

History 393

The Civil War Era, 1848-1877

Spring 2007
Lectures: Monday and Wednesday, 2:30-3:45
Ingraham 19

This syllabus is your guide to the course. Look here first for answers to your questions. If you email me with a question and do not receive an answer, it is probably because the question is already answered on the syllabus.

Contact Information

Prof. Stephen Kantrowitz
office: 5110 Humanities
office hours: Monday, 9:30-12:00
phone: 263-1844
email: skantrow@wisc.edu

Teaching Assistants: Jerome Dotson, Adam Malka

About the Course

History 393 is an upper-level undergraduate course exploring the political, social, economic, and cultural history of the United States during the years of the sectional crisis, the Civil War, and Reconstruction. **It is not primarily a course in military history.** The course readings concentrate on narratives, speeches, and other personal and political writings; the writing assignments ask you to read such texts closely, place them in their historical contexts, and analyze their overt meanings as well as their tensions, contradictions, and silences. The study of history also requires a knowledge of the time, place, and meaning of events; the quizzes focus on these matters by requiring you to have control over important facts and concepts.

This course will challenge you academically. You will not earn the grade you want unless you regularly attend lectures and discussions. Assignments follow one another in quick succession: there will be three in-class quizzes, three papers, regular "on call" assignments (about which more below), a microfilm assignment, and a final exam. The reading load is fairly heavy. Unless you make this course your first or second priority for the semester, you will have difficulty keeping up and doing well.

Be considerate of one another (and the teaching staff) and refrain from distracting activities. Phones, pagers, blackberries, and other devices must be turned off or completely silent--not on vibrate--during lectures and sections. No texting or other electronic communication is allowed. People violating this rule will be asked to leave. If the message you are waiting for is so important that it can't stay unread or unanswered for another hour, don't come to class.

Adding the Course and Switching Sections

If you have not been able to enroll in the course, your only option is to check the online timetable vigilantly and wait for someone to drop. Every year some students are able to enroll this way, but there are no guarantees.

It may be possible for some students to switch from one section to another, but we cannot guarantee that you can switch into any particular section. If you are trying to switch sections, fill out a sheet at the front of the class after the first lecture. DO NOT drop one section of the course and try to add another, or you may lose your place in the course.

Requirements

Readings

You should complete the assigned readings before the lecture to which they are attached, and you must finish the reading for Monday and Wednesday before your discussion section meets on Thursday or Friday.

Several books for the course will be available at Rainbow Bookstore Cooperative, 426 W. Gilman. You should definitely purchase the following works:

- Robert Cook, *Civil War America*
- Solomon Northup, *Twelve Years a Slave*
- Lyde Cullen Sizer and Jim Cullen, eds., *The Civil War Era*

In addition, there is a **required** course packet, which is available at the Humanities Copy Center.

On-line Texts

These texts (marked with a "#" on this syllabus) are available online.

- Diary of Emma LeConte, 1864-65 <http://docsouth.unc.edu/fpn/leconteemma/menu.html>
- Northup, *Twelve Years a Slave* <http://docsouth.unc.edu/fpn/northup/menu.html>

Attendance

The quizzes, the final, and the three papers—which cumulatively make up 70% your final grade--rely heavily on material that is covered primarily in lecture; it is very difficult to do well in this course unless you attend lecture consistently. During the first week of lecture, pick a seat you like and stick with it; we will be making a seating chart and using it to note your presence or absence. We will be much more likely to make allowances for improvement over the course of the semester, or to give you the benefit of the doubt if you are on the cusp between two final grades, if you have not missed lectures or discussions. If you come in late, be sure to speak with your T.A. at the end of lecture.

You should not expect special consideration unless your absence from lecture or section results from a legitimate family or medical emergency (as documented in a note from a doctor or dean). If you miss lecture, obtain the notes (including lecture keywords) from a classmate. Office hours are intended for follow-up questions and more intensive discussions of the course material, not for make-up sessions. I do not provide copies of my lecture notes.

"On Call" Assignments (15%)

During each lecture, one quarter of the students in the course will be "on call." This status rotates regularly by first letters of last names, as noted on the schedule of lectures, readings, and assignments. Each group will be "on call" five times. Members of a given day's "on call" group must do the following:

- Do the reading with particular care.
- Write a brief response (about 250 words) to the questions on the syllabus pertaining to those readings. In general, you should attempt to answer all of the questions, but you must at least address the last one. These responses are not formal essays, but they should be written in full sentences and should reflect a serious attempt to think about the question. Do not substitute moral judgments for analysis.
- Submit your response through the "Discussion" link at Learn@UW, no later than midnight before the day of the lecture. You may write directly into the Learn@UW interface or write your response in another application and paste it into the appropriate window. Please make sure that your response has entered the system before logging off.

Quizzes (20%)

There will be 3 quizzes, administered in lecture, as listed in this syllabus. **No make-ups will be given without a formal excuse from a dean or medical professional.** The quizzes will cover material from a set of lectures and readings, as noted on the syllabus. They will consist of short-answer, matching, multiple-choice, and other objective questions. Quizzes are designed to reward close attention to readings and lectures.

For the lectures covered by each quiz, be prepared to:

- identify all **keywords listed on the syllabus**
- identify all **additional keywords noted on the board during each lecture**
- identify any of the assigned documents and articles by **author, title, year, and general argument or content**

In addition to identifying these people, events, or concepts, you should be able to briefly describe their **significance**--why does this person, event, or phrase matter? what important phenomenon or dynamic does he, she, or it represent?

Three Essays (30%)

These assignments are discussed at length beginning on page 10 of this syllabus. Essay assignments ask you apply your factual and conceptual knowledge (gained through readings and lectures, and tested on quizzes) to primary sources generated during the period we are studying.

Discussion Sections (20%)

Your section grade will be based on your preparation for and participation in discussion. Attendance and participation in section is required. Missing any section is a serious matter; missing more than one without a documented excuse will lower your course grade a minimum of one step (e.g., from an AB to a B). Sections will begin meeting on THURSDAY, JANUARY 25 and will continue through FRIDAY, MAY 11.

Final Exam (15%)

The two-hour final exam for this course is scheduled for **Tuesday, May 15 at 12:25 p.m.** It will consist entirely or in large part of an essay; on this part of the exam you will be allowed to use the notes you have taken in lecture and section, as well as any notes you have taken on the readings. There may or may not be a section in the form of a quiz. **Do not plan to leave Madison before this exam.**

Grading

Your course grade will be based on the following formula:

1 st quiz: 5%	1 st paper: 5%
2 nd quiz: 7.5%	2 nd paper: 10%
3 rd quiz: 7.5%	3 rd paper: 15%
discussion section: 20%	final exam: 15%
5 "on call" assignments: 15%	

Schedule of Lectures, Readings, and Assignments

Cook = Robert Cook, *Civil War America*

Sizer = Lyde Cullen Sizer & Jim Cullen, *The Civil War Era*

• = documents in the course packet

= documents online

WEEK 1

NOTE: Sections begin meeting on Thursday, Jan. 25

1/22 The Civil War in Myth and Memory

1/24 The Meanings of Freedom

Cook, 1-38

- Declaration of Independence, 1776
- Constitution of the United States, 1787
- Declaration of Sentiments, Seneca Falls (NY), 1848
- "Minutes of the State Convention of the Coloured Citizens of Pennsylvania," 1848

Question: **A-F On Call**

In what ways do the two 1848 declarations represent challenges to, rejections of, or affirmations of the founding documents of the United States (i.e., the Declaration and Constitution)?

Week 1 keywords:

Texas Annexation
The second party system
Clay's "American System"
Treaty of Guadalupe Hidalgo

1790 Naturalization Law
cotton exports
Catharine Beecher
Gag Rule

WEEK 2

1/29 The North and "Free Labor"

Northup, *Twelve Years a Slave*, chs. 1-7 (preface- p. 74)

Question: G-L On Call

List the varieties of work Solomon Northup does in New York. What factors cause (or require) him to move from one form of employment to another?

1/31 The South, Slave and Free

Cook, Map 2, "Slaves as a Percentage of Total Population in 1860"

Northup, *Twelve Years a Slave*, chs. 8-15 (pp. 75-169)

- Stephanie McCurry, "The Politics of Yeoman Households"

Question: M-R On Call

What role (or roles) does the contest among white men over property rights (as analyzed by McCurry) play in Northup's narrative?

Week 2 keywords from readings:

Mintus Northup

Platt

Williams' Slave Pen

William Ford

John M. Tibbatts

Edwin Epps

Ralph Elliott

Price

"principles and practices of propertied patriarchy"

WEEK 3

2/5 Antislavery and Abolitionism

Northup, *Twelve Years a Slave*, chs. 16-end (pp. 170-appendix)

Sizer, 24-31

- Debate at New Bedford, MA, from *The Liberator*, 1858

Question: S-Z On Call

If Solomon Northup had been at the New Bedford debate, how would he have responded to the conversation about slave revolts? What arguments might he have made, based on things he saw, heard, or experienced while in Louisiana?

2/7 Quiz #1 - on material through 2/5

Proslavery and Anti-Abolitionism

- James Henry Hammond, "Letter to an English Abolitionist," 1845

Sizer, 31-40

Question: On Call makeup opportunity

Compare James Henry Hammond's and Louisa McCord's critiques of abolitionist ideas.

Week 3 keywords from readings:

Mr. Shelby

Lew Cheney's plot

Mrs. Shelby

Mr. Shelby

Eliza

Governor M[c]Duffie

Haley

"An act more effectually to protect the free citizens of this State from being kidnapped, or reduced to Slavery" (N.Y., 1840)

C. L. Remond

Father Henson

runaways in the "Great Pine Woods"

Parliament's "Reports of Commissioners"

WEEK 4

2/12 1ST PAPER DUE AT BEGINNING OF LECTURE

The West Before the Civil War

2/14 Looking West

Cook, Map 1, "The United States in 1860"

Cook, 42-79

Sizer, 23-24

- Whitman, "A Boston Ballad"

Question: A-F On Call

In 1850 political leaders claimed to have forged a national territorial compromise that would heal sectional divisions, but by 1855 an "Anti-Nebraska" party, based entirely in the North, was rapidly emerging. What were the most important factors or turning points leading to this unexpected development? What possibilities, if any, existed for a more lasting compromise?

Week 4 keywords from readings:

Wilmot Proviso	<i>Uncle Tom's Cabin</i>
popular sovereignty	Stephen Douglas
Free Soil party	Kansas-Nebraska Act
Nashville convention, 1850	Anti-Nebraska movement
Henry Clay	Republican party
Compromise of 1850	Free Soilers 'Appeal,' 1854
Fugitive Slave Law	

WEEK 5**2/19 Conspiracies, Real and Imagined**

Cook, 79-111

- Trodd & Stauffer, *A Meteor of War*, 109-139

Question: G-L On Call

What are the most important implicit and explicit arguments about America's past, present, and future that John Brown made in his Constitution, his remarks before the congressional committee, and his letters?

2/21 Secession, pt. 1

Cook, Map 4, "The 1860 Presidential Election and the Secession Crisis"

Cook, 114-126

Sizer, 11-22, 54-7

- Georgia Secession Debates: speeches by Stephens and Toombs

Question: M-R On Call

Based on their speeches, how similar or different were Stephens's and Toombs's understandings of democracy?

Week 5 keywords from readings:

Know-Nothing (American) party	Lecompton constitution
David Atchison	Freeport Doctrine
"Sack of Lawrence"	Immediate secessionists
Charles Sumner	Cooperationists
Preston Brooks	states seceding before Fort Sumter
William Walker in Nicaragua	Jefferson Davis
John C. Fremont	Crittenden compromise bill
<i>Dred Scott v. Sandford</i>	Fort Sumter

WEEK 6**2/26 Secession, pt. 2**

- Georgia Secession Convention: "Declaration of Causes"
 - South Carolina Secession Convention: "Declaration of the Immediate Causes"
 - Constitution of the Confederate States of America, 1861
- Sizer, 53-4

Question: S-Z On Call

In what ways are the "politics of yeoman households" (readings, 1/31) reflected in the South Carolina and Georgia Declarations and in the Confederate Constitution?

2/28 Men and Nations at War, pt. 1

Cook, Map 5, "Principal Campaigns of the American Civil War"

Cook, 126-141

Sizer, 43-52, 61-109 117-125

Question: A-F On Call

Which of the new demands and obligations imposed by the wartime state did men and women find most unexpected or surprising?

Week 6 keywords from readings:

"Anaconda"

First battle of Manassas/Bull run

George McClellan

border slave states

states seceding after Fort Sumter

Shiloh

cotton embargo

Trent affair

Antietam

Fredericksburg

WEEK 7

3/5 2ND PAPER DUE AT BEGINNING OF LECTURE

Men and Nations at War, pt. 2

3/7 The War for Southern Independence?

Cook, 158-188

Sizer, 133-164, 299-315

• Faust, "Trying to Do a Man's Business"

Question: G-L On Call

How did Lizzie Neblett's difficulties 'doing a man's business' reflect broader troubles within the Confederacy?

Week 7 keywords from reading:

"Refugeeing"

Richmond

Confederate conscription

William Holden

Benjamin Butler

"contraband of war"

impressment of slaves

"total demoralization"

Atlanta's 1863 pass system

SECTIONS MEET AT STATE HISTORICAL SOCIETY LIBRARY FOR MICROFILM TRAINING

Note that the first microfilm assignment is due during the same week as the second quiz (see Week 9, below); you may want to complete this assignment soon after the microfilm training.

WEEK 8

3/12 Who Freed the Slaves?

• Michael P. Johnson, ed., *Abraham Lincoln, Slavery, and the Civil War*, 185-219

Sizer, 167-183, 190-193

Question: M-R On Call

How was "emancipation"--as finally arrived at by Lincoln in 1862--different from "abolition"?

3/14 Nation(s) and Emancipation

screening: *Glory* (1st half)

Cook, 191-213

Sizer, 199-232

• Cecelski, "Abraham H. Galloway"

Question: S-Z On Call

Thinking about U.S. history from the 1840s to 1863, make an argument about some aspect of the history of that broad period that uses either the New York City draft riots or the life of Abraham Galloway as evidence.

Week 8 keywords from reading:

gradual, compensated emancipation

abolition in D.C.

David Hunter
 Second Confiscation Act
 colonization
 Letter to Horace Greeley
 Preliminary Emancipation Proclamation
 Emancipation Proclamation
 U.S. Sanitary Commission

Union conscription
 "Copperheads"
 transcontinental railroad
 Bureau of Colored Troops
 greenbacks
 Clement Vallandigham
 commutation fee

WEEK 9

3/19 Quiz #2 - covering material from 2/7 to 3/14
 screening: *Glory* (2nd half)

3/21 Gettysburg and the Fog of War

Cook, Map 6
 Cook, 141-155
 • Higginson, *Army Life in a Black Regiment*, 27-77

Question: **A-F On Call**

Compare Higginson's depiction of his troops with the depiction of the black soldiers in Glory. What are the important differences, and what might explain them?

Week 9 keywords from readings:

Chancellorsville	Chattanooga
Vicksburg	Fall of Atlanta
Gettysburg	March to the Sea
"Pickett's Charge"	Appomattox

Assignment for section meetings, 3/22 and 3/23:

Read several issues of a newspaper on microfilm from any place in the U.S. or C.S. during July, 1863. Photocopy the most interesting article you find on a reader/printer, being sure to write a full citation (newspaper location, title, page and column number) on the photocopy. Write a few sentences summarizing the article, attach it to the photocopy, and bring it with you to section for discussion.

WEEK 10

3/26 Rehearsals for Reconstruction

Screening: *Glory*, pt. 2
 Perman, *Major Problems*, 280-288
 Cook, 213-226
 • Forten, *Journal*, 27-33, 158-185

Question: **G-L On Call**

Compare Charlotte Forten's and Frederick Douglass's views of what the freedpeople most need.

3/28 The Hard Hand of War

Sizer, 235-245, 280-290
 # Emma LeConte Diary, 1-63

Question: **M-R On Call**

The experience of war changed both Emma LeConte and the men Jim Cullen writes about. Compare the nature of those changes.

Week 10 keywords from readings:

territorialization	McClellan candidacy
Andrew Johnson	1864 election
Port Royal Experiment	Pea Ridge
Ten Percent Plan	Sioux Executions
Wade-Davis Bill	

*****SPRING BREAK*******WEEK 11****4/9 1865**

Cook, 229-238

Sizer, 195-196

• "Address by a Committee of Norfolk Blacks," 1865

Emma LeConte Diary, 63-end

Question: S-Z On Call*Based on the evidence in the two primary texts, what did LeConte imagine to be the future of people such as the Norfolk committee, and what did they imagine to be the future of ex-slaveholders such as LeConte?***4/11 Visions of Freedom in the Postwar Nation**

Cook, 238-245

• Perman, *Major Problems*, 311-341**Question: A-F On Call***To what extent does the evidence in these readings support Michael Les Benedict's argument that Congress's Reconstruction policy was fundamentally conservative?*

Week 11 keywords:

Second Inaugural Address

Johnson's amnesty policy

William Holden

Special Field Orders #15

"Black Codes"

Thirteenth Amendment

"Grasp of War"

Stevens: "like clay in the hands of the potter"

Civil Rights Bill, 1866

Fourteenth Amendment

Reconstruction Act, 2 March 1867

confiscation

Freedman's Bureau

Southern Homestead Act

Impeachment

WEEK 12**4/16 Radical Reconstruction**

Cook, 245-255

• Perman, *Major Problems* (2nd ed.), 342-76

Sizer, 354-67 (Ch. 32)

Question: G-L On Call*What forces shaped the division of labor and other responsibilities between freedmen and freedwomen?***4/18 3RD PAPER DUE****Catch-up Lecture (if necessary)**

Week 12 keywords from readings:

freedwomen's field work

black churches

James W. Hood

"carpetbaggers"

"scalawags"

black colleges

Union Leagues

Martin Delany

Abram Colby

sharecropping

WEEK 13**4/23 White Terror**

Cook, 255-266

• Salvatore, *We All Got History*, , xiii-xx, 190-228• Wish, ed., *Reconstruction in the South*, 153-171**Question: M-R On Call**

What various explanations for the activities of the Ku Klux Klan are offered by the subjects of today's readings? To what extent do these explanations represent various perspectives on a common set of facts, flatly contradictory stories, or something in between?

4/25 The Reconstruction of the North

Cook, 302-329

- Perman, 404-406
- Elizabeth Cady Stanton, "Speech at Lawrence, Kansas," 1867
- Salvatore, *We All Got History*, 152-190

Question: S-Z On Call

In what ways do Amos Webber's experiences and writings reflect the continuation of antebellum struggles under new circumstances?

Week 13 keywords from readings:

Nathan Bedford Forrest	Jay Gould
New Departure	Tweed Ring
Fifteenth Amendment	Credit Mobilier
Enforcement Acts	eight-hour movement
Liberal Republicans	Kansas suffrage referenda, 1867
Grant Parish (Colfax) Massacre, 1873	Victoria Woodhull
White League	Panic of 1873
Civil Rights Act of 1875	Grand Army of the Republic

WEEK 14

4/30 Quiz #3 – material from 3/19 to 4/25

5/2 Redeployment and "Redemption"

Cook, 278-288, 330-335

- Salvatore, *We All Got History*, 228-246
- Perman, *Major Problems*, 407-409
- Tillman, *The Struggles of 1876*, 15-26

Question: On Call makeup opportunity

Could democratically elected Republican governments have continued to govern past 1876? What would have had to happen in order for that to occur? In your answer, limit yourself to the realm of the possible.

Week 14 keywords from readings:

Rutherford B. Hayes	Crazy Horse
Molly Maguires	Hamburg
Great Strike of 1877	Electoral Crisis
Little Bighorn	

WEEK 15

5/7 The Meanings of Slavery

Sizer, 369-72, 375-401

- Bales, *Disposable People*, 1-33, 232-264
- Bales and Trodd, "All Of It Is Now"

Question:

Why did certain memories of the war and Reconstruction achieve greater importance than others in the late nineteenth century?

5/9 The Meanings of Freedom

FINAL EXAM: Tuesday, May 15, at 12:25 p.m., location TBA

General Notes about Writing History**I: Clarity of Argument**

Thesis statements: Each paper must begin with an unmistakably clear statement of your argument. Your first paragraph should inform your readers what the paper is going to tell them, and in what general order. As you revise, ask yourself how your opening lines might be improved in order to give the reader a better idea of what to expect.

Advancing the argument: The first sentence of each paragraph in the main body of your paper should make a claim that helps support your overall argument; the rest of the paragraph should offer evidence supporting that particular claim. Each sentence should advance your argument; if you can't explain how it accomplishes that, it can probably be cut. As you move through the paper, make sure the major transitions from section to section are obvious.

Revision: The essence of writing is revising, and very few writers write effective first drafts. Leave yourself plenty of time for this process. If you're in the middle of writing your final paragraph when you finally figure out what you're arguing, then it's time to revise again. Incorporate that new understanding into your first paragraph and re-write the paper with that stronger version of your argument as your new starting place.

II: Clarity of Presentation

Style: Avoid the passive voice. Write strong, clear sentences that make your meaning plain.

Accuracy: Your dates, names, quotations, page references, and citations must be absolutely perfect. In this area of history writing, there's no room for negotiation. Either you get it right or you don't; if you don't, you quickly lose all credibility as an historian.

Citations: In a short paper based on one or two sources, list the source(s) at the top of the first page and identify quotations with a parenthetical page reference in the text; in a longer paper or one with more than a few sources, use footnotes or endnotes. In either case, be consistent, complete, and above all accurate. Where you are quoting or paraphrasing another writer, you must indicate your debt, down to the relevant page number(s). If you are paraphrasing other writers or using their arguments, you should indicate that. Err on the side of too much acknowledgment rather than too little.

Proofreading for spelling and grammar: Your papers should contain no spelling errors, sentence fragments, or run-ons. The spell-checking feature in your word processing program is not sufficient and may hurt you unless you also check the paper by hand.

Whose paper is this?: Put your full name at the top of each page, number the pages, and staple them together. If you are turning in an assignment electronically, make sure you have complied with the requirements (i.e. format, method of submission) as listed on the syllabus.

A title, please: Show pride in your work by giving it a real title, one that captures its theme or argument and (if possible) has some poetry to it as well. "Twelve Years a Slave" is a pretty good title; "Civil War America" is not.

Writing Assignments

Papers submitted more than one hour after the due date noted on this syllabus will be penalized one full letter grade, with an additional full letter grade each day thereafter, unless a dean or medical professional writes a letter of explanation. Papers must be submitted in 12-point Times or Times New Roman, double-spaced; all pages must be stapled, numbered, and have your name on them.

First Paper Assignment – Due at the beginning of lecture, Monday Feb. 12

At one point in his narrative, Solomon Northup declares that if he could have had his family with him, he would have borne "the gentle servitude" under Ford "without murmuring, all my days." At another point, though, he denounces the institution of slavery as he witnessed it as "cruel, unjust, and barbarous." After locating the full passages in the text and considering them in the context of the whole narrative, write a paper of no more than 300 words that explains how Northup could make two such apparently contradictory statements.

Your paper must have a clear thesis (stated in a brief first paragraph consisting of one or two sentences) which you then support with evidence and argument (one or two further paragraphs). You may wish to consider the following thought questions as you begin your work: Do both sentences reflect Northup's true feelings? If so, how can both be true? If not, why are they both in the text? These are starting points for reflection, not "on-call" questions--your paper must offer a thesis that stands on its own.

Use of Sources: Assume that the reader of the essay has read Northup's narrative. Do not use long quotations, descriptions, or summaries. Identify moments in the text as briefly as possible, reserving most of your text for your own arguments and analysis. In general, you should paraphrase rather than using quotations; however, if your analysis relies on Northup's own use of particular words or phrases, you may quote part of a sentence.

Structure: Your opening paragraph should state your argument. Your subsequent paragraph (or two) should refer to evidence in the narrative that provides strong evidence for that argument. Do not write a concluding paragraph.

Style and Presentation: Clarity, brevity, and accuracy are the keys here: every sentence should move the paper forward. After you have written the paper, re-read it and re-write it to improve clarity and eliminate unnecessary words and sentences. Proofread the paper before turning it in--do not rely on your spellchecker.

Criteria for success:

Papers should:

- make a clear and persuasive argument
- provide appropriate evidence
- offer argument and analysis rather than summary and extensive quotation.

Papers containing typographical errors will be substantially penalized. Papers that misquote Northup's narrative will receive a failing grade.

Second Paper Assignment – Due at the beginning of lecture, Monday March 5

In the joint debate at Freeport, Illinois, during the 1858 U.S. Senate campaign, both Abraham Lincoln and Stephen Douglas assert or insinuate that the other is linked to sinister forces bent on undermining American liberty. In an essay of no more than 900 words, make a substantive and stylistic comparison of these arguments.

This will require you to a) understand what each man is arguing, and b) reflect on the way each man makes his argument--what he emphasizes and omits, how he attempts to move the audience toward his position, how he frames questions aimed at the other candidate, etc.

The Freeport Debate (3 parts: Lincoln's speech, Douglas's speech, Lincoln's Rejoinder) is available in an online transcript at: <http://www.bartleby.com/251/>. This site offers links to all of the Lincoln-Douglas debates, so make sure you are using the Freeport Debate and not one of the others.

Some guidelines to help you get started on the second paper:*Phase 1: Who said what?*

- 1) Read and re-read the debate until you understand clearly what each person said and meant.
- 2) Mark the passages in the debate that seem most relevant to this assignment.
- 3) Analyze those parts carefully and begin to outline each speaker's arguments.
- 4) Write a draft that presents your evidence.

Phase 2: What does it mean?

- 5) Read your draft. What do you now understand that you did not when you began the paper? What themes or modes of attack characterize each man's argument about the other? What general statement(s) can you make about these rival arguments?
- 6) Read the debate again. What did you omit in your draft that now seems important? And what can you cut without sacrificing meaning?
- 7) Return to your first paragraph and rewrite it so that it reflects your conclusions. Your thesis statement should pull together your analyses of both arguments. At a minimum, this can take the form of "X argues Y, while A argues B"; the strongest papers in the class will offer a more ambitious argument about the relationship between the two arguments.
- 8) Rewrite the entire paper for clarity of argument and presentation. Read the paper aloud (to a friend or to yourself); any passage that confuses your audience or that makes you stumble as you read it needs rewriting.
- 9) Repeat steps 5 through 8 until you are satisfied.

Use of Sources: Assume that the reader of the essay has read the debate transcript and the other course readings. Do not use long quotations, descriptions, or summaries. Identify moments in the text as briefly as possible, reserving most of your text for your own arguments and analysis. In general, you should paraphrase rather than using quotations; however, if your analysis relies on Lincoln's or Douglas's use of particular words or phrases, you may quote part of a sentence.

Structure: Your opening paragraph should state your argument. Your subsequent paragraphs should refer to evidence in the narrative that provides strong evidence for that argument. Your conclusion should pull your sub-arguments together and remind the reader what s/he has learned.

Criteria for success: Papers should make a clear and persuasive argument, provide appropriate evidence, and offer argument and analysis rather than summary and extensive quotation. Papers containing typographical errors will be substantially penalized. Papers that misquote primary sources will receive a failing grade.

Third Paper Assignment – Due at the beginning of lecture, Wednesday April 18

In an essay of no more than 1500 words, explain and contrast the coverage of an important issue or event in any two North American newspapers from the same week during any year between 1848 and 1867. Your newspapers may be from the same place or from different places.

Topics: An important issue or event means a subject that speaks to the main themes of the course to this point: the political and social worlds of slavery and "free labor"; the crisis of the Union; the partial but incomplete transformation of the Civil War from a war for union to a war for emancipation; the aftermath of Confederate defeat and emancipation. For example, reactions to John Brown's execution, the firing on Fort Sumter, or Johnson's veto of the Civil Rights Act all generated heated discussion around the nation and can be explored in newspapers from many places. Local events can also make good subjects, as long as 1) they speak to the important issues in this course and 2) you have two local newspapers that provide contrasting coverage.

There are several ways to generate a good topic. You can begin with an event and look for newspapers in our holdings from the week or weeks after that event. Or you can choose a moment that seems particularly promising (e.g., one of the ones mentioned above, or any of the many other turning points in the period) and shop around in several newspapers for a telling event or for discussions of the major issues.

Two very important caveats about this assignment:

- Do expect to spend a good deal of time (at least several hours) "auditioning" newspapers. The first two or three you look at may not pan out; don't be discouraged. Do make a brief note, including a citation, of anything that seems interesting. That way, when a second article trips your memory and gives you a great topic idea, you won't have to hunt for the first article all over again. You may need to look at a half-dozen newspapers before you find two that have enough interesting content and contrast to make a compelling essay. Make sure to leave yourself plenty of time for this important part of the assignment.

- Don't begin with an assumption or argument ("New York papers supported Lincoln's reelection, while Kentucky newspapers opposed it") and then go looking for newspaper articles to support it. This is called looking for a needle in a haystack. If your hypothesis is right, you'll have a hard time; if it is wrong, you'll be completely miserable. Instead, begin with an event or moment that seems promising and locations that interest you.

Essay Argument and Structure:

The main objective of your essay is to explain the nature of the differences in the coverage, not to narrate what each paper said. In what way do the papers tell divergent stories about your subject? In what ways are the stories similar? Provide carefully selected evidence, and begin your paper with a statement of your overall conclusion about those similarities and differences. Use your first paragraph to name the event or issue, explain how the coverage differed between the two newspapers, and make an argument about the nature of those differences. If the event in question is not famous, you may use a brief second paragraph to describe it.

- Where the reason for those differences is not obvious, you should make the best argument you can to explain why the newspapers differ. Look for clues in the other articles printed in each issue—clues to partisan affiliation, economic ties, or other variables.

- Where the reason for the differences is obvious (e.g., the topic is John Brown's execution, and the newspapers are an abolitionist paper based in Boston, Massachusetts and a Democratic paper based in Richmond, Virginia), you should offer another kind of argument. Think, for example, about the kinds of arguments you made on the last paper: Are there rival conspiracy theories at work? Rival visions of American history? Is it a case of wildly different emphases, or perhaps even of different sets of "facts"?

The rest of your essay should be a close analysis of the competing stories that proves your thesis, as stated in the first paragraph. Focus on your argument and the parts of the stories that are most relevant to it; provide acute analyses, not exhaustive summaries.

Criteria for Success:

The strongest essays (i.e. those earning an "A" or "AB") will make an argument that builds on course readings and lectures and goes beyond what an intelligent person who had not taken this course would be able to say based on his or her reading of the same newspapers. The most successful essays will use the closing paragraph to offer a broader conclusion about the larger implications of the way the event was covered in these newspapers.

Some notes about nineteenth-century newspapers:

You may need to interpret the "same week" provision in the assignment fairly loosely. Especially before the Civil War, newspapers geographically distant from an event could take a week or more to catch up, so take that into account when auditioning your newspapers. If you find two stories that are ten days or two weeks apart but provide an excellent contrast, go ahead and use them--just make sure they aren't responding to different events, or to later reports that change the apparent meaning. For example, a story in one newspaper on the reaction to news of John Brown's impending execution should not be contrasted to a story in a second journal on the execution itself. Make sure you are comparing apples and apples.

For further context, see Sizer, 299-315 ("Popular Literary Culture in Wartime").

Quotation and Citation:

You do not need to use footnotes in this paper. On the title page of your essay, indicate the title, city, and date of each newspaper you are using. In the body of the essay, use parenthetical citations that include a short version of the title of the newspaper and the page and column number (counting columns from left to right). Thus a story on the far left-hand side of the second page of a given issue of the *New York Times* would be cited this way: (NYT, p. 2 c. 1). Since the newspaper is cited in full at the beginning of the essay, you do not need to repeat the date information unless you are using more than one issue of the same newspaper.

As in the last essay, use the shortest quotation that adequately conveys your meaning. Block quotations are forbidden. We're interested in what you have to say.

The Writing Center

If your grades on the first two papers suggest that you will not earn the grade you want in this course, you should plan to finish the third essay a week or more ahead of time, and you should make an appointment at least a week before that (i.e. two weeks before the paper is due) to bring that draft to the Writing Center in Helen C. White. If you wait, they will not be able to fit you in. Their phone number is 263-1992; web: <http://www.wisc.edu/writing>