

History 8205. CIVIL WAR AND RECONSTRUCTION

Section 0001

37631: 2:00-4:30 P.M., Thursday

Spring Semester 2019

Credit Hours: 3

Classroom: 913 Gladfelter Hall

Professor: Gregory J. W. Urwin, Ph.D.

Office: 931 Gladfelter Hall

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Office Hours: Tuesday, 9:30-10:30 A.M., 1:00-2:00 P.M., Thursday, 9:30-10:30 A.M., and by appointment.

Course Description: This course offers students the opportunity to familiarize themselves with the historical literature dealing the so-called “middle period” in United States history, or the era of the Civil War and the First Reconstruction, extending roughly from 1831 to 1877. All students in the course will be exposed to seven salient studies demonstrating how historians have dealt with various aspects of this period. At the same time, they will have the opportunity to advance their respective degree programs by reading a cluster of eight other books of their own choosing. They will share what they have read with their classmates through oral reports and annotated bibliographies, thus broadening everyone’s knowledge of the best current historiography on the American Civil War and Reconstruction.

Goals and Objectives:

Knowledge Based Skills: 1) Interactions between Political, Military, Social, Culture, Gender, and Economic History; 2) Multicultural Americanism; 3) Impact of Technology; 4) Importance of Politics; 5) Importance of Political Partisanship; 6) Evolution of American Way of War; 7) Prominence of Religion; 8) Capabilities and Limitations of Violence as a Political Tool.

Skill-Based Goals: 1) Historiographical Awareness; 2) Writing Proficiency; 3) Appreciation for Historical Context; 4) Improved Reading Comprehension; 5) Sequential Logic; 6) Analytical Thinking; 7) Preparation for a Lifetime of Learning.

Common Texts: James M. McPherson. *Battle Cry of Freedom: The Civil War Era*. The Oxford History of the United States. New York: Oxford University Press, 1988.

Ayers, Edward L. *In the Presence of Mine Enemies: The Civil War in the Heart of America, 1859-1864*. New York: W.W. Norton, 2004.

Brady, Lisa M. *War upon the Land: Military Strategy and the Transformation of Southern*

Landscapes during the American Civil War. Athens: University of Georgia Press, 2012.

Sutherland, Daniel E. *A Savage Conflict: The Decisive Role of Guerrillas in the American Civil War*. Chapel Hill: University of North Carolina Press, 2013.

Oakes, James. *Freedom National: The Destruction of Slavery in the United States, 1861-1865*. New York: W. W. Norton & Company, 2014.

Faust, Drew Gilpin. *This Republic of Suffering: Death and the American Civil War*. New York: Vintage, 2009.

Foner, Eric. *A Short History of Reconstruction*. Updated Edition. New York: Harper Perennial Modern Classics, 2015.

Semester Grade: The student's final grade will be based on the total number of points (900 total) earned in three oral reports – including a one-page précis for each book he or she reads individually (100 points), a tentative bibliography (100 points), an annotated bibliography (200 points), and a historiographical paper (400 points). Class attendance and participation will also affect the grade (100 points, minimum). The professor reserves the right to fail any student who misses two or more classes without prior permission or valid excuses.

Historiographical Paper: The historiographical paper will provide each student with the chance to explore the existing scholarly literature on an important historiographical discussion conducted by professional historians of the Civil War and Reconstruction era. The student should read at least eight titles from the course reading list in preparation for this paper. It is permissible to tap more than eight books for this assignment, including any of the common readings, and any pertinent books and articles the student may have read for previous classes or on his or her own.

Possible paper themes include:

- Slavery
- Slavery Expansion
- Antislavery
- Antebellum Politics
- Antebellum Gender Issues
- The Development of the Sectional Crisis, 1830-1850
- Acceleration of Political Polarization in the 1850s
- The Secession Crisis and the Outbreak of War
- The Confederate Experience
- The Union Home Front
- Loyalty and Disloyalty behind the Lines
- Wartime Gender Issues
- The Question of Total War
- Strategy and Command

The Experience of Battle
The Union and Confederate Common Soldier (Either Separately or Together)
Abraham Lincoln
Emancipation
U.S. Colored Troops
Ethnicity and the War
Religion and the War
History and Memory (for Either the War or Reconstruction, or Both)
Wartime Politics in the Union
Wartime Diplomatic History
Wartime Occupation and Early Reconstruction
Reconstruction Politics
The Freedmen's Bureau and Its Activities
Other Aspects of Southern Black Life
Gender and Reconstruction
The Economics of Reconstruction
Counter-Reconstruction

This is not a definitive list of topics. The professor is willing to work with students in cobbling together topics from the approved reading list – or authorizing additional readings – provided they are substantive and command the respect of this historical profession.

The paper should consist of 30 to 35 double-spaced pages, including reference notes. The aim is to cover the principal secondary works pertaining to each topic, especially the ground-breaking and controversial literature. To make sure that the paper remains manageable, it would be wise to focus on ten to twelve works. Nevertheless, the student is urged to read as widely as time permits. With those topics where there is a shortage of published monographs, a proper selection of scholarly articles will suffice.

The paper should evaluate the quality of the historiography in the field it addresses. The student should compare and contrast the works he has read, highlighting where they disagree and other matters of controversy. In addition to surveying what work has been done, the paper should also state what work needs to be done. In other words, the student should presume to present an agenda for future scholarship.

Oral Reports: Each student will present three oral report dealing with the subject covered by his/her historiographical paper. These reports will be presented throughout the course of the semester. The length of each report will be determined by the size of the class (the fewer students, the more time each presenter will receive). Those students who have presented their reports early in the semester will not be expected to attain the same standard as those who present toward the end. To ensure that each student grasps the essence of his or her various readings, he or she will give a one-page précis for each book on which he or she reports to the professor on the day his or her report is scheduled.

Tentative Bibliography: On the day appointed in the Course Schedule, each student is expected

to present a tentative bibliography of his or her eight individual readings to the professor, with a copy for each of the other students in the course. An effort will be made to avoid duplications to ensure students are exposed to the maximum range of historiography.

Annotated Bibliography: Toward the end of the semester, the student will present the professor with an annotated bibliography, containing a one-paragraph summary of every book or other important work consulted for his/her historiographical paper. The professor will run off copies of these annotated bibliographies for everyone in the class, thus providing the students with a convenient reference to the study of comparative military history.

Class Discussions: In addition to their own individual readings, students will be expected to read seven important books on the Civil War and Reconstruction era in common. They should come to class prepared to discuss the readings assigned for the week. If the students do not give evidence of having performed this assignment, they will be compelled to spend the class period writing essays on the week's readings.

Absence Policy: Graduate study is a group process. You learn as much from your interaction with your professor and your classmates as you do from working on your own. Hence, it is essential that all students enrolled in this course attend and participate in class. Any student missing more than the equivalent of three weeks' worth of class (i.e., three classes) except under the most dire of extenuating circumstances can expect to receive a failing grade.

Academic Honesty Statement: Temple University believes strongly in academic honesty and integrity. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. Students are expected to do their own work on all exams, quizzes, and other exercises. Anyone caught cheating in class and/or plagiarizing will receive a failing grade in the course. *The American Heritage Dictionary* defines plagiarism as: "1. To steal and use the ideas and writings of another as one's own. 2. To appropriate passages or ideas from another and use them as one's own."

Americans with Disabilities Act Statement: Temple University adheres to requirements of the Americans with Disabilities Act. If you need an accommodation based on the impact of a disability, you should contact the professor privately to discuss your situation as soon as possible – and no later than the second week of class. Contact Disability Resources and Services at 215-204-1280 (or 11280) in 100 Ritter Annex to identify the resources available to you and to coordinate reasonable accommodations for students with documented disabilities. You may also access Disability Resources and Services at this web site: <http://www.temple.edu/disability/>. Remember, you are entitled to such assistance by law. This is your right – utilize it so you can get the maximum out of your education.

Statement on Student and Faculty Academic Rights and Responsibilities: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02), which can be accessed through at the following url:
http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

CLASS SCHEDULE

Week 1: 14-18 January

Introduction

Lecture: "The Causes of the Civil War: A Survey of the Historiography"

Week 2: 21-25 January

The Straining Bonds of Union

McPherson, Prologue & Chs. 1-4
Tentative Bibliography Due.

Week 3: 28 January-1 February

The Rise of the Republican Party to the Secession Crisis

McPherson, Chs. 5-8
Discuss: Ayers, *In the Presence of Mine Enemies*

Week 4: 4-8 February

Two American Nations Go to War

McPherson, Chs. 9-11
Discuss Individual Readings, Set 1

Week 5: 11-15 February

Amphibious Warfare and Mobilization

McPherson, Chs. 12-14
Discuss Individual Readings, Set 1

Week 6: 18-22 February

The Peninsular Campaign to Antietam

McPherson, Chs. 15-17
Discuss: Brady, *War upon the Land*

Week 7: 25 February-1 March

Civil War Diplomacy, Winter Campaigns, and the Question of Loyalty

McPherson, Chs. 18-20
Discuss Individual Readings, Set 2

Spring Break: 4-8 March

Week 8: 11-15 March

Vicksburg, Chancellorsville, Gettysburg, Chattanooga, and the Straining Rebel War Effort

McPherson, Chs. 21-23

Discuss: Sutherland, *A Savage Conflict*

Week 9: 18-22 March

Grant's Overland Campaign, Sherman's Atlanta Campaign, and the 1864 Presidential Election

McPherson, Chs. 24-25

Discuss Individual Readings, Set 2

Week 10: 25-29 March

Sherman Guts the Confederacy

McPherson, Chs. 26-27

Discuss Individual Readings, Set 3

Week 11: 1-5 April

The Fall of the Confederacy

McPherson, Chs. 28-29 & Epilogue

Discuss: Oakes, *Freedom National*

Week 12: 8-12 April

Presidential Reconstruction under Lincoln and Johnson, 1865

Foner, Chs. 1-5

Discuss Individual Readings, Set 3

Week 13: 15-19 April

Congressional Reconstruction, 1865-70

Foner, Chs. 6-9

Discuss Individual Readings, Set 4

Electronic Copy of Annotated Bibliography Due, 5:00 P.M., 18 April 2019. E-mail to gurwin@temple.edu. Be sure your name is in the file title.

Week 14: 22-26 April

The Waning of Reconstruction, 1870-77

Foner, Chs. 10-12 & Epilogue

Discuss: Faust, *The Republic of Suffering*

Discuss Individual Readings, Set 4

Week 15: 29 April-3 May (Final Exams Start on 2 May)

No Class This Week (Study Days, 30 April-1 May)

Analytical Paper Due, Monday, 3 May 2019. Place in Dr. Urwin's mailbox in the History Department by 3:00 P.M.

Final Exams: 2-8 May



