

## **History 249: The American Civil War**

**Summer Session 2019**

**MWF 10:00 AM – 11:40 AM, Taft Hall 207**

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

**Instructor:** Cory Davis

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**Office:** UH 924

**Office Hours:** MW 11:45-12:45 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 divided by slavery into a modern nation-state. This course will examine this event and 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 of sectionalism; the economics and politics of free labor and slavery; the impact of territorial expansion on sectionalism; the intellectual and moral arguments for and against slavery; the impact of war on Americans; the process of emancipation; the difficulties of Reconstruction; and the war in popular culture and historical memory. I expect students to finish the course with a clearer understanding of the origins, events, and consequences of the Civil War.

### **Required Texts**

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)

## **Readings**

Students are expected to complete the assigned readings listed on the course schedule each day before class. Primary sources will also be posted 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.

## **Course Blackboard Page URL**

[https://uic.blackboard.com/ultra/courses/\\_151349\\_1/cl/outline](https://uic.blackboard.com/ultra/courses/_151349_1/cl/outline)

## **Grading Breakdown**

Attendance/Participation	10%
Exam #1	20%
Exam #2	25%
Historiography Paper	20%
Final Exam	25%

## **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. I consider regular attendance mandatory, but simple attendance is not enough to ensure you anything more than an average grade.

Some tips and guidelines 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.

### **Historiography Paper**

You will write a historiographical paper over the course of the semester. These papers will be based upon an analysis of a book chosen from a list that I will provide you. Books from outside the list may be proposed but must be approved by me. The papers are designed to test your ability to critique and analyze historical arguments. A hard copy of your paper will be due on the day of the final and you will also submit a digital copy of your paper on Blackboard through SafeAssignment. Further instructions will be handed out at the appropriate time.

### **Exams**

All three of the exams will be take-home exams. The exams will consist of one large argumentative essay. I will distribute the questions on Blackboard and you will hand in typed hard copies of your exams on the dates noted on the course schedule. You will also submit a digital copy of your exam on Blackboard through SafeAssignment. Further instructions will be handed out at the appropriate times.

## **Late Paper Policy**

Since the paper is due on the day of the final exam extensions will only be granted under extraordinary circumstances.

## **Late Exams**

Late exams will be penalized one letter grade for each day they are late. Extensions for exams will be granted only under extraordinary circumstances and with a valid excuse.

## **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 meant to be completed individually, 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/ucats/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 a laptop necessary please see me individually. Cell phones will be put away 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	Mon. Jun. 17 <sup>th</sup>	Introduction/Sectionalism in Early American History	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Primary sources</li> </ul>
	Wed. Jun. 19 <sup>th</sup>	The Antebellum North and South	<ul style="list-style-type: none"> <li>• McPherson, p. 6-46</li> <li>• Primary sources</li> </ul>
	Fri. Jun. 21 <sup>st</sup>	The Second Party System, Sectionalism, and Abolitionism	<ul style="list-style-type: none"> <li>• Potter, p. 1-17</li> <li>• Primary sources</li> </ul>
Week 2	Mon. Jun. 24 <sup>th</sup>	1850 and the Crisis of Western Expansion	<ul style="list-style-type: none"> <li>• Potter, p. 18-144</li> <li>• Primary sources</li> </ul>
	Wed. Jun. 26 <sup>th</sup>	“Bleeding Kansas”: The Crisis Deepens	<ul style="list-style-type: none"> <li>• Potter, p. 145-176, 199-266</li> <li>• Primary sources</li> </ul>
	Fri. Jun. 28 <sup>th</sup>	“A House Divided”: Dred Scott and John Brown	<ul style="list-style-type: none"> <li>• Potter, p. 267-384</li> <li>• Primary sources</li> </ul>
Week 3	Mon. Jul. 1 <sup>st</sup>	Cords Severing: The Election of 1860 and Secession	<ul style="list-style-type: none"> <li>• Potter, p. 405-513</li> <li>• Primary sources</li> </ul>
	Wed. Jul. 3 <sup>rd</sup>	“All Green Alike”: The War Begins	<ul style="list-style-type: none"> <li>• Potter, p. 555-583;</li> <li>• McPherson, p. 308-368</li> <li>• Primary sources</li> </ul>
	Fri. Jul. 5 <sup>th</sup>	The Union: Republican Nationalism and the Wartime State	<ul style="list-style-type: none"> <li>• McPherson, p. 442-453</li> <li>• Primary sources</li> <li>• EXAM #1 DUE IN CLASS</li> </ul>
Week 4	Mon. Jul. 8 <sup>th</sup>	The Confederacy: A Union of Disunion	<ul style="list-style-type: none"> <li>• McPherson, p. 428-442</li> <li>• Primary sources</li> </ul>
	Wed. Jul. 10 <sup>th</sup>	“All Hell”: Modern War, 1862-1863	<ul style="list-style-type: none"> <li>• McPherson, p. 454-489, 511-545</li> <li>• Primary sources</li> </ul>
	Fri. Jul. 12 <sup>th</sup>	Emancipation: A Moral War	<ul style="list-style-type: none"> <li>• McPherson, p. 490-510, 546-567</li> <li>• Primary sources</li> </ul>
Week 5	Mon. Jul 15 <sup>th</sup>	The War in Global and Economic Dimensions	<ul style="list-style-type: none"> <li>• Wilson chapter;</li> <li>• McPherson, p. 546-567</li> <li>• Primary sources</li> </ul>
	Wed. Jul. 17 <sup>th</sup>	The Homefront, North and South	<ul style="list-style-type: none"> <li>• McPherson, p. 591-625, 689-717</li> </ul>

			<ul style="list-style-type: none"> <li>• Primary sources</li> </ul>
	Fri. Jul. 19 <sup>th</sup>	“With Malice Toward None”: The End, 1864-1865	<ul style="list-style-type: none"> <li>• McPherson, p. 718-830</li> <li>• Primary sources</li> </ul>
Week 6	Mon. Jul. 22 <sup>nd</sup>	New Birth of Freedom?: Early Reconstruction, 1865-1866	<ul style="list-style-type: none"> <li>• Foner, p. 1-81</li> <li>• Primary sources</li> <li>• EXAM #2 DUE IN CLASS</li> </ul>
	Wed. Jul. 24 <sup>th</sup>	Andrew Johnson v. the Radicals	<ul style="list-style-type: none"> <li>• Foner, p. 82-103</li> <li>• Primary sources</li> </ul>
	Fri. Jul. 26 <sup>th</sup>	The Radical Reconstruction Vision	<ul style="list-style-type: none"> <li>• Foner, p. 104-147</li> <li>• Primary sources</li> </ul>
Week 7	Mon. Jul. 29 <sup>th</sup>	The Fight for Civil Rights and Economic Equality	<ul style="list-style-type: none"> <li>• Foner, p. 148-179</li> <li>• Primary sources</li> </ul>
	Wed. Jul. 31 <sup>st</sup>	Southern Resistance: Violence and the Origins of Jim Crow	<ul style="list-style-type: none"> <li>• Foner, p. 180-216</li> <li>• Primary sources</li> </ul>
	Fri. Aug. 2 <sup>nd</sup>	“Redemption” and the End of Reconstruction	<ul style="list-style-type: none"> <li>• Foner, p. 217-253</li> <li>• Primary sources</li> </ul>
Week 8	Mon. Aug. 5 <sup>th</sup>	Jim Crow America and the Dismantling of Reconstruction	<ul style="list-style-type: none"> <li>• Foner, p. 254-260</li> <li>• Primary sources</li> </ul>
	Wed. Aug. 7 <sup>th</sup>	The Legacy of the Civil War: Popular Culture and Historical Memory	<ul style="list-style-type: none"> <li>• Blight article</li> <li>• Primary sources</li> </ul>
	Fri. Aug. 9 <sup>th</sup>	FINAL EXAM	<ul style="list-style-type: none"> <li>• FINAL EXAMS/PAPER DUE</li> </ul>