HIST 383: The American Civil War and Reconstruction
Dr. Adam Arenson Office: Miguel 414 Spring 2017, MR at 9:30-10:45pm
Office Hours: MR at 11:00-1:15 pm; Wed. by appt. Email (best): adam.arenson@manhattan.edu Ph: 718-862-7317

* READ THIS SYLLABUS CAREFULLY.
* THE INSTRUCTOR RESERVES THE RIGHT TO ALTER THIS SYLLABUS IF NECESSARY.

Course Description
This course will explore the causes, course, and consequences of the American Civil War, including political, cultural, and social crises as well as military battles. We will focus on the collapse of political compromise linked to westward expansion; slavery, race, and emancipation as national concerns; the war experience for individuals; and the constitutional changes of Reconstruction and the difficulty of their implementation. This course will connect local and national stories, and include the perspective of immigrants and African Americans in this transformative event in the history of the United States.

Learning Objectives
At the completion of this course, students will show improvement in:

• Effective communication - oral and written, including:
  • Analyzing, evaluating, and synthesizing information and arguments and making sound judgments about their use and application.
  • Locating relevant information in printed and electronic form and credit it properly.

• Critical thinking
• Global awareness - Understand and appreciate cultural diversity through the study of a variety of social and global cultures and issues.
• Demonstration of a fundamental knowledge of historical causality and key events
• Ability to locate and integrate information from primary and secondary sources

Statement on Technology in the Classroom
Our world is being transformed by a digital revolution, and computers and smartphones offer unprecedented power for research, connectivity, and connection. However, they also offer far too many distractions. In line with the latest education research (see for example https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368 and http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/ ), laptops and/or other digital equipment may not be used in this class unless you have made special arrangements with the professor.

While we may, as a class, utilize our devices in some sessions, in general all phones, laptops, etc. must be placed inside backpacks and out of view during class. When we go on site visits, photography and even audio and video recording, where permitted, will be encouraged—but each student must still keep their technology use focused on the class.
**Required Materials (6):**

**Books to Purchase:**


*Always bring to class the texts to be discussed that day.*

**Tardiness and Missing Classes**

College policy dictates that all students attend all scheduled classes. Any absences will hurt your participation grade. Please show respect to your peers and to our learning environment by arriving to class on time and remaining engaged for the entire scheduled time. Lateness and leaving the classroom before the end of class (even if you return) will be considered absences. If you miss four classes, you will be reported to the Dean’s office.

**Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline**

All typewritten assignments will be submitted to Turnitin, an international plagiarism-detection database, via your Moodle submission. Students who engage in academic dishonesty will be subject to disciplinary action as stated in the College’s Academic Integrity policy: https://manhattan.edu/community-standards-and-student-code-conduct#32.Academic Integrity

You must cite, reference, or quote information obtained from other sources so you give credit where credit is due. Do NOT copy any material regardless of where you obtained it into your own work. Do NOT submit work under your name if you did not complete it entirely yourself. In accordance with College policy, we will report instances of plagiarism and dishonesty to the Dean’s office.

If you have questions about understanding and preventing plagiarism, please contact your instructor or the Manhattan College Writing Center http://www.manhattan.edu/services/writing-center/
Title IX and Non-Discrimination Notice
Manhattan College is committed to ensuring equal access to its educational programs and employment opportunities without regard to sex, gender, race, color, national origin, religion, age, disability, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, or ex-offender status.
The College will not tolerate harassing, violent, intimidating or discriminatory conduct by its students, employees or any other member of or visitor to the College community, which includes, without limitation, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

The College encourages individuals to report all gender-based misconduct immediately to the Title IX coordinator, one of the deputy coordinators or another College staff member. The College will fully and promptly investigate all allegations of gender-based misconduct and will impose disciplinary measures, or take similar actions, as may be appropriate. Title IX and the College strictly prohibits retaliation.

It is estimated that 20-25% of college women and 6% of college men will be the victims of sexual assault during their college careers. If you or someone you know has experienced sex- or gender-based violence or harassment, here are some important resources. You can use any or all of these resources, at your discretion. Contact campus Title IX Coordinator: Vicki Cowan, Mem 305, 718.862.7392, vicki.cowan@manhattan.edu or others listed here: https://manhattan.edu/about/human-resources/title-ix/who-to-contact-on-campus

Learn more via Not Alone https://www.notalone.gov/ EROC: End Rape On Campus (http://endrapeoncampus.org ) and others.

Accessibility:
Manhattan College seeks to provide reasonable accommodations for all qualified individuals with disabilities, including learning disabilities. This College will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student's responsibility to register with Specialized Resource Center in Miguel 301B http://manhattan.edu/academics/specialized-resource-center within the first two weeks of classes, and inform the faculty member to arrange for appropriate accommodations.

Written Assignments:
• Your papers should have your name, student number, and titles that reflect their arguments.
• They must be turned in as attachments on Moodle.
• Historians prefer Chicago Style footnotes; for a guide, see http://www.chicagomanualofstyle.org/tools_citationguide.html
• Individual paper instructions will be posted on Moodle.
Assignments
All assignments should be turned in online, at the course Moodle site, on the date and at the time due. Late is better than never, but there will be a penalty, a full letter grade per week. If you find you need more time to complete the work, consult with the instructor before the assignment is due to avoid more points off.

Participation
Each class session, students should come to class prepared to discuss the readings, having thought about the course methods described above. Individual participation in class discussion will constitute this score. Absences subtract from this score.

Short Analysis Papers
Almost every class session, students will be required to write a short analysis on the reading due that day. This assignment is due at least twelve hours before class. Quickly identify what detail caught your eye, and then explain its significance—to the reading/experience you had, and to the larger goals of our course. Then identify what argument you could make from it, and then what remains unknown or contradictory about that detail or your reaction to it, suggesting a remaining tension, avenues for further investigation, and perhaps a paper topic. This will run 300-500 words. Your top twenty scores will count. They each will be graded on a 8-point scale, and comments from the rubric will be provided. Late papers will be not be accepted.

Discussion Leading
Once during the semester, each student will lead a discussion in class on one of the sources (primary or secondary) for the week. Leaders should plan on directing the discussion for 15-20 minutes, analyzing the reading and raising questions for the class to discuss. They should plan to draw out analyses from their fellow students and direct discussion, not relying on the professor to do more than take group notes on the board and to keep track of pending speakers.

Three Short Papers
You will submit papers of at least 1,100 words. Two of the papers need to be based on primary sources; the third paper should be a short historiography, on around three secondary sources preapproved by me.

For February 20, you will write a paper based on a pre-war newspaper article, or a historiography of the some aspect of the causes of the American Civil War.

For April 3, you will write a paper based on a visual primary source, such as a painting or engraving, pre-war newspaper article, or a historiography of the some aspect of the course of the American Civil War.

For May 1, you will write a paper based on a Reconstruction source, or a historiography of the some aspect of Reconstruction.

Final Paper
You will submit papers of at least 3,000 words. I intend this paper to be a revision and extension of an earlier paper that we choose together.

TOTAL
A 940-1000  A- 900-939  B+ 880-899  B 840-879  B- 800-839
| Week 1 | Jan. 19 | Introductions  
|        |        | What about the Civil War and Reconstruction matter to you?  
|        |        | Discussion of Course Assignments and College Reading |
|        | Jan. 23 | **The Centrality of Civil War and Reconstruction**  
|        |        | McPherson from *Cause of Liberty*  
|        |        | Scharff, ed., Introduction |
|        | Jan. 26 | **The Young Republic Modernizes**  
|        |        | McPherson and Hogue, Chapter 1  
|        |        | Scharff, ed., Chapter 1 |
| Week 2 | Jan. 30 | **The Old South and Proslavery Ideology**  
|        |        | McPherson and Hogue, Chapter 2  
|        |        | Dierksheide and Onuf from *Cause of Liberty*  
|        |        | Foner and Brown, Chapter 1 and Visual Essay  
|        |        | Gienapp, ed., pp. 9-23 |
|        | Feb. 2  | **Yankee Society and the Uneasy Place of Abolition**  
|        |        | McPherson and Hogue, Chapter 3  
|        |        | Gienapp, ed., pp. 3-9 and 23-25 |
| Week 3 | Feb. 6  | **The American 1848: War with Mexico and the Hope for Compromise**  
|        |        | McPherson and Hogue, Chapter 4  
|        |        | Gienapp, ed., pp. 27-33  
|        |        | Scharff, ed., Chapter 2  
|        |        | **THIS WEEK:** Come to Office Hours for Paper #1 |
|        | Feb. 9  | **Nativism and the Republican Origins**  
|        |        | McPherson and Hogue, Chapters 5-6pt  
|        |        | Gienapp, ed., pp. 33-37  
|        |        | Johnson, ed., pp. 1-10, 30-53 |
| Week 5 | Feb. 13 | **Bleeding Kansas**  
McPherson and Hogue, Chapter 6  
Gienapp, ed., pp. 37-41  
Scharff, ed., Chapter 3 |
|---|---|---|
| Wed. Feb. 15 | **CHRISTEN PROGRAM IN EARLY AMERICA**  
4:30 p.m. in Kelly Commons 5B  
*Extra Credit Opportunity* |
| Feb. 16 | **Dred Scott and the New Birth of Slavery**  
McPherson and Hogue, Chapter 7  
Gienapp, ed., pp. 41-52  
Johnson, ed., pp. 54-80 |
| Week 6 | Feb. 20 | **John Brown and the Election of 1860**  
McPherson and Hogue, Chapter 8  
Gienapp, ed., pp. 52-55  
Johnson, ed., pp. 81-95  
*DUE: Paper #1* |
| Feb. 23 | **The Secession Crisis**  
McPherson and Hogue, Chapter 9  
Wilentz from *Cause of Liberty*  
Gienapp, ed., pp. 57-62  
Johnson, ed., pp. 96-115 |
| Week 7 | Feb. 27 | **How Secession Became War**  
McPherson and Hogue, Chapter 10  
Rable from *Cause of Liberty*  
Gienapp, ed., pp. 65-79  
Johnson, ed., pp. 116-137 |
| Week 7 | Mar. 2 | **Fighting the War**  
McPherson and Hogue, Chapters 11, 12  
Cawardine from *Cause of Liberty*  
Gienapp, ed., pp. 80-81, 83-87, 235-240  
Scharff, ed., Chapter 4 |
| Week 8 | Mar. 6 | Early Fighting and The International Context  
McPherson and Hogue, Chapters 13, 14, 15  
Gienapp, ed., pp. 81-82, 94-104, 143-146  
Johnson, ed., pp. 147-162, 169-173  
Scharff, ed., Chapters 5 and 6 |
| Wed. Mar. 8 | **URBAN STUDIES ANNUAL LECTURE**  
7 p.m. in Kelly Commons 5B  
Extra Credit Opportunity |
| Mar. 9 | Why Free the Slaves?  
McPherson and Hogue, Chapters 16, 17  
Manning from *Cause of Liberty*  
Foner and Brown, Chapter 2 and Visual Essay  
Johnson, ed., pp. 179-229  
**DUE FRIDAY:** Mid-Course Evaluation |
| Week 9 | Mar. 11-19 | **SPRING BREAK** |
| Mar. 20 | Metropolitan Museum of Art Visit – this day or TBA  
**THIS WEEK:** Come to Office Hours for Paper #2 |
| Week 10 | Mar. 23 | **A Year of Change: 1863**  
McPherson and Hogue, Chapters 18, 19, 20  
Johnson, ed., pp. 233-253, 259-263 |
| Mar. 27 | **Home Fronts and Freedom**  
McPherson and Hogue, Chapters 21, 22  
Gienapp, ed., pp. 189-204, 214-216  
Johnson, ed., 281-291 |
| Week 11 | Mar. 30 | **1864: A Brutal War**  
McPherson and Hogue, Chapters 23, 24  
Johnson, ed., pp. 264-267, 304-306 |
| Week 12 | Apr. 3 | **Surrender, Assassination, and the New Birth of Freedom**  
McPherson and Hogue, Chapter 25  
Gienapp, ed., pp. 298-310, 314  
Johnson, ed., pp. 307-333  
**DUE: Paper #2** |
|---|---|---|
| Apr. 6 | **Understanding Reconstruction**  
McPherson and Hogue, Chapters 26, 27  
Foner and Brown, Chapter 3 and Visual Essay  
Gienapp, ed., pp. 317-319, 323-331  
Johnson, ed., pp. 268-278 |
| Week 13 | Apr. 10 | **Impeachment: Andrew Johnson and the Radicals**  
McPherson and Hogue, Chapter 28  
Foner and Brown, Chapter 4  
Gienapp, ed., pp. 333-342, 351-360 |
| Apr. 13 | **Black Reconstruction and Civil Rights**  
McPherson and Hogue, Chapter 29  
Foner and Brown, Chapter 5 and Visual Essay  
| Week 14 | Apr. 17 | **EASTER MONDAY – No Classes.**  
**NOTE: April 18 is the final day to withdraw from class.** |
| Apr. 20 | **Racism, Corruption, and Southern “Redemption”**  
McPherson and Hogue, Chapter 30  
Foner and Brown, Chapter 6 and Visual Essay  
Scharff, ed., Chapter 7  
**THIS WEEK: Come to Office Hours for Paper #3** |
| Week 15 | Apr. 24 | **Reconstruction’s Victories**  
McPherson and Hogue, Chapter 31  
Scharff, ed., Chapter 8 |
| Week 15 (cont.) | Apr. 27 | How and Why did Reconstruction End?  
McPherson and Hogue, Chapter 32  
Foner and Brown, Chapter 7 and Visual Essay  
Gienapp, ed., pp. 413-417  
Scharff, ed., Chapter 9 |
|---|---|---|
| Week 16 | May 1 | Commemorating the War and Forgetting Reconstruction  
Silber, Brundage, and Blight from *Cause of Liberty*  
Scharff, ed., Chapter 10  
**DUE:** Paper #3 |
| Wed. May 3 | | Race and Reunion: the Civil War in American Memory  
McPherson and Hogue, Chapter 33  
McCardell from *Cause of Liberty*  
Foner and Brown, Epilogue  
Scharff, ed., Chapter 11  
**THIS WEEK:** Come to Office Hours for Final Paper |
| Week 17 | Fri. May 12 | FINAL EXAM TIME, 11am-1pm  
**DUE:** Final Paper |
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<tr>
<th>Grading Rubric for Writing Assignments</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td><strong>Argument, Content &amp; Development 50%</strong></td>
<td>- Argument is missing or unclear. - Major points are not clear and/or persuasive. - Specific examples are not used. - Suggested questions are not used to structure assignment.</td>
<td>- Content is not comprehensive and/or persuasive. - Major points are addressed, but not well supported. - Responses are inadequate or do not address assignment. - Specific examples do not support arguments and/or are not related to arguments.</td>
<td>- Content is accurate. - Argument is persuasive. - Major points are stated. - Responses are adequate and address assignment. - Content and purpose of the writing are clear. - Specific examples are used to support arguments.</td>
<td>- Content is comprehensive and accurate. - Argument is persuasive. - Major points are stated clearly and are well supported. - Responses are excellent, addressing the assignment and larger course concepts. - Content and purpose of the writing are clear. - Specific examples are used to support arguments.</td>
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<td><strong>Organization &amp; Structure 20%</strong></td>
<td>- Organization and structure detract from the message of the writer. - Paragraphs are disjointed and lack transition of thoughts.</td>
<td>- Structure of the paper is not easy to follow. - Paragraph transitions are awkward and need improvement. - Conclusion is missing, or if provided, does not flow from the body of the paper.</td>
<td>- Structure is mostly clear and easy to follow. - Paragraph transitions work. - Conclusion is logical.</td>
<td>- Structure of the paper is clear and easy to follow. - Paragraph transitions are logical and maintain the flow of thought throughout the paper. - Conclusion is logical and flows from the body of the paper.</td>
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<td><strong>Grammar, Punctuation &amp; Spelling 15%</strong></td>
<td>- Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone.</td>
<td>- Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone.</td>
<td>- Rules of grammar, usage, and punctuation are followed with minor errors. - Spelling is correct.</td>
<td>- Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure.</td>
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<td><strong>Citations 10%</strong></td>
<td>- Citations are not used at all.</td>
<td>- Citations are used for some but not other instances.</td>
<td>- Citations are used for primary sources, but not to other readings.</td>
<td>- Citations are used for all instances, both to primary source and other readings as needed.</td>
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<td><strong>Format 5%</strong></td>
<td>- Paper lacks many elements of correct formatting. - Paper is inadequate/excessive in length.</td>
<td>- Paper follows most guidelines. - Paper is over/under word length.</td>
<td>- Paper follows designated guidelines. - Paper is the appropriate length as described for the assignment. - Format is good.</td>
<td>- Paper follows all designated guidelines. - Paper is the appropriate length as described for the assignment. - Format enhances readability of paper.</td>
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