

History 249: The American Civil War (CRN # 42070, 42071)

Spring Semester 2019

TTR 9:30 AM – 10:45 AM, Lecture Center A, Room A003

(Note: This syllabus is subject to change during the semester if I deem it necessary.)

Instructor: Cory Davis

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Office: UH 924

Office Hours: TTR 11:00-12:00 and by appointment

Course Description

The Civil War is the central defining event of American history, marking a decisive turning point in the trajectory of the nation from a small agricultural republic into a modern nation-state. This course will examine the events leading up to the war, the war years, and the post-war period in detail, and we will focus on the individuals, organizations, and ideas that contributed to developments in a number of different areas, including but not limited to: the origins and impact of sectionalism; the economics and politics of free labor and slavery; the impact of territorial expansion on sectionalism; the economic, intellectual, and moral arguments for and against slavery; the impact of the war on Americans; the process of emancipation; the fight over Reconstruction; the successes and failures of Reconstruction; and the war in popular culture and historical memory.

Course Goals and Expectations

1. Learn the basic narrative of Civil War history, including the pre-war period, the war years, and Reconstruction.
2. Learn the various historical interpretations of the war and how they have changed over time.
3. Examine the place of the Civil War in American memory and popular culture

4. Develop critical thinking and writing skills by examining historical documents related to the war and crafting historical arguments based upon these sources.

Required Texts

Paul Finkelman, ed., *Defending Slavery: Proslavery Thought in the Old South* (Boston: Bedford/St. Martin's, 2003)

Eric Foner, *A Short History of Reconstruction*, Updated Edition (New York: Harper Perennial, 2014)

James McPherson, *Battle Cry of Freedom: The Civil War Era* (Oxford: Oxford University Press, 1988)

David M. Potter, *The Impending Crisis: America Before the Civil War, 1848-1861* (New York: Harper Perennial, 2011)

K. Stephen Prince, ed., *Radical Reconstruction: A Brief History with Documents* (Boston: Bedford/St. Martin's, 2016)

Course Blackboard Page URL

https://uic.blackboard.com/webapps/blackboard/execute/courseMain?course_id=_148622_1

Readings

Students are expected to complete the assigned readings listed in the course schedule (p. 6-8) each day before class. I will also post primary sources on Blackboard before most class periods. Students should read these sources, take notes on them, and be prepared to discuss them in class. I would also strongly suggest printing the sources out and bringing them to class so that you can reference passages directly. I will generally let you know when I will post primary sources, but you should be in the habit of checking Blackboard every day for updates. Please note: primary source readings are listed on the schedule for every class session, but there will not always be readings – if there are no readings posted on Blackboard then I have decided not to use any for that day.

Grading Breakdown

Attendance/Participation	10%
Paper #1	15%
Exam #1	20%
Exam #2	20%
Paper #2	15%
Final Exam	20%

Attendance/Participation

Attendance is mandatory, and I will be taking attendance every class period. You are allowed two unexcused absences without penalty to your grade. Any further unexcused absences will result in penalties to your attendance/participation grade equal to one percentage point off of your attendance/participation grade per unexcused absence. I consider regular attendance mandatory, but simple attendance is not enough to ensure you anything more than an average grade. I will also be keeping track of each student's contribution to classroom discussion.

Some tips for successful class participation:

1. Always bring necessary texts and assigned readings to class.
2. Take notes on the assigned readings. Try to pick out the main ideas, arguments, and themes of the material. Make a special note of material you find confusing or material that you find especially thought-provoking. Be sure to mark such passages for easy reference.
3. Participate in class discussions. This would include questions, short comments, extended opinions, and everything in between. You should feel comfortable engaging with the material from any angle.

4. Participation should be respectful and thoughtful. Every student is entitled to their viewpoint and should be able to express it.

Exams

All three of the exams will be in-class closed book exams. The exams will consist of short written identifications and one large argumentative essay. These exams are designed to test your ability to absorb historical knowledge and apply this knowledge to specific historical questions. I will distribute study guides for each exam at the appropriate times. Further instructions will also be handed out at the appropriate times.

Papers

You will write two 3-5 page analytical papers over the course of the semester. These papers will be based upon the two additional assigned reading texts. The papers are designed to test your ability to analyze historical sources and write a persuasive and thoughtful paper on a specific historical topic. Further instructions will be handed out at the appropriate times.

Late Paper/Makeup Exam Policy

I will accept late papers, but late papers will be penalized one letter grade for every day that they are delinquent. Extensions will only be granted under extraordinary circumstances. No make-up exams will be granted without a valid excuse. Make-up exams must be scheduled well ahead of time except in extraordinary cases.

Academic Integrity

Academic dishonesty is the conscious attempt to, through the work or ideas of others used without attribution, subvert the guidelines of an assessment. Submitting written work created by someone else, collaborating with another student to produce work, or using the words or ideas of another without citation, constitutes an act of academic dishonesty in the context of this course. In cases of

identified academic dishonesty the student will receive a grade of F for the assignment. Further action may also be pursued in accordance with UIC's policy on academic integrity. As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:

<http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>

Religious Holidays

Students who wish to observe their religious holidays should notify me by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student should notify me at least five days in advance of the date when he/she will be absent. I will make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

Religious holidays calendar: <http://oae.uic.edu/religious-calendar/>

Academic Deadlines

There are a number of important deadlines to keep in mind during the semester, especially the final day to withdraw from courses. Consult this URL for those deadlines: <https://catalog.uic.edu/ucatalog/academic-calendar/>

Accommodations

Concerning disabled students, the University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, courses, services, and activities at UIC.

Students with disabilities who require accommodations for full access and participation in UIC Programs must be registered with the Disability Resource Center (DRC). Please contact DRC at (312) 413-2183 (voice) or (312) 413- 0123 (TDD).

Classroom Policies

The use of electronic devices is not permitted. If you have a disability which makes using technology necessary please see me individually. Cell phones will be put away and turned off for the duration of the class unless necessary for an emergency. Food and drink are allowed within reason.

Course Schedule

Week	Date	Topic	Readings/Assignment
Week 1	Tue. Jan. 15 th	Introduction	<ul style="list-style-type: none"> • Syllabus
	Thurs. Jan. 17 th	Sectionalism in Early American History	<ul style="list-style-type: none"> • Primary sources
Week 2	Tue. Jan. 22 nd	The Antebellum North: An Industrious Society	<ul style="list-style-type: none"> • McPherson, p. 6-46 • Primary sources
	Thurs. Jan. 24 th	The Antebellum South: A Slave Society	<ul style="list-style-type: none"> • McPherson, p. 6-46 • Primary sources
Week 3	Tue. Jan. 29 th	The Second Party System, Sectionalism, and Abolitionism	<ul style="list-style-type: none"> • Potter, p. 1-17 • Primary sources • Begin reading Finkelman
	Thurs. Jan. 31 st	The Crisis of Western Expansion	<ul style="list-style-type: none"> • Potter, p. 18-89 • Primary sources
Week 4	Tue. Feb. 5 th	1850: Disunion (Barely) Avoided	<ul style="list-style-type: none"> • Potter, p. 90-144 • Primary sources
	Thurs. Feb. 7 th	“Bleeding Kansas”: The Crisis Deepens	<ul style="list-style-type: none"> • Potter, p. 145-176, 199-266 • Primary sources

Week 5	Tue. Feb. 12 th	“A House Divided”: Dred Scott and John Brown	<ul style="list-style-type: none"> • Potter, p. 267-384 • Primary sources
	Thurs. Feb. 14 th	Cords Severing: The Election of 1860 and Secession	<ul style="list-style-type: none"> • Potter, p. 405-513 • Primary sources • PAPER #1 DUE
Week 6	Tue. Feb. 19 th	EXAM #1	<ul style="list-style-type: none"> • STUDY!!!
	Thurs. Feb. 21 st	“All Green Alike”: The War Begins	<ul style="list-style-type: none"> • Potter, p. 555-583; McPherson, p. 308-368 • Primary sources
Week 7	Tue. Feb. 26 th	The Union: Republican Nationalism and the Wartime State	<ul style="list-style-type: none"> • McPherson, p. 442-453 • Primary sources
	Thurs. Feb. 28 th	The Confederacy: A Union of Disunion	<ul style="list-style-type: none"> • McPherson, p. 428-442 • Primary sources
Week 8	Tue. Mar. 5 th	“All Hell”: Modern War, 1862-1863	<ul style="list-style-type: none"> • McPherson, p. 454-489, 511-545 • Primary sources
	Thurs. Mar. 7 th	Emancipation: A Moral War	<ul style="list-style-type: none"> • McPherson, p. 490-510, 557-567 • Primary sources
Week 9	Tue. Mar. 12 th	The Business of War: Capitalism and the Civil War	<ul style="list-style-type: none"> • Wilson chapter • Primary sources
	Thurs. Mar. 14 th	The Homefront, North and South	<ul style="list-style-type: none"> • McPherson, p. 591-625, 689-717 • Primary sources
Week 10	Tue. Mar. 19 th	The War in Global Context	<ul style="list-style-type: none"> • McPherson, p. 546-567 • Primary sources
	Thurs. Mar. 21 st	“With Malice Toward None”: The End, 1864-1865	<ul style="list-style-type: none"> • McPherson, p. 718-830 • Primary sources
Week 11	Tue. Mar. 26 th	SPRING BREAK – NO CLASS	<ul style="list-style-type: none"> • Begin reading Prince

	Thurs. Mar. 28 th	SPRING BREAK – NO CLASS	
Week 12	Tue. Apr. 2 nd	EXAM #2	<ul style="list-style-type: none"> • STUDY!!!
	Thurs. Apr. 4 th	“New Birth of Freedom”?: Early Reconstruction, 1865-1866	<ul style="list-style-type: none"> • Foner, p. 1-81 • Primary sources
Week 13	Tue. Apr. 9 th	Andrew Johnson v. the Radicals	<ul style="list-style-type: none"> • Foner, p. 82-103 • Primary sources
	Thurs. Apr. 11 th	The Radical Reconstruction Vision	<ul style="list-style-type: none"> • Foner, p. 104-147 • Primary sources
Week 14	Tue. Apr. 16 th	The Fight for Civil Rights and Economic Equality	<ul style="list-style-type: none"> • Foner, p. 148-179 • Primary sources
	Thurs. Apr. 18 th	Southern Resistance: Violence and the Origins of Jim Crow	<ul style="list-style-type: none"> • Foner, p. 180-216 • Primary sources
Week 15	Tue. Apr. 23 rd	“Redemption” and the End of Reconstruction	<ul style="list-style-type: none"> • Foner, p. 217-253 • Primary sources • PAPER #2 DUE
	Thurs. Apr. 25 th	Jim Crow America and the Dismantling of Reconstruction	<ul style="list-style-type: none"> • Foner, p. 254-260 • Primary sources
Week 16	Tue. Apr. 30 th	The “Lost Cause”: The War in Popular Culture and Historical Memory	<ul style="list-style-type: none"> • Blight article • Primary sources
	Thurs. May 2 nd	The Legacy of the Civil War	<ul style="list-style-type: none"> • Review material
Week 17	Wed. May 8 th	FINAL EXAM – 10:30 – 12:30	<ul style="list-style-type: none"> • STUDY!!!