The Coming of the American Civil War*, Chapel Hill, 2008.

Robert Cook. *Civil War America: Making a Nation, 1848-1877*. 2003

Eric Foner. *Reconstruction: America's Unfinished Revolution*. 1988

Alice Fahs and Joan Waugh, eds. , *Memory of the Civil War in American Culture*, 2004.

A Note About the Reading

There will be readings in this course that you will find offensive. While it is difficult to confront the history of racism, it cannot be overlooked in understanding our nation's history and in particular the history of the Civil War. One of the goals of this course is to develop our understanding of the historical context in which these ideas developed and gained credibility.

Grade

Requirements for the course and basis for evaluation

Attendance & Participation	25%
Reading Responses	25%
Essay	25%
Quizzes & Final Exam	25%

Exams: There will be one final examination at the end of the course. There will also be weekly quizzes that will prepare you for the exam. The better you do on weekly exams, the better you will do on the final exam.

Assignments: Each student will be expected to write a two page (double-spaced) response on the day's reading that develops its own argument based on the material. For each assignment, the student should end with at least five questions for our discussion. Assignments will be submitted on eCom-
mons before class meets. *If you have difficulty coming up with ideas for the assignment, contact me for ideas and starter questions.*

Essay: You will complete an 8-10-page essay based on a sub-theme of this course. A handout will be provided during the third class meeting.

Late Work: Late work **will be not be accepted** without prior approval. You may request an extension 48 hours before the assignment's due date.

Accommodation Needs

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to me as soon as possible, preferably within the first week of classes. Please contact DRC at 459-2089, drc@ucsc.edu, for more information on the requirements and/or process.

Attendance

It is important to realize that understanding history requires more than passively reading and listening/note taking in class. Participation is expected and encouraged.

This is a five-week course and therefore attendance at all class meetings is mandatory. More than one absence will result in a failing grade.

Academic Integrity

Plagiarism and dishonesty is not tolerated at UCSC. Penalties for cheating may include a failing grade and further disciplinary action. Refer to the "Library Guide on Citing Sources and Plagiarism" at <http://library.ucsc.edu/science/instruction/CitingSources.pdf>, the Chicago Manual of Style, the MLA Handbook, or see me for more information on citation. For information on the UCSC policy see http://www.ucsc.edu/academics/academic_integrity/index.html.

Resources

Please come to office hours, if you cannot make this time schedule an appointment.

Review eCommons for reading strategies and writing tools. Additionally power points from lectures will be posted same day.

Course Calendar

The schedule reflects when reading and written assignments are **due**. **Late papers will not be accepted.**

Week 1

July 29

Introductions. Antebellum United States: Politics, Slavery, and Morals

In Class Reading:

Adam Goodheart "Moses' Last Exodus," Susan Schulten, "Visualizing Slavery" Eric Hershtal, "The Passion of Solomon Northup," Steve Hahn, "What Lincoln Meant to the Slaves," Adam Goodheart, "Divorce, Antebellum Style," Sven Beckert & Seth Rockman, "Partners in Iniquity,"

July 31

Theme: Expansion & the Bloody 1850s

Reading:

Douglass, *My Bondage and My Freedom*, pp. 1-104

Johnson, *Abraham Lincoln*, pp. 1-36

Ecommons: James Henry Hammond, "The Mudsill Speech," James McPhearson

"The Same Holy Cause," Cate Lineberry, "The Boys of War," David W. Blight, "Cup

of Wrath and Fire,” David Goldfield, “Evangelicals, Republicans, and the Civil War,”
Ron Soodalter, “Lincoln and the Sioux”

Week 2

August 5

Theme: Secession & the Start of War

Reading:

Douglass, *My Bondage and My Freedom*, pp. 104-221

Johnson, *Abraham Lincoln*, pp. 37-81

Ecommons: T.R.C. Hutton “Neighbor vs. Neighbor,” Marc-William Palen, “The Great Civil War Lie,” David W. Blight, “Lincoln, Douglass, and the ‘Double-Tongued Document,’” Rick Beard, “When Douglass Met Lincoln”

August 7

Theme: Changing the Course of the War

Reading:

Douglass, *My Bondage and My Freedom*, 221-298

Johnson, *Abraham Lincoln*, pp. 81-146

Ecommons: Alexander Stephens, “The Cornerstone Speech.” Tera W. Hunter, “A Mother’s Letter to Lincoln,” Kevin McGruder, “Black New York and the Draft Riots,” Ron Soodalter, “Fighting for the Union - And Equal Pay,” Thomas J. Ward, Jr., “The Plight of the Black P.O.W.,” Rick Beard, “When Douglass Met Lincoln,” Adam Rothman, “Our Servants Do Pretty Much as They Please.” Richard Striner, “Lincoln’s Great Gamble”

Week 3

August 12

Theme: Costs of Conflict

Reading:

Freehling, *The South vs. The South*, all

Ecommons: Allen C. Guelzo, “What Gettysburg Proved,” Amanda Foreman, “How to Lose Allies and Alienate People”

August 14

Theme: The Far Reach of War

Reading:

Faust, *Mothers of Invention*, pp. xi-113

Johnson, *Abraham Lincoln*, pp. 205-263

Ecommons: James H. Tuten “A ‘Repentant Rebel’ Addresses New York Abolitionists,” Ronald S. Coddington, “American Indians in Confederate Territory,” Aaron Barnhart & Diane Eickhoff, “Fighting the ‘White Man’s War,’” Stacey L. Smith, “Freedom for California’s Indians”

Week 4

August 19

Theme: War on the Homefront

Reading:

Faust, *Mothers of Invention*, pp. 114-256

Ecommons: Joan Cashin, "Deserters, Civilians, and Draft Resistance," Cate Lineberry "I Wear My Own Clothes," Jean R. Freedman, "Albert Cashier's Secret" Judith Giesberg, Erin Lindsay McCabe, "A Woman at War;" "Ms. Dix Comes to Washington," Pat Leonard, "Nursing the Wounded at Gettysburg"

August 21

Theme: Reuniting a Broken Nation

Reading:

Johnson, *Abraham Lincoln*, 264-333

Ecommons: Jim Cullen, "'I's a Man Now': Gender and African American Men," Ira Berlin, "Who Freed the Slaves? Emancipation and its Meaning," Louis P. Masur, "The Battle Over Reconstruction," Rick Beard, "The Birth of the 13th Amendment," Richard Striner, "The Radicalism of the Lincoln's 10 Percent Plan," Gerard N. Magliocca, "The Roots of Reconstruction"

Week 5

August 26

Theme: Legacies of the War

Essay Due

Reading:

Keith, *The Colfax Massacre*, all

August 28

Closing Thoughts and Final Exam

Reading:

Ecommons: Tony Horwitz, "Battle Acts," Alice Fahs, "Remembering the Civil War in Children's Literature of the 1880s and 1890s", J. Matthew Gallman, "Is the War Ended? Anna Dickinson and the Election of 1872" (in *The Memory of the Civil War in American Culture*), Robert Hicks, "Why the Civil War Still Matters,"