

# HIST 2216 CIVIL WAR AND RECONSTRUCTION

## Section 001

35139: 9:30-10:50 A.M., TTh, Online

Spring Semester 2021

**Zoom Invite Link for Class Sessions:** <https://temple.zoom.us/j/98846163851>

**Credit Hours:** 3

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

**Office:** 931 Gladfelter Hall

**Office Hours:** 2:00-3:30 P.M., TTh, or by appointment at this Zoom link:

<https://temple.zoom.us/j/97996026823>

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**Teaching Assistant:** Duncan M. Knox

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**TA Office Hours:** 11:00 A.M.-12:30 P.M., TTh, or by appointment as this Zoom link:

<https://temple.zoom.us/j/96806221151>

**How This Course Will Be Taught: Synchronously Online:** Click this Zoom link at 9:25 A.M. every Tuesday and Thursday: <https://temple.zoom.us/j/98846163851>

**Declaration of Intent:** This course will present a detailed survey of the causes, conduct, and immediate consequences of the American Civil War, the bloodiest conflict in United States history. Special emphasis will be placed on the sectional, racial, political, and economic differences that culminated in the dissolution of the Union, the formation of the Confederate nation, strategy and tactics, the personalities of major Union and Confederate commanders and statesmen, the role of Abraham Lincoln in preserving the Union, and the federal government's conflicting and ultimately unsuccessful efforts to reconstruct Southern politics and society.

### Goals and Objectives:

Knowledge Based Skills: 1) Track Transitions; 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; 9) Recognition of Primary Sources.

Skill-Based Goals: 1) Spatial 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; 8) Research Skills; 9) Computer Literacy.

**Warning on Course Content:** Students in this course can expect to be occasionally exposed to racist imagery, songs, and quotations from the Civil War era. This is not intended to promote racism, but to convey the prejudices that permeated 19<sup>th</sup>-century America, which will help to better understand that period and its people. Students who may find such material unduly offensive should consider enrolling in another course.

**Main Text:** Allen C. Guelzo, *Fateful Lightning: A New History of the Civil War & Reconstruction*. New York: Oxford University Press, 2012.

**Collateral Texts:** William James Hull Hoffer, *The Caning of Charles Sumner: Honor, Idealism, and the Origins of the Civil War*. Baltimore: Johns Hopkins University Press, 2010.

Christopher J. Einolf, *George Thomas: Virginian for the Union*. Norman: University of Oklahoma Press, 2010.

Victoria E. Bynum, *The Free State of Jones* (Movie Edition). Chapel Hill: University of North Carolina Press, 2016.

Barbara A. Gannon, *The Cause Won: Black and White Comradships in the Grand Army of the Republic*. Chapel Hill: University of North Carolina Press, 2014.

**Semester Grade:** The student's final grade will be based on the total number of points earned in two exams (100 points apiece, or 200 points, total), quizzes on the three collateral texts (50 points apiece, or 150 points, total), one essay based on a fourth collateral reading, i.e., Bynum, *The Free State of Jones* (100 points), four thematic recaps (25 points apiece, or 100 points, total) and one computer exercise (50 points) – a total of 600 possible points. Class attendance and participation will also affect the grade. The professor reserves the right to fail any student who misses six classes without prior permission or valid excuses. It is up to any student who misses a test or quiz to schedule a make-up session with the teaching assistant. Students who do not provide valid excuses for missing the dates on which these exercises were originally scheduled can expect a late penalty. The longer it takes to make up such exercises, the greater that penalty can be. In such cases, students can expect to lose one letter grade for every class day that passes before the missed exercise is completed. If opportunities arise, the class will be able to earn extra-credit points by attending films, lectures, or other educational events relating to the content of the course.

### **Breakdown of Grading Percentages**

A: 92-100%

A-: 90-91%

B+: 88-89%  
B: 82-87%  
B-: 80-81%  
C+: 78-79%  
C: 72-77%  
C-: 70-71%  
D+: 68-69%  
D: 62-67%  
D-: 60-61%  
F: 0-59%

**Computer Exercise:** Students must find any example of a primary source dealing with some aspect of the Civil War era from any site on the World Wide Web. A primary source is usually an eyewitness account of a historic event or some document that was generated at the time or shortly after the event occurred. In other words, you could select the reminiscences of Civil War veterans or of civilians who lived during that period; a speech given by a politician from the North or South; legislation (such as the Fugitive Slave Act of 1850, Kansas-Nebraska Act of 1854, Second Confiscation Act of 1862, Confederate Conscription Act of 1862, or Enrollment Act of 1863); soldier letters or diaries; contemporaneous newspaper or magazine articles; and reports or memoranda generated by military commanders, military organizations, or government agencies.

Once you find an appropriate document, you must then write a two-page paper (typed, double-spaced, in 10- or 12-point font) summarizing its content and explaining how it relates to what we are studying in this course. (In other words, what important thing does your primary source say about how Americans experienced the Civil War and the events surrounding it?) After you have written your paper, prepare a typed cover sheet giving your full name, the name of the web site, and the web site's URL (address) so the teaching assistant can find the document on which your paper is based.

**Essay on Bynum, *The Free State of Jones*:** After reading *The Free States of Jones* by Victoria E. Bynum, write an essay describing one of the Civil War's forgotten chapters by summarizing the book's contents. This paper should be typed, double-spaced in 10- or 12-point font, and it should run five to seven pages.

In this essay, be sure you address the following questions. What kind of people settled Mississippi's Piney Woods? Where did they originate, what role did religion play in their lives, and how common was slaveholding among them. What prompted Newt Knight and other white men from Jones County, Mississippi, to desert from the Confederate Army and form the Knight Company to resist the Confederate Army. What steps did Confederate authorities take to crack down on Knight and other deserters infesting Jones County. How did the execution of Benjamin Franklin Knight by Confederate Cavalry on April 15, 1864, acquire mystical connotations? What did the women and slaves of Jones County do to assist the Knight Company during the Civil War? How did Reconstruction benefit the families that supported the Knight Company during the Civil War? Why did Newt Knight resist the segregationist social order that white Democrats imposed on Mississippi in the wake of Reconstruction? How was the history of the Free State of

Jones distorted in the years following Reconstruction? Why did Newt Knight's own descendants try to bury the memory of the community of "White Negroes" over which he presided following the Civil War?

**Thematic Recaps** For each of the weeks designated below, you are to write a five-to-eight sentence answer to each of the following sets of questions. These brief exercises will ensure that you are attentive and take proper notes during the professor's lectures and that you are keeping up with your assigned reading in Guelzo, *Fateful Lightning*.

**Week 3:** What basic economic changes did the North (Northeast and Northwest) embrace between the 1790s and 1860 that moved it further along in the process of modernization than the South?

**Week 6:** What was Bleeding Kansas, how did it exacerbate relations between the North and South, and what major changes did it trigger in the United States' political system?

**Week 10:** What steps did President Abraham Lincoln and other Union officials take to prevent either one of these "Border States" – Maryland, Kentucky, or Missouri – from joining the Confederacy?

**Week 13:** How did the former Confederate states attempt to subvert one of the main outcomes of the Civil War – emancipation and its consequences – with the Black Codes?

**Course Minimum Grade:** Although D- is a passing grade, a minimum grade of C- is required in many programs, and courses required by the major. For more information, please see [Temple University's Academic Policies on Grades and Grading](#).

**Incomplete:** A student will be eligible for a grade of "Incomplete" only if he/she: 1) has completed at least 51% of the work at a passing level, 2) is unable to complete the work for a serious reason beyond his or her control, and 3) files a signed agreement with the instructor outlining the work to be completed and the time-frame in which that work will be completed. The student is responsible for initiating this process and all incomplete forms must be sent to the Senior Vice Dean for Academic Affairs prior to the start of study days in that semester.

**Withdrawal from the Course:** If a student wishes to withdraw from a course, it is the student's responsibility to meet the deadline for the last day to withdraw from the current semester.

See [Temple University's Academic Calendar](#) for withdrawing deadlines and consult the [University policy on withdrawals](#) (Policy # 02.10.14).

**Attendance Policy:** Attendance will be taken by Qwickly Pro. Students must check in via Canvas on each class day. The professor will activate check in about ten minutes before class and it will run twenty-five minutes – or, until 1:15 P.M.

**Course Technologies:** This course requires the use of Canvas, including access to materials and assignment submission. Some videos posted via Canvas will require the use of speakers. The instructor may utilize web-conferencing tools to deliver synchronous material. In order to participate in synchronous sessions, you should have a computer, a webcam, headphones, and microphone.

This course requires the use of Microsoft Office (i.e., Word, Excel, PowerPoint). Students can gain access to these materials by visiting the [Computer Services Download Site](#).

Students should check their Temple email daily for course updates.

All students are required to comply with [Temple University's Computer and Network Security Policy](#).

#### **Accessibility of course technologies**

- [Adobe Acrobat accessibility information](#)
- [Big Blue Button accessibility information](#)
- [Canvas accessibility information](#)
- [Microsoft Office accessibility information](#)
- [VoiceThread accessibility information](#)
- [Zoom accessibility information](#)

Limited resources are available for students who do not have the technology they need or class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a request outlining their needs using the [Student Emergency Aid Fund](#) form. The University will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access.

**Assignment Submission:** All assignments will be open-book and due on the dates specified in the syllabus. You will be asked to submit all assignments online via Canvas -- either as uploaded files (exams, quizzes, and review essay) or in textboxes (thematic recaps). **Your exams, quizzes, and review essay must be submitted in Microsoft Word or pdf format (doc, docx, or pdf).** Files in any other format are unacceptable.

**Statement on the Recording and Distribution of Recordings of Class Sessions:** Lectures in this course will be recorded and made available on Canvas. As extra insurance, students with an "approved accommodation from the Office of Disability Resources (DRS)" have permission to record all class sessions for their personal use.

**Academic Honesty Statement:** According to the University Student Code of Conduct, students must not commit, attempt to commit, aid, encourage, facilitate, or solicit the commission of academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by an instructor without the instructor's authorization. Students are expected to do their own work on all exams, quizzes, and other exercises. Anyone caught plagiarizing material in their various papers will fail the course and face other sanctions as enumerated in the [University Code of Conduct](#). *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." You can repeat major ideas from other works and even quote them, but it is only honest to inform the reader where you found that material.

**Americans with Disabilities Act Statement:** Please bear in mind that COVID-19 may result in a need for new or additional accommodations. Temple University adheres to the provisions of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, you must immediately contact Disability Resources and Services at 215-204-1280 or [drs@temple.edu](mailto:drs@temple.edu) and register. After you are duly registered, you must make an appointment with the instructor to discuss the academic accommodation that your disability requires. I will work with you and DRS to coordinate reasonable accommodations for all students with documented disabilities and all dealings on this score will be confidential. Accommodations are not retroactive.

**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/PDF/99.pdf>.

**Expectations for Class Conduct:** In order to maintain a safe and focused learning environment, we must all comply with the four public health pillars: wearing face coverings, maintaining physical distancing, washing our hands and monitoring our health. It is also important to foster a respectful and productive learning environment that includes all students in our diverse community of learners. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Therefore, all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse.

Treat your classmates and instructor with respect in all communication, class activities, and meetings. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please consider that sarcasm, humor and slang can be misconstrued in online interactions and generate unintended disruptions. Profanity should be avoided as should the use of all capital letters when composing responses in discussion threads, which can be construed as "shouting" online. Remember to be careful with your own and others' privacy. In general, have your behavior mirror how you would like to be treated by others.

**Netiquette:** Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

Our differences, some of which are outlined in the [University's nondiscrimination statement](#), will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course atmosphere.

### **TEMPLE AND COVID-19**

Temple University's motto is Perseverance Conquers, and we will meet the challenges of the COVID pandemic with flexibility and resilience. The university has made plans for multiple eventualities. Working together as a community to deliver a meaningful learning experience is a responsibility we all share: we are in this together so we can be together.

**How This Course Will Be Taught:** Synchronously all semester via ZOOM. You can access each class session at the appropriate day and time by clicking this ZOOM link: <https://temple.zoom.us/j/98846163851>

**Attendance Protocols and Your Health:** To achieve course learning goals, students must attend in-person classes, and/or participate in classes or portions of classes that are taught remotely, to the extent that they are able. However, if you feel unwell or if you are under quarantine because you have been exposed to the virus, you should not come to campus, and you will not be penalized for your absence. Instructors are required to ensure that attendance is recorded for each in-person or synchronous class session. The primary reason for documentation of attendance is to facilitate contact tracing, so that if a student or instructor with whom you have had close contact tests positive for COVID-19, the university can contact you. Recording of attendance will also provide an opportunity for outreach from student services and/or academic support units to support students should they become ill. Faculty and students agree to act in good faith and work with mutual flexibility. The expectation is that students will be honest in representing class attendance.

## CLASS SCHEDULE

Week 1: 18-22 January

### **Sectionalism and Union**

Guelzo, Ch. 1, pp. 3-41

Week 2: 25-29 January

### **Slavery, The Wedge, 1775-1850**

Guelzo, Ch. 1, pp. 41-53, Ch. 2., pp. 54-67

Week 3: 1-5 February

### **Sectional Confrontation, 1850-54**

Guelzo, Ch. 2, pp. 67-76  
Thematic Recap Due (2 February)

Week 4: 8-12 February

### **Kansas and the Rise of the Republican Party, 1854-56**

Guelzo, Ch. 2, pp. 76-86  
Quiz on Hoffer, *The Caning of Charles Sumner: Honor, Idealism, and the Origins of the Civil War* (11 February)

Week 5: 15-19 February

### **The Deepening Crisis, 1857-59**

Guelzo, Ch. 2, pp. 86-93, Ch. 3, pp. 94-120  
Internet Exercise Due (18 February)

Week 6: 22-26 February

### **Lincoln's Election and Secession, 1860-61**

Guelzo, pp. 120-37  
Thematic Recap Due (23 February)

Week 7: 1-5 March

### **The Coming of War, 1861**

Guelzo, Ch. 4  
Quiz on Einolf, *George Thomas: Virginian for the Union* (4 March)

Week 8: 8-12 March

### **The Border States and First Bull Run, 1861-62**



Guelzo, Ch. 6  
Midterm (11 March)

Week 9: 15-19 March

**The Balance Sheet of War**

Guelzo, Ch. 7

Week 10: 22-26 March

**The Course of the War, 1861-63**

Guelzo, Ch. 5, Ch. 8, pp. 325-39  
Thematic Recap (23 March)

Week 11: 29 March-2 April

**From Gettysburg to Appomattox, 1863-65**

Guelzo, Ch. 8, 339-72, Chs. 9 & 10, Ch. 11, pp. 465-81  
Essay due on Bynum, *The Free State of Jones* (1  
April)

Week 12: 5-9 April

**Presidential Reconstruction under Lincoln and Johnson, 1865**

Guelzo, Ch. 11, pp. 481-97

Week 13: 12-16 April

**Congressional Reconstruction, 1865-70**

Guelzo, Ch. 11, pp. 497-513  
Thematic Recap (13 April)

Week 14: 19-23 April

**The Waning of Reconstruction, 1870-77**

Guelzo, Epilogue  
Quiz, Gannon, *The Cause Won: Black and White Comradeships in the  
Grand Army of the Republic* (22 April)

Week 15: 26 -30 April (Final Exams Start on 29 April)

No Class This Week (Study Days, 27-28 April)  
Final Exam: Thursday, April 29, 8:00-10:00 A.M.

Final Exams: 3-5 May

