

# History 393

## Slavery, the Civil War, and Reconstruction, 1848-1877

Spring 2013  
Lectures: Tuesday and Thursday, 9:30 - 10:45  
2650 Humanities

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

### Teaching Staff

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### About the Course

History 393 is an upper-level undergraduate course exploring the history of the United States during the years of the sectional crisis, the Civil War, and Reconstruction. The course is designed to help you develop:

- 1) your understanding of the central conflicts and debates of the era:
  - slavery's nature and future
  - the meaning of "free labor"
  - the West as an idea and as a contested region
  - the extent and enforcement of federal authority
  - conceptions and laws of citizenship
- 2) your abilities as an interpreter of the past (elements of the History Department's "Goals of the Major"):
  - understanding and assessing primary sources
  - understanding and assessing historical arguments and debates
  - presenting original and coherent written arguments based on primary and secondary materials
  - applying historical knowledge and skills to contemporary debates and representations

The course readings include book-length and shorter works of history, and a variety of narratives, speeches, and other personal and political writings from the nineteenth century. Reading assignments often exceed 100 pages per week. The writing assignments ask you to read these texts closely, place them in their historical contexts, and analyze their overt meanings as well as their tensions, contradictions, and silences. There is no textbook, so many aspects of this history will only be covered in lecture.

This course will challenge you academically. To succeed, you must regularly attend lectures and discussions, and complete the readings and assignments on time and with care.

### Our Social Contract

#### **Attendance and Attention**

Lectures and sections are essential, central aspects of the course. We expect you to attend regularly, to be ready to listen or participate when the hour of instruction arrives, and to remain present until it has concluded. On rare occasions it may be absolutely necessary for a student to arrive late or leave early; in these cases, you must do so as unobtrusively as possible. The professor and teaching assistants will make every effort to end lectures and sections on time; do not begin packing up before the class has ended.

#### **Electronic Devices in the Classroom**

Students may not use laptops, tablets, phones, or other electronic devices during lecture or discussion. Web surfing, chatting, and other internet activities are intensely distracting, and experience has taught me that these activities are irresistible when screens are available. I will provide detailed outlines for each lecture, which should allow you to take notes efficiently by hand; I will also post the powerpoint, including the outline, to learn@UW after lecture.

**Academic Responsibility**

All work that you turn in should be your own. You are responsible for knowing what constitutes plagiarism; claiming ignorance will not help you after the fact. If you repeat someone else's words, you must use quotation marks and must cite the relevant author, work, and page numbers (either in parentheses or in a footnote). Likewise, if you closely paraphrase another writer or rely on his or her ideas, you must acknowledge your debt with an appropriate citation. Appropriation of another author's work without citation—whether or not you use direct quotations—always constitutes plagiarism. Some clear guidelines are available on the Writing Center's website at [http://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html). We will formally pursue all cases of possible academic misconduct.

**Late Work and Missed Exercises**

Absences or missed deadlines are only considered "excused" if the student provides a note from a medical professional or dean confirming the personal or medical emergency. In the absence of such a note, your work will be reduced by a tenth of its total possible point value for each day it is late (beginning, as in taxi, the moment the official deadline has passed); i.e., the maximum possible value of one of your "Short Essays" (max. 7.5 points) turned in no more than 24 hours late would be 6.75, the maximum possible value at two days late would be 6.0, etc.

**Special Needs and Requests**

We will make every effort to accommodate students' needs. Students requiring accommodation must work through the McBurney Center and must alert their T.A. well before the first time they require such accommodation; otherwise, in a class this size, we cannot guarantee that we can make arrangements.

**Discussion Sections**

Sections **will meet** on Tuesday and Wednesday, Jan. 22 and 23.

**Attendance and Participation:** Discussion sections are a required element of the course and account for **20%** of your final grade. Attendance (for the entire period) is necessary but not sufficient; you must also come well prepared, having digested the assigned readings and completed whatever other tasks have been assigned.

**Switching:** 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. Use the feature on your online timetable to try to switch. If this does not work during the first week of class, we will compile a register of students who need to switch sections and attempt to accommodate everyone's needs -- but please note, again, that we cannot make any promises.

**Lecture**

We will write the midterm and final exams with the assumption that you have attended and taken notes on all lectures. During the first week of lecture, we will encourage you to obtain the email addresses of two students sitting near you. If you miss lecture, obtain notes from one of them. Office hours are intended for follow-up questions and focused discussions of the course material, not as make-up sessions. I do not provide copies of my lecture notes.

**Readings**

Five books for the course will be available at Rainbow Bookstore Cooperative, 426 W. Gilman, and on reserve at College Library. I recommend you purchase them, or share the cost with a classmate:

Frederick Douglass, *Narrative of the Life of Frederick Douglass*  
 Chandra Manning, *What This Cruel War Was Over*  
 Bruce Levine, *Confederate Emancipation*  
 LeeAnna Keith, *The Colfax Massacre*  
 Eric Foner, *A Short History of Reconstruction*

Other readings will be made available as PDF files or via links on the Learn@UW page. You may read these online or print them out; the teaching staff will inform you which ones must be printed and brought with you to section.

### Assignments

**The assignments and section participation together offer you the possibility of earning up to 103 points.**

**Unless otherwise indicated, all assignments should be submitted to the appropriate learn@UW dropbox.**

**Short Essays (7.5 pts each; 30 pts total):** In response to the essay questions/assignments attached to the various weeks of the course (see below), write an essay of 300-350 words. These are due no later than the end of the day (midnight) on Wednesday of the appropriate week. Each essay should begin with clearly stated thesis and should prove that thesis through well-chosen examples drawn from the readings (and, where relevant, from lecture). These are formal assignments. They should be revised at least once before submission, carefully proofread, and given a title. When you have finished, run a "word count" on your essay and include this count at the bottom of your text. **You must turn in 4 essays, including: Week 2; at least one from Weeks 5-7; at least one from Weeks 9-11.**

**Newspaper Analysis Essay (15 pts):** This assignment, an essay of 1200-1500 words, is due by Noon on Friday, April 26. It will ask you to make an argument about the coverage of an event in two newspapers. A required exercise earlier in the semester, due in section, will familiarize you with the online newspaper databases you will need to use for this assignment. A full assignment description will follow later in the semester.

**In-Class Midterm Exam (15 pts):** This exam will ask you to integrate material from readings and lectures.

**Final Exam (20 pts):** The two-hour final exam for this course is scheduled for **Saturday, May 18 at 10:05 a.m.** It will include an essay synthesizing the entire period of the course and will be open book/open note. **Do not plan to leave Madison before this exam.**

**Extra Credit (.5 – 1 pts added to final grade per essay; maximum of 3 essays):** The syllabus lists a variety of speakers taking part in this year's "Emancipations" series, which explores the meanings of slavery and freedom 150 years after the Emancipation Proclamation. You are encouraged to attend these events. To receive extra credit, write an essay of 300-350 words which makes an argument connecting the speaker's presentation with material covered in readings or lectures. Good-faith efforts will result in between ½ of 1 point and 1 full point being added to your final course grade.

### Grading

4 Short Essays @ 7.5 pts	30%
Newspaper Essay @ 15 pts	15%
In-Class Midterm @ 15 pts	15%
Final Exam @ 20 pts	20%
Section Participation	20%

A = 92.5+

AB = 87.5-92.4

B = 82.5-87.4

BC = 77.5-82.4

C = 70-77.4

D = 60-69

F = Below 60

### Schedule of Lectures, Readings, and Assignments

The “week” in this course begins with Thursday’s lecture, moves through the following Tuesday’s lecture, and concludes with your section meeting on Tuesday or Wednesday.

Readings should be completed as early as possible in the week, but in any event before sections meet.

Short Essays are due in the Learn@UW dropbox no later than midnight Wednesday, the day after the week’s second lecture (for example, the required essay for Week 2 is due by midnight on Wednesday, Jan. 30).

DOCS = documents available as .pdf files or via links under "Content" at the course Learn@UW page

• = articles from scholarly journal available as .pdf files under "Content"

Douglass = Frederick Douglass, *Narrative of the Life of Frederick Douglass*

Manning = Chandra Manning, *What This Cruel War Was Over*

Levine = Bruce Levine, *Confederate Emancipation*

Keith = LeeAnna Keith, *The Colfax Massacre*

Foner = Eric Foner, *A Short History of Reconstruction*

#### WEEK 1 - Introductory lecture

1/22 The Civil War in Myth and Memory

Sections begin meeting 1/22 and 1/23

#### WEEK 2

##### **Readings:**

Douglass, *Narrative* (entire work)

- McCurry, “The Politics of Yeoman Households”

##### **Lectures:**

1/24 The Meanings of Freedom

1/29 Slavery and the South

**Essay Topic:** *What is the relationship between Douglass's conception of rights, liberty, or freedom and the conceptions held by the subjects of McCurry's essay? (This essay is mandatory)*

#### WEEK 3

##### **Readings:**

- Earle, "The Making of the North's 'Stark Mad Abolitionists': Anti-Slavery Conversion in the United States, 1824-1854"

DOCS: George Aiken’s stage adaptation of *Uncle Tom’s Cabin* (1852); "Anniversary of British West India Emancipation: Convention of the Colored Citizens of Massachusetts," *The Liberator*, Aug. 13, 1858

**Note:** *The Liberator* is available in many formats including an online digitized copy available through the library website in the database "Proquest American Periodicals." Click "Publications," type "Liberator" in the top bar, click on the link for "The Liberator," and browse to find the correct issue and article.

##### **Lectures:**

1/31 "Free Labor" and the Emergence of Northern Distinctiveness

2/5 Antislavery and Abolitionism

**Assignment:** Come to section with one-paragraph response for each of the following questions:

- 1) How does *Uncle Tom's Cabin* feature in the 1858 convention's debates? What is at stake in this dispute?
- 2) Based on Earle's article, how do you think Amos Lawrence would have responded to this dispute?

**No essay this week**

**WEEK 4****Readings:**

- White, "The Winning of the West: The Expansion of the Western Sioux in the Eighteenth and Nineteenth Centuries"
  - Lansing, "Plains Indian Women and Interracial Marriage in the Upper Missouri Trade, 1804-1868"
- DOCS: Higginson, *A Ride Through Kansas*; Hammond, "Letter to an English Abolitionist"

**Lectures:**

- 2/7 Proslavery and Anti-Abolitionism  
2/12 Looking West

**Essay: Topic TBA****WEEK 5****Readings:**

- Addis, "The Whitman Massacre: Religion and Manifest Destiny on the Columbia Plateau, 1809-1858"
  - Gorn, "'Goodbye Boys, I Die a True American': Homicide, Nativism, and Working-Class Culture in Antebellum New York City"
- DOCS: Trodd & Stauffer, eds., *A Meteor of War*, 109-139

**Lectures:**

- 2/14 Compromises and Crises of the early 1850s  
2/19 Conspiracies, Real and Imagined

**Essay Topic:** *Historian Drew Gilpin Faust has observed that killing is a culturally complicated business; sometimes it is considered prosecutable, sometimes it is considered honorable. Drawing on at least two of this week's readings, make an argument about the applicability of that observation to the 1840s and 1850s.*

**Outside speaker: Prof. Heather Thompson (Temple University)**

- "The Costs of the Carceral State"  
2/19, 4 pm, Ingraham 206  
"Distorting Democracy: Rethinking Politics and Power in the Age of Mass Incarceration"  
2/20, 4 pm, Social Science 8417

**WEEK 6****Readings:**

- Manning, 3-53  
DOCS: Georgia Secession Debates: speeches by Stephens and Toombs; South Carolina "Declaration of the Immediate Causes"; Constitution of the C.S.A.

**Lectures:**

- 2/21 Secession, pt. 1  
2/26 Secession, pt. 2

**Essay Topic:** *In what ways (or to what extent) are the "politics of yeoman households" (readings, week 2) reflected in the South Carolina Declaration and in the Confederate Constitution?*

**Outside Speaker: Prof. Jim Downs (Connecticut College)**

- "Dying to be Free: The Health Conditions of Freed Slaves during the Civil War and Reconstruction"  
2/26, 7:30 pm, Memorial 126

**WEEK 7****Readings:**

Manning, 54-111

- Faust, "Trying to Do a Man's Business"
- Glymph, "Nothing But Deception in Them!: The War Within"

**Lectures:**

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

3/5 Men and Nations at War, pt. 2

**Essay Topic:** *To what extent were Lizzie Neblett's difficulties 'doing a man's business' reflective of broader dynamics within the Confederate South?*

**Outside Speaker: Prof. Tiya Miles (University of Michigan)**

"Haunted Emancipations: Seeking Ghosts of Slavery in the South"

2/28, 7:30 pm, Chazen Museum/Elvehjem L160

**WEEK 8****Readings:**

Manning, 111-179

- Cecelski, "Abraham H. Galloway"

DOCS: Higginson, *Army Life in a Black Regiment*, 27-77; Forten, *Journal*, 27-33, 158-185**Lectures:**3/7 **IN-CLASS MIDTERM EXAM**

3/12 Who Freed the Slaves?

**Evening screening: *Glory***

Tuesday, 3/12, 7:00, location TBA

**WEEK 9****Readings:**

Levine, 1-77

Keith, 3-45

**Lectures:**

3/14 Nations and Emancipations

3/19 The Borders of Belonging, from Mankato to Massachusetts

**Essay Topic:** *How do Galloway's, Higginson's, and/or Forten's experiences challenge *Glory's* depiction of black Union military service?*

**WEEK 10****Readings:**

Manning, 181-221

Levine, 77-147

**Lectures:**

3/21 Gettysburg and the Fog of War

4/2 Rehearsals for Reconstruction

**Assignment for section meetings, 4/2 and 4/3:**

Via an online database (ProQuest Civil War Era; 19th Century U.S. Newspapers; America's Historical Newspapers) listed below, locate, read, and print out a newspaper article from the 1860s dealing directly with an event discussed in this week's reading. Write a 150-word explanation of the relationship between the article's and the readings' discussions of this event. Bring the article and explanation to section with you for discussion.

**WEEK 11****Readings:**

Levine, 148-164  
 Foner, 1-34  
 DOCS: see essay assignment below

**Lectures:**

4/4 The Hard Hand of War  
 4/9 1865

**Essay Topic:** At "Civil War Memory" (<http://www.cwmemory.com/blog>), blogger Kevin Levin has posted many entries tagged "black Confederates." Using the search bar halfway down the right side of the page, browse through these entries. Read at least five and write an essay explaining what is at stake in this dispute over what did or did not occur, for Levin and for the interpreters of the past whose work he critiques. Cite the relevant posts by placing their URLs in parentheses and indicating the date on which you accessed them.

**WEEK 12****Readings:**

Foner, 35-123  
 • Stanley, "Beggars Can't Be Choosers: Compulsion and Contract in Postbellum America"  
 DOCS: Perman, ed., *Major Problems*, 311-341; "Address by a Committee of Norfolk Blacks"

**Lectures:**

4/11 Visions of Freedom in the Postwar Nation  
 4/16 The Transformation of Reconstruction

**Essay Topic:** *Drawing on at least two of this week's readings, make an argument about what forms of compulsion Americans found legitimate in the aftermath of slave emancipation.*

**WEEK 13****Readings:**

Foner, 124-198  
 Keith, 45-87  
 DOCS: Perman, ed., *Major Problems*, 342-76; Wish, ed., *Reconstruction in the South*, 153-171

**Lectures:**

4/18 White Terror  
 4/23 Radical Reconstruction in the South

**Essay Topic:** *Do the competing explanations offered for Klan (or Klan-like) activity represent various perspectives on a common set of facts, flatly contradictory stories, or something else?*

**\*\*\*NEWSPAPER ANALYSIS PAPER  
 DUE NOON, FRIDAY 4/26, VIA THE DROPBOX\*\*\***

**WEEK 14**

**Readings:**

Foner, 199-237

- Saunt, "The Paradox of Freedom: Tribal Sovereignty and Emancipation during the Reconstruction of Indian Territory"
- DuBois, "Outgrowing the Compact of the Fathers: Equal Rights, Woman Suffrage, and the Constitution, 1820-1878"

DOC: Stanton, "Speech at Lawrence, Kansas," 1867

**Lectures:**

**4/25 Reconstruction and American Citizenship**

**4/30 Reconstruction and the West**

**Essay Topic:** *How did the dynamics of Reconstruction shape the fate of woman suffrage in the late 1860s?*

**WEEK 15**

**Readings:**

Keith, 88-171

Foner, 238-260

DOCS: Perman, ed., *Major Problems*, 407-409; Tillman, *The Struggles of 1876*, 15-26

**Lectures:**

**5/2 The Crisis of Reconstruction - will have to lecture-capture this in advance, or guest it**

**5/7 Redeployment and "Redemption"**

**Essay Topic:** *What would have been necessary in order for democratically elected Republican governments to continue to govern in former Confederate states past 1876?*

**WEEK 16**

**5/9 The Meanings of Freedom**

**\*\*\*FINAL EXAM: Saturday, May 18, at 10:05 a.m., location TBA\*\*\***