

## History 557.03. The Civil War and Reconstruction



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**Winter Quarter 1999**

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### Overview and Objectives

This course describes and analyzes the history of America's greatest crisis, from its origins in the early nineteenth century through the abandonment of Reconstruction in 1877, with some attention to sectional reconciliation and the various ways in which the crisis is remembered. It interweaves the political, military, social, economic, and cultural dimensions of this experience in roughly equal proportions, with emphasis on the linkages between them.

Students will achieve an understanding of the main developments of the Civil War and Reconstruction era, the ways in which these developments reflected or shaped developments in general American history, and the main interpretations advanced by scholars who have studied this subject. They will also hone their skills at critical writing and analysis, and will gain greater insight into the way historians explore the human condition.

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### Requirements

Quizzes (10 @ 2% each) 20%  
Midterm 20%  
Review Essay 20%  
Participation 20%  
Final Exam 20%

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## Texts

### *Required*

### Textbooks



*America's Civil War*, by Brooks D. Simpson.



*A Short History of Reconstruction, 1863–1877*, by Eric

Foner.

### Reader



*\*\* Major Problems in Civil War & Reconstruction*, by Michael

Perman \*\*

### Monographs



*\*\* Mothers of Invention : Women of the Slaveholding South in the*

*American Civil War*, by Drew Gilpin Faust



*For Cause and Comrades : Why Men Fought in the Civil War* ,

by James M. McPherson \*\*

### Reference



*Elements of Style* , by William Strunk, E. B. White

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## Enrollment

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

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## Make-up Exam Policy

If for any family or medical reason you find it absolutely necessary to miss an examination, you must provide written documentation to substantiate the request in order to take a make-up. Whenever possible, notify me in advance. Make-up exams are administered by the department at certain scheduled times during the quarter. If you take a make-up, it will be at one of these times.

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## Student Department

Please do not come to class late. If you do, please enter as unobtrusively as possible. Similarly, if you know you will need to leave early, please seat yourself close to an exit so that you can leave without distracting other students.

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## Office Hours

Wednesdays, 10:30–11:30, 2:30–3:30; and by appointment.

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## Lecture Schedule

### Week 1.

#### Tuesday

1. Introductory matters; John Brown's Raid, October 1859
2. Theories of Causation

#### Thursday

3. The North and South Compared
4. Origins of the Civil War, 1846–1850

Perman, 2–30, esp. 11–30.

### Week 2.

#### Tuesday

5. [The End of the Second Party System, 1850–1856](#)  
([12jan.htm](#))
6. The Rise of the Republicans, 1856–1860

Perman, 31–63, esp. 40–63.

#### Thursday

7. The Secession Crisis
8. Grand Strategy and Mobilization; [Study Questions for \*For Cause and Comrades\* \(study1.htm\)](#) Due.

Simpson, 7–48; Perman, 64–88, esp. 71–88.

### Week 3.

#### Tuesday

9. Conciliation and Its Failure, April 1861–July 1862
10. Dodging the Obvious: The Quandary of Slavery

Simpson, 49–79; Perman, 89, 93–94 [McClellan letter], 277–280 [Butler document].

#### Thursday

11. The Bloodiest Day: Antietam, September 17, 1862
12. Discussion: For Cause and Comrades

Simpson, 80–99; Perman, 94–97 [Lee and E.P. Alexander documents]; 104–112 [Gallagher essay]; McPherson, all; skim Perman, 124–155.

### Week 4.

**Tuesday**

**13. The New York City Draft Riot, July 1863**

**14. Wartime Politics in the North**

**Simpson, 130–161 ; Perman, 191–193; 203–214**

**Thursday**

**15. The Limits of Mobilization: Finance**

**16. The Limits of Mobilization: Conscription; Take Home Exam Distributed**

**Simpson, 130–161; Perman, 191–193; 203–214**

**Week 5.**

**Tuesday**

**17. The Wartime North**

**18. The Wartime South**

**Simpson, 130–161; Perman, 186–245, esp. 195–203 and 223–245; Take Home Exam Due**

**Thursday**

**19. Bitter Jubilee: The Moment of Emancipation**

**20. The Civil War as an Interracial War**

**Simpson, 120–128; Perman, 280–310.**

**Week 6.**

**Tuesday**

**21. The Campaigns of 1863**

**22. From the Rapidan to the James: Grant versus Lee, May–June 1864**

**Simpson, 100–120, 162–219; Perman, 101–103; 112–123.**

**Thursday**

**23. The Collapse of the Confederacy**

**24. Origins of Reconstruction; [Study Questions for Mothers of Invention \(study2.htm\)](#) Due**

**Foner, 1–103; Perman, 342–345.**

**Week 7.**

**Tuesday**

**25. Gender and the Civil War Era: The North**

**26. Gender and the Civil War Era: The South**

**Foner, 254–260; Perman, 246–265; Faust, all.**

**Thursday**

**27. Discussion: Mothers of Invention**

**28. The Meaning of Freedom**

**Week 8.**

**Tuesday**

**29. The Making of Radical Reconstruction**

**30. The Impeachment of Andrew Johnson**

**Foner, 104–147; Perman, 311–341, esp. 322–341.**

**Thursday**

**31. Southern Republicans in Power**

**32. The Evolution of Free Labor in the South**

**Foner, 148–179; Perman, 345–376; esp. 351–376.**

**Week 9.**

**Tuesday**

**33. Changing Agendas in the North**

**34. "Ballot and Bullet": The White Conservative Counterrevolution**

**Foner, 180–216; Perman, 377–430.**

**Thursday**

**35. The Road to Redemption**

**36. The End of Reconstruction**

**Foner, 217–253; Perman, 377–430.**

**Week 10.**

**Tuesday**

**37. The Civil War Era Assessed**

**38. Discussion: The Meaning of the Civil War**

**Perman, 431–459.**

**Thursday**

**39. Antietam Battlefield Today**

**40. The Civil War and Public Memory**

**Readings TBA**

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**Final Examination: In the usual classroom, Tue March 16 1:30 PM – 3:18 PM**

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**How To Survive History 6662**

**A Guide for Undergraduates**

**Introduction**

History 557.03 is an upper division course taught at an advanced level. It is also an elective. I therefore assume that students have chosen to take it because they are interested and motivated to learn the material. I also assume that students have an appropriate background in American history, which is why I strongly encourage you to have at least taken History 151 (American Civilization to 1877) before attempting this course.

The course requires about 150 pages of reading per week sometimes more, seldom less. If you accept this reality at the outset you will be all right. If you assume you can pick up everything from lecture or from a light skimming of the texts you will not do well. It's as simple as that. But don't assume that you can blow off the lectures, either. For one thing, paying attention to the lectures will help keep you on track, so that you don't overemphasize some issues while ignoring others. For another, good attendance helps generate a certain good will between instructor and student, because it more or less demonstrates that the student is trying. That good will can come in handy if you fall down on the mid-term and need a little extra help. Finally, there is almost always a strong positive correlation between good attendance and good course performance. So while lecture attendance is not required, it is strongly encouraged.

### Office Hours

Similarly, I encourage you to take full advantage of my office hours and those of the teaching associate. As a practical matter, you may want to visit him in preference to myself, since he will be grading your examinations.

### Quizzes

I administer quizzes weekly in order to test whether students have done the assigned reading. The quizzes are not announced in advance. They consist of a few (typically four) multiple choice and fill-in-the-blank questions. The questions are drawn from the most important arguments and historical developments discussed in the readings. If you have absorbed the major points of the assigned reading, you should do well. If not, not.

### Examinations

#### 2. Essay

On Thursday of the quarter's fourth week you will receive a take-home exam that will require you to write a 5-page essay on one out of three possible questions. (The exam questions will also be posted on the Web.) The essay should be typed, double-spaced, free of misspellings or grammatical faults, and consistent with the guidelines set forth in Strunk and White's *Elements of Style*. The essay is due in class the following Tuesday. **NO LATE PAPERS WILL BE ACCEPTED** barring a serious emergency. Computer or printer problems do not constitute an emergency and will not be accepted as a legitimate excuse.

An essay exam is mainly concerned with the student's grasp of the overarching concepts of the course and how these concepts organize and give meaning to the historical facts. Students frequently assume that the essay is just another way for them to demonstrate what they know about the material that has been presented in class. In fact, an essay principally tests your ability to think analytically and to explain your analysis on paper. This involves, in turn:

- a. an ability to write clearly, so that the reader is not baffled by misspellings, grammatical faults, run-on sentences, etc.;
- b. an ability to articulate a thesis; in other words, to assert a point of view concerning the question being discussed;

- c. an ability to prioritize. What issues are most important in answering the question? What is the most logical order in which to present them? What examples most clearly illustrate these critical issues?
- d. an ability to avoid the irrelevant: everything you write should relate directly and explicitly to the question posed;
- e. an ability to write an essay that is proportional to the length allowed. If asked to write a 5–page essay, you must tailor your depth of coverage so that you cover the whole question in 5 pages, without omitting important points or overemphasizing one point to the detriment of another.

For additional information about how to write a college essay exam, please see the following:

[Writing the Essay Type Examination](<http://www.history.ohio-state.edu/essayxm.htm>)

"[Essay Exam \(http://www.cstw.ohio-state.edu/tutor\\_hand.html#2\)](http://www.cstw.ohio-state.edu/tutor_hand.html#2)" handouts from the OSU Center for the Study and Teaching of Writing

### Review Essay

You will write a 5–page review of ONE book from a list to be distributed in the second week of the course.

I expect your book review to conform more closely to those found in scholarly journals than to those in newspapers and general interest magazines. In newspapers and magazines, the main point of the review besides telling what the book is about is often to give the reader a sense of the work's style and dramatic qualities. Academic reviews, on the other hand, have a somewhat different agenda. Their purpose is fourfold: (1) to explain briefly what the book is about, (2) to analyze its thesis, (3) to offer a critical assessment of the book's strengths and weaknesses, and (4) to appraise its historical value. While this is not intended as a rigid formula, each of these points should be addressed in the course of your review.

1. What the Books Are About – Offer the reader a brief overview of the book's subject matter, but try to encapsulize each work within three or four paragraphs. Identify the major events and personalities examined, key concepts employed, etc., but do not summarize the books in detail.

2. Thesis – What is the author's main argument?

3. Strengths and Weaknesses – What do you think of the author's thesis? Do she or he do a good job of proving it? What sources were used personal experience, unpublished government documents, private manuscript collections, published primary or secondary works? Do you think they addressed all the relevant issues or can you think of some that they ought to have examined but did not? What were the author's qualifications for writing such books? Did the author have a particular ax to grind? Was the writing style clear or difficult to follow?

4. Historical Importance – How useful would an interested historian find the book to be? What makes you think so? Most especially, place the books within the context of one or more of the main themes and concepts discussed in the course.

These questions and issues are intended as examples of what your paper should cover. They are not a checklist. Some may be more relevant to the books you select than others while you may come up with other questions not mentioned here.

Your review should be typed, double-spaced, and about four pages in length. It should be written clearly and free of grammatical errors and misspellings.

On a separate cover sheet, give the review some sort of title and below it, place your name, the course number, and the date. The book's bibliographical data should appear at the top of the review: author, title, place of publication, publisher, date of publication, number of pages. For example:

Gary W. Gallagher, *The Confederate War: How Popular Will, Nationalism, and Military Strategy Could Not Stave Off Defeat*. Cambridge, Mass., and London: Harvard University Press, 1997. Pp. viii, 218.

In instances where you quote directly from a work under review, a parenthetical citation [e.g., (Gallagher, 26)] is appropriate. If other works are quoted, give the full citation in a footnote [e.g., Gary W. Gallagher, *The Confederate War: How Popular Will, Nationalism, and Military Strategy Could Not Stave Off Defeat*. (Cambridge, Mass., and London: Harvard University Press, 1997), 26.] When in doubt, consult an appropriate reference work. One of the best is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (5th ed., Chicago and London: University of Chicago Press, 1987). It sells for about \$7.95 in paperback and is readily available.

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## Links

[The U.S Civil War Center \(http://www.cwc.lsu.edu/\)](http://www.cwc.lsu.edu/) Comprehensive attempt to catalog all Civil War-related resources on the Web.

### [Freedmen and Southern Society](http://www.inform.umd.edu/ARHU/Depts/History/Freedman/home.html)

[Project \(http://www.inform.umd.edu/ARHU/Depts/History/Freedman/home.html\)](http://www.inform.umd.edu/ARHU/Depts/History/Freedman/home.html) The homepage of an ambitious project to document the emancipation moment.

### [Selected Civil War Photographs Home Page \(http://rs6.loc.gov/cwphome.html\)](http://rs6.loc.gov/cwphome.html)

Over a thousand Civil War images.

### [Historical United States Census Browser](http://fisher.lib.virginia.edu/census/)

[Census \(http://fisher.lib.virginia.edu/census/\)](http://fisher.lib.virginia.edu/census/) Data for the antebellum and Civil War eras can be highly revealing.



<http://www.dixienet.org/dixnet-main.htm> The Civil War

still resonates in the minds of many, not just historically but also politically. Check out this ring of Southern nationalist and Neo-Confederate websites.



**HarpWeek (<http://app.harpweek.com/>)** This site, available through Ohiolink, contains all issues of Harper's Weekly published during the Civil War.



**(<http://jefferson.village.virginia.edu/vshadow2/>)Valley of the Shadow (<http://jefferson.village.virginia.edu/vshadow2/>)** recreates the Civil War as it was experienced and understood in two American communities, one in Pennsylvania, the other in Virginia.



**(<http://www.jstor.org>)JSTOR (<http://www.jstor.org>)** provides access to hundreds of scholarly articles and book reviews.

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