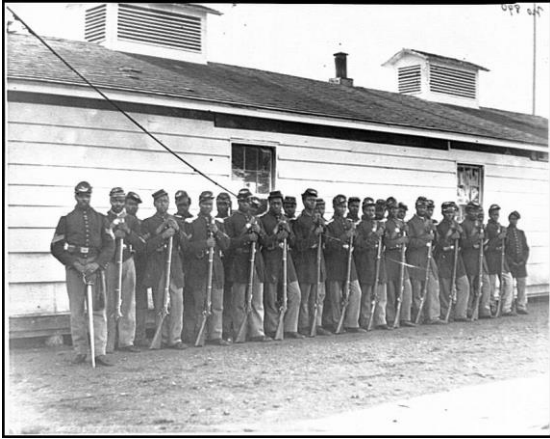


# AMERICAN CIVIL WAR & RECONSTRUCTION

SPRING 2022  
HIST 31005, FACE-TO-FACE

MWF 11:30-12:20  
WETHERILL (WTHR), 160



## Purdue Honor Pledge

“As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together – we are Purdue.”

Molly C. Mersmann  
Office: Recitation 409  
Office Hours: Mon/Wed 1-2 pm  
(or by appointment)  
[mmersman@purdue.edu](mailto:mmersman@purdue.edu)  
(513) 203-1488

## Course Description and Objectives:

This course explores the causes, fighting, outcomes, and historical memory of the bloodiest war in US history – a war that claimed between 620,000 and 700,000 lives and freed nearly 4,000,000 enslaved African Americans. Using films, lecture, readings, music, discussions, and debates we will address questions including: why the war came, why the Union won (or the Confederacy lost), why men (and women) fought, how the war changed the United States, and the successes and failures of Reconstruction. Our primary goal is to examine the pre-war, wartime, and post-war experiences of southerners and northerners through themes of gender, race, technology, the environment, power, religion, and politics.

## Learning Outcomes:

1. Demonstrate comprehension of the political, social, cultural, economic, and environmental causes and consequences of the American Civil War
  - With particular emphasis on the conflict of slavery and emancipation
2. Demonstrate understanding of the goals, challenges, and failures of Reconstruction
3. Understand how and why Civil War histories are a continuous conversation influenced by the current social and political moment
4. Increase skills of historical analyses including:
  - reading and interpreting primary and secondary sources
  - constructing well-organized written arguments supported by primary and/or secondary sources
  - effective verbal and written communication skills, including responses to historical questions and debates

## Required Texts:

1. Charles Dew, *Apostles of Disunion*
2. Thavolia Glymph, *The Women's Fight* **OR**  
Amy Murrell Taylor, *Embattled Freedom* (pick one)
3. Leeanna Keith, *The Colfax Massacre*
4. Required Course Readings (online)
5. Required Podcasts (online)

All books are available via the bookstore or on amazon.com. Purdue has eBooks of Taylor and Keith and hard copies of Glymph, Dew, and Keith. If you need assistance acquiring these materials, see your professor immediately.

# ASSIGNMENTS & GRADING

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## Grading

Quizzes (5/6) – 10%  
Book Review – 10%  
Participation – 10%  
Secession Debate – 15%  
Opinion Paper – 15%  
Midterm Exam – 20%  
Final Exam – 20%

## Grading Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Less than 60

## Notes on Paper Format

- Typed
- Double Spaced
- 1-Inch Margins
- 12 pt., Times New Roman Font

## Cheating/Plagiarism

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will result in a grade of F for the course and notifications of the Dean of Students Office.



**Examinations (midterm and final):** There will be two examinations in the course, each of which counts as 20% of your final grade. The midterm and final will be in-class and will include material from lectures and readings. Both are non-cumulative, closed book, and closed note.

**Secession Debate/Paper Combo:** More information about the in-class Secession debate will be provided on Brightspace. The debate will take place in-class and include two parts:

**Position Paper:** Each individual will write a position paper (800-1200 words) using documents from the course and additional readings noted in the assignment. The position paper is worth 85% of the assignment.

**Debate:** Each student will be graded on their preparation, engagement with the reading, and ability to demonstrate key concepts or arguments. It is worth 15% of the assignment.

**Opinion Paper:** Each individual will write a paper answering the question, "What myth or piece of overlooked historical information concerning the Antebellum, Civil War, or Reconstruction Eras would you want to explain to your High School-self?" Paper should be 800-1200 words.

**Book Review:** Choose either Taylor's *Embattled Freedom* OR Glymph's *Women's Fight* to read and subsequently write a 400-500 word book review on. Further instructions will be made available.

**Quizzes (6):** There will be a total of 6 quizzes, the lowest quiz will be dropped from the student's grade. Each quiz will encompass content covered from the previous quiz to the current quiz. The questions will draw on the lectures (including guest lectures) and required readings for each week, including the primary and secondary sources. These are closed book and closed note quizzes. Each quiz will (most likely) be taken at the beginning of class. If you leave after the quiz and do not stay for the class, your quiz will be considered void.

**Participation:** Based on classroom attendance as well as discussions on primary and secondary sources and class lecture throughout the semester.

# CLASSROOM POLICIES

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## Meeting and Lecture Format

We will meet on Mondays, Wednesdays, and Fridays, in-person for lecture. Typically, one of those three days (usually Fridays) will include: classroom discussion, guest lecturers, or a film.

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## Attendance Policy

As this is an upper-level class, your instructor expects attendance, preparedness, and participation. You need to inform the instructor of any conflict that can be anticipated and will affect the submission of an assignment or the ability to take an exam or quiz. This includes, but is not limited to: religious observances, interviews, and funerals as well as sickness, quarantine, and isolation due to Covid-19.

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## Exams and Assignments

Students must wait 24 hours after the instructor hands back an assignment or exam to discuss their grade.

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## Missing Assignments

Failure to submit your assignments in time and in accordance with the instructions will result in the loss of a letter grade for each day after the due date. You are not entitled to a make-up unless you have a valid reason. If this is the case, please contact the professor immediately informing them of the situation.

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## General Course Policies

In this course, each voice in the classroom has something of value to contribute. Please respect the different experiences, beliefs, and values expressed by students and staff involved in this course.

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## Technology in the Classroom

Turn off and put away all cell phones when class begins. Whether on a laptop or cell phone, using social media and/or streaming services are prohibited. Failure to abide by this policy could result in a reduction of the students' grade.

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## Recording Policy

Photographs and/or recordings (audio or visual) of the professor's PowerPoint presentations or lectures is prohibited.

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## Content Advisory Policy

Material potentially offensive to students will be presented related to the history of war atrocities, slavery, sexual assault, among other disturbing topics. Feel free to inquire if you have questions or concerns above the material.

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## Other Guidelines

Be on time to class. Be prepared. Do not begin packing your bags until after the professor has finished the lecture.





# SCHEDULE OF LECTURES AND ASSIGNMENTS

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## Lecture and Assignment Notes

- Monographs, articles, podcasts, and primary sources are listed by author's last name (right column)
- All primary and secondary sources with an asterisk (\*) can be found on Brightspace
- Papers and quizzes are in blue
- All readings must be completed by the start of class for the day it is listed



## Week 1

Monday – January 10	Why study the Civil War?	
Wednesday – January 12	Slavery Embedded	• <a href="#">Note Card Info*</a>
Friday – January 14	Life in the Antebellum South	<ul style="list-style-type: none"> <li>• <a href="#">Podcast</a> – Stephanie Jones-Rogers, <i>They Were Her Property</i>*</li> <li>• Jacobs, <i>Incidents in the Life</i> *</li> <li>• Northrup, <i>New Orleans Slave Market</i>*</li> </ul>

## Week 2

Monday – January 17	<b>MLK DAY – NO CLASS</b>	
Wednesday – January 19	Road to War	<ul style="list-style-type: none"> <li>• <i>Richmond Enquirer</i>, “The Banditti”*</li> <li>• “Nat Turner’s Rebellion” Storymap* - <a href="https://arcg.is/1GG4D0">https://arcg.is/1GG4D0</a></li> </ul>
Friday – January 21	A House Divided	<ul style="list-style-type: none"> <li>• Carden, “Religious Schism as a Prelude to the American Civil War”*</li> <li>• Douglas, “Slavery in the Pulpit of the Evangelical”*</li> <li>• <a href="#">Quiz 1</a></li> </ul>

## Week 3

Monday – January 24	The Election of 1860 & the Secession Crisis	<ul style="list-style-type: none"> <li>• 1860 Party Platforms*</li> <li>• South Carolina and Declaration of Causes of Secession (1860)*</li> <li>• DeBow, “Non-Slaveholders of the South”*</li> <li>• “Corwin Amendment”*</li> </ul>
Wednesday – January 26	<b>IN-CLASS DEBATE PREP</b>	
Friday – January 28	<b>IN-CLASS SECESSION DEBATE</b>	<ul style="list-style-type: none"> <li>• <a href="#">Dew, <i>Apostles of Disunion</i></a></li> <li>• <a href="#">In-Class Debate</a></li> <li>• <a href="#">Secession Paper Due</a> <ul style="list-style-type: none"> <li>- <a href="#">Online at 8am (on Jan. 28)</a></li> <li>- <a href="#">AND Hard-Copy, at start of class</a></li> </ul> </li> </ul>

## Week 4

Monday – January 31	“And the War Came:”	• Lincoln, “Proclamation on State Militia”*
Wednesday – February 2	The War in 1861	<ul style="list-style-type: none"> <li>• Civil War Army Organization*</li> <li>• <a href="#">Podcast</a> – Gary Gallagher, “Civil War Myths”*</li> <li>• Cochran, “Secession Will Protect”*</li> </ul>
Friday – February 4	<b>Guest Lecture: John Moreland</b>	

# SCHEDULE OF LECTURES & ASSIGNMENTS

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## Week 5

Monday – February 7	Early Union Triumphs in the West	
Wednesday – February 9	Peninsula and Seven Days	<ul style="list-style-type: none"> <li>• Faust, <i>This Republic of Suffering</i>, Ch. 3 “Burying”*</li> <li>• Dorwart, “Disease in the Civil War”*</li> </ul>
Friday – February 11	Year of Decision: Antietam and Fredericksburg	<ul style="list-style-type: none"> <li>• John Dooley, “Persistence of Fear”*</li> <li>• Clarke, “So Lonesome I Could Die”*</li> </ul>

## Week 6

Monday – February 14	Emancipation at Last!	<ul style="list-style-type: none"> <li>• Vorenberg, “The Impact of the Civil War on Slavery”*</li> <li>• Vorenberg, “Making the Emancipation Proclamation”*</li> <li>• Jefferson Davis’s response to Emancipation*</li> <li>• <a href="#">Quiz 2</a></li> </ul>
Wednesday – February 16	Confederate Tide Rising: Spring 1863	
Friday – February 18	<b>Guest Lecture: Dr. Jonathan Lande</b>	<ul style="list-style-type: none"> <li>• Lande, “Trials of Freedom”*</li> <li>• <a href="#">Question(s) for Dr. Lande</a></li> </ul>

## Week 7

Monday – February 21	Catch-Up Lecture Day	
Wednesday – February 23	<b>MOVIE: <i>Glory</i></b> (No Class)	<ul style="list-style-type: none"> <li>• Watch History Dept. Film, <i>Glory</i> (outside class) ----Time is TBD</li> </ul>
Friday – February 25	The Fruits of Victory: Gettysburg & Vicksburg	<ul style="list-style-type: none"> <li>• Masterson Brown, <i>Retreat from Gettysburg</i>, Ch. 1*</li> </ul>

## Week 8

Monday – February 28	<b>BOOK REVIEW DUE</b> Discussion	<ul style="list-style-type: none"> <li>• <b><u>Glymph, <i>Women’s Fight</i> OR Taylor, <i>Embattled Freedom</i></u></b></li> <li>• <b>Book Review Due</b></li> <li>- <a href="#">Online at 8am (on Feb. 28)</a></li> <li>- <a href="#">AND Hard-Copy, at start of class</a></li> </ul>
Wednesday – March 2	<b>Guest Lecture: Erin Barr</b>	
Friday – March 4	Women and the War	<ul style="list-style-type: none"> <li>• Alcott, <i>Hospital Sketches</i>, Ch. 3 “A Day”*</li> <li>• Livermore, “Role of Women in the Union”*</li> <li>• Moxley, <i>What a Lonesome Time</i>, 22-24*</li> <li>• Wakeman, <i>Uncommon Soldier</i> (optional)*</li> <li>• <a href="#">Quiz 3</a></li> </ul>

## Week 9

Monday – March 7	Politics and Dissent, 1863-1865	
Wednesday – March 9	Rehearsals for Reconstruction	
Friday – March 11	<b>MIDTERM</b>	<ul style="list-style-type: none"> <li>• <a href="#">In-Class Midterm</a></li> </ul>

# SCHEDULE OF LECTURES & ASSIGNMENTS

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## Week 10

Monday – March 14	<b>SPRING VACATION</b>	
Wednesday – March 16	<b>SPRING VACATION</b>	
Friday – March 18	<b>SPRING VACATION</b>	

## Week 11

Monday – March 21	Grant Takes Command, Spring 1864	
Wednesday – March 23	Hard War: Sherman, Sheridan, and the 1864 Election	<ul style="list-style-type: none"> <li>• Janney, “A War Thoroughfare” in <i>Cold Harbor to the Crater</i>, Ch. 8*</li> <li>• Sherman’s Field Orders No. 15*</li> </ul>
Friday – March 25	Music of the War	<ul style="list-style-type: none"> <li>• McWhirter, <i>Battle Hymns</i>, Ch. 1*</li> </ul>

## Week 12

Monday – March 28	The Final Campaigns, Spring 1865	
Wednesday – March 30	After Appomattox	<ul style="list-style-type: none"> <li>• Janney, “Free to Go Where We Liked”*</li> <li>• <b>Podcast</b>, NPR Fresh Air – Gordon-Reed, “On Juneteenth”*</li> </ul>
Friday – April 1	Discussion: Ends of War??	<ul style="list-style-type: none"> <li>• Blair, “Why Didn’t the North Hang Some Rebels”*</li> <li>• <b>Quiz 4</b></li> </ul>

## Week 13

Monday – April 4	Legacies of the Civil War	<ul style="list-style-type: none"> <li>• Wash. Post, <i>America’s First Opioid Crisis</i>*</li> <li>• “Gertrude Thomas Decries Her Slaves’ Departure”*</li> </ul>
Wednesday – April 6	Political Reconstruction Standoff	<ul style="list-style-type: none"> <li>• Wash. Post, <i>Forgotten in the Classroom</i>*</li> </ul>
Friday – April 8	Southern Black Coalitions & Reconstruction’s Possibilities	<ul style="list-style-type: none"> <li>• Alabama’s “State Colored Convention”*</li> </ul>

## Week 14

Monday – April 11	The Backlash Against Reconstruction Part I	<ul style="list-style-type: none"> <li>• James S. Pike, “Critique of Reconstruction”*</li> <li>• Blackmon, <i>Slavery by Another Name</i>, Introduction*</li> </ul>
Wednesday – April 13	The Backlash Against Reconstruction Part II	<ul style="list-style-type: none"> <li>• Ku Klux Klan Testimony Files*</li> </ul>
Friday – April 15	Discussion: <i>Colfax Massacre</i>	<ul style="list-style-type: none"> <li>• <b>Keith, <u>Colfax Massacre</u></b></li> <li>• <b>Quiz 5</b></li> </ul>

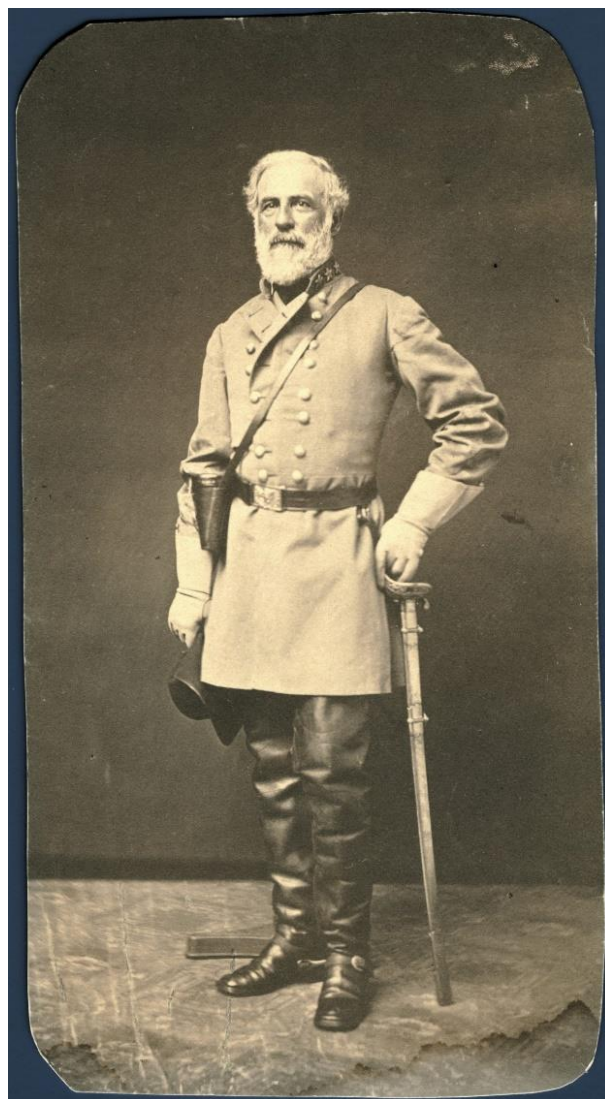
## Week 15

Monday – April 18	What is Memory?	<ul style="list-style-type: none"> <li>• <b>Opinion Paper Due</b></li> <li>- <b>Online at 8am (on Apr. 18)</b></li> <li>- <b>AND Hard-Copy, at start of class</b></li> </ul>
Wednesday – April 20	The War in Memory	<ul style="list-style-type: none"> <li>• David Thelen, “Memory and American History”*</li> <li>• Blight, “The Civil War in History and Memory”*</li> </ul>
Friday – April 22	Civil War Memory in Film Part I	<ul style="list-style-type: none"> <li>• Gallagher, <i>Causes Won</i>, Ch. 2 &amp; 3*</li> <li>• <b>Quiz 6</b></li> </ul>

## Week 16

Monday – April 25	Civil War Memory in Film Part II	
Wednesday – April 27	A Landscape of Monuments	<ul style="list-style-type: none"> <li>• Watch PBS Documentary: <i>How the Monuments Came Down</i>*</li> </ul>
Friday – April 29	Discussion: How the Monuments Came Down	

**\*\*\* Final Exam Date and Time: To be determined\*\*\***





# CLASSROOM AND UNIVERSITY POLICIES

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## EMERGENCY PREPARATION

In the event of a major campus emergency, course requirements, deadlines, and grading policies and percentages are subject to changes that may be required by a revised semester calendar or other circumstances beyond the instructor's control. Any such changes in this course will be posted once the course resumes on Brightspace or can be obtained by contacting the professor via email.

## DISCLAIMER

This syllabus is subject to change, and in the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. If changes are made, you will be informed via Brightspace. You are responsible for checking your @purdue.edu email Brightspace on a frequent basis for updated course information and announcements.

## CLASSROOM GUIDANCE REGARDING PROTECT PURDUE

Any student who has substantial reason to believe that another person is threatening the safety of others by not complying with Protect Purdue protocols is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the Office of the Student Rights and Responsibilities. See also Purdue University Bill of Student Rights and the Violent Behavior Policy under University Resources in Brightspace.

## NONDISCRIMINATION STATEMENT

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. A hyperlink to Purdue's full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies.

## BASIC NEEDS SECURITY

Any student who has substantial reason to believe that another person is threatening the safety of others by not complying with Protect Purdue protocols is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the Office of the Student Rights and Responsibilities. See also Purdue University Bill of Student Rights and the Violent Behavior Policy under University Resources in Brightspace.



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## MENTAL HEALTH/WELLNESS STATEMENT

**If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#).** Sign in and find information and tools at your fingertips, available to you at any time.

**If you need support and information about options and resources,** please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

**If you find yourself struggling to find a healthy balance between academics, social life, stress, etc.** sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at [evans240@purdue.edu](mailto:evans240@purdue.edu).

**If you're struggling and need mental health services:** Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

## ACCESSIBILITY & DISABILITY RESOURCE CENTER (DRC)

Purdue University is committed to making learning experiences accessible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

## ACADEMIC INTEGRITY

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing [integrity@purdue.edu](mailto:integrity@purdue.edu) or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace table of contents, under University Policies.