

His 304.001: Civil War and Reconstruction (**Rev. 5/29/08**)

Fall 2008 Maybank 304, MWF, 1-1:50

Instructor: Dr. Edmund L. Drago

Office Hours MWF; 10-10:50; 12-12:50, Maybank 308

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**PURPOSE:** To examine the Causes of the War, the War, and Reconstruction.

For the syllabus, go to the College Web page, and click on History Department. Under course information, fall 2008, scroll down to History click History 304.001.

**BOOKS (4) AND ARTICLES (5):**

Melton McLaurin, *Celia* **F, Sept. 19**

ISBN 0-380719355 (paperback) University of Georgia Press

James McPherson, *For Cause and Comrades* **M. Oct. 6**

ISBN (0-1951-2499-5 (Paperback) Oxford

James McPherson, *Ordeal by Fire*

ISBN 0-07-231736-1(paperback, Textbook) 3<sup>rd</sup> edition McGraw-Hill

H. B. Stowe, *Uncle Tom's Cabin* **F, Sept. 5**

ISBN 0-553-21218-4 (paperback) Bantam Classic

**ELECTRONIC RESERVE** (Under Drago, History 304; the password is Sherman).

Edmund L. Drago, *Broke by the War* (Introduction) **F, Sept. 12**

Edmund L. Drago, *Black Politicians & Reconstruction in Georgia* (Conclusion) Final Examination **M, Dec. 8**

Edmund L. Drago, *Hurrah for Hampton* (Introduction) Final Examination **M, Dec. 8**

Eric Foner, "Preface," *Reconstruction* xix-xxvii. Final Examination

Kenneth M. Stampp, "The Legend of Radical Reconstruction." Final Examination **M, Dec. 1**

*Five Assignments (20% each)*

**Short Paper** [20%] Due Class-time, **F, Oct. 3**. Based on the lectures, Textbook, pt. 1, Chp. 2, Melton, *Celia*, and Drago, *Broke by the War*, evaluate how accurately Stowe's portrayed slavery in *Uncle Tom's Cabin*. The paper should be five pages, double spaced, and end-noted.

**Midterm** [20%] **W, Oct. 8** McPherson, *Cause and Comrades*; Textbook, Pt. 2, Chp. 12 (“Confederate Advantages,” p. 204 Chp. 13 (“The First Battle of Bull Run,” p. 227; Chp. 14 (The Battle of Shiloh,” 247); Chp. 15 (“The Seven Days Battle,” p. 266); Chp. 17 (“The Battle of Antietam,” pp. 303; Chp. 18 (“Vicksburg,” p. 333 and “The Battle of Chancellorsville,” p. 343) Chp. 19 (“The Battle of Gettysburg,” p. 352; Chp. 23 (“The Wilderness and Spotsylvania,” p. 448) and (“From Spotsylvania to Cold Harbor,” 454)

**Term Paper** [20%] due **Class time, M, Nov. 24** Submit your topic (use the textbook to determine possible topics) on **Sept. 5**. The instructor will arrange an appointment to talk to you about a topic that will best suit your needs. Ten pages, typed, research paper with end notes and a bibliography. Include at least five primary sources and eight secondary ones, including articles. Let the reader know how your paper fits into what other historians have said (historiography). For style, see Marius, *A-Short Guide to Writing about History*, or Benjamin, *A Student Guide to History*. I do not want papers by e-mail. Keep a hard copy. **NO LATE PAPERS.**

**Final** [20%] **W, Dec. 10, 12-3pm.** Examination Schedule is subject to change:

Drago, *Black Politicians & Reconstruction in Georgia* (Conclusion); Drago, *Hurrah for Hampton* (Preface); Eric Foner, “Preface,” *Reconstruction*, xix-xxvii; Stampp, “The Legend of Radical Reconstruction.” Textbook, pt. 3 (Chps. 27-30).

**Class Participation** [20%] Students will be assigned to lead class discussions on the readings (10%). Quizzes (F, Sept. 5 *Uncle Tom’s Cabin*, Sept 12; *Broke by the War*; Sept 19 *Celia*; Oct. 3 *Cause and Comrades*; M, Dec. 1 Foner, *Preface*; Stampp, *The Legend of Radical Reconstruction*; M, Dec. 8 Drago, *Hurrah for Hampton* and *Black Politicians (conclusion)* will be worth another (10%). There will be no make-up examinations on the quiz. More than four absences during the semester will result in a significant grade reduction in the class participation.

GRADING Five Assignments, 20% each:

A 93-100; A-89-92; B+86-88; B-83-85; B-80-82; C+76-79; C 73-75; C- 70-72; D+66-69 D 63-65; D-60-62; F Below 60.

Please read and abide by the College of Charleston Honor Code.

**SPECIAL NEEDS ADVISING PLAN (SNAP)** students. Contact the instructor with the appropriate paper work. Arrange for the test at the SNAP

Center, 160 Calhoun St. (953-1431), Lightsey Center, a week before the examination.

## LECTURE-DISCUSSION TOPICS

Orientation and the Names for the War

### **Pt. 1 Causes**

Survey of the Sectional Conflict

The Day to Day Life of the Slaves

The Origin of Abolitionism

South Carolina: John C. Calhoun and the Concurrent Majority

Southern Abolitionism: The Grimke Sisters

John Brown (1859)

Abraham Lincoln

Discussion: **Celia, Uncle Tom's Cabin, and Broke by the War**

### **Pt. 2 The War**

Robert E. Lee: Flawed Warrior

Lincoln and His Generals

The Rebel Soldier and Bill Yank

Confederate Women

*Select Battles*

1<sup>st</sup> Bull Run July 21, 1861

Shiloh April 6-7, 1862

Antietam September 17, 1862

Fredericksburg December 13, 1862

Chancellorsville May 2-May 6, 1863

Vicksburg (May 18-July 4, 1863)

Gettysburg Campaign June-July 1863

Chattanooga/Missionary Ridge November 23-25, 1863

The Battles of 1864-1865

Sherman's March to the Sea and Lee's surrender

War on the Seas

Slides and why the South Lost

Review for Midterm Examination: **For Cause and Comrades**

### **Pt. 3 Reconstruction**

Chronological Overview

The Schools of Thought (Historiography)

Andrew Johnson

Two State Studies: Georgia and South Carolina

Review for Final Examination and Discussion **Electronic Reserve: Drago, Foner, Stamp**

*Calendar*

1<sup>st</sup> Class Day W, Aug. 27

Quiz Dates F, Sept. 5, 12, 19, Oct. 3, M, Dec. 1, 8.

Term Paper Topic due F, Sept. 5

Short Paper F, Oct. 3

Last Day for W T, Oct. 7

Midterm Examination W, Oct. 8

Term Paper M, Nov. 24

Thanksgiving Break Nov. 26-29

Fall Break Oct. 12-13

Last Class Day M, Dec. 8

Final Examination, 12-3 PM, W, Dec. 10.

Grades on Cougar Trail, T, December 23

Commencement Saturday, Dec. 20

*Discussion Guides*

*Uncle Tom's Cabin*

What was Stowe's background?

List and describe the main characters and describe what rolls they play in advancing the story: Aunt Chloe, Eliza, Haley, George and Eliza Harris, Harry, Simon Legree, Little Eva, Quimbo, Sambo, Miss Ophelia, Alfred St. Clare, Augustine St. Clare, Mr. Shelby, "Senator Bird," Mrs. Shelby, Tom Loker, Topsy, Uncle Tom.

What is the subtitle of the book? Who are the heroes and villains? What made most of the African-American slaves so appealing? What are the key themes of the book? How does Stowe picture Northern and Southern cultural differences? What are Uncle Tom's characteristics? Why might they appeal to women? Is he real? Why are even the most decent Christian slaveholders caught up in the evils of the system?

*Celia*

What is the difference between the historian and the story teller? What sources does McLaurin use to recreate his case? What problems does he face? When and where does the story take place? Who are the main characters, and how do they fit in the story line? What is the story line? Why did Robert Newsom act they way he did? Who were the members of his family and how were they involved? Why did Celia kill him? How did she try to cover up her actions? What were her motivations? How did the lawyers try to defend Celia? What obstacles did they face, and how did they hope to overcome them? What happened to Celia? What does this say about the plight of black women in a slave community?

*Broke by the War*

What is the significance of the title of the book? What is the significance of the quotation from *Death of a Salesman*?

Identify: A. J. McEveven, Charles Coffin, Slave Mart, Ziba Oakes, William Lloyd Garrison, Fifty Fifth Massachusetts, Boston Public Library, R.G.

Dunn & company, Nathan Bedford Forrest. How many letters were there?

How did the letters get to Boston? What was the purpose of the letters?

What does Michael Tadman say about the splitting of Slave Families?

How does the Slave Trade modernize the South? Role of bloodhounds, Railroads, lawyers, Insurance, Doctors? Impact on Women? McEveven's relationship to Oakes? In terms of most slave traders and the mistreatment of blacks, how did McEveven fit in? What pressures were on him? What was his background? What happened to McEveven after the war? The

Slave Brokers? What do the letters say about the treatment of the slaves?  
Who first suggested restoring the Old Slave Mart? Why?

*Cause and Comrades*

What is the significance of the title? What is the author's thesis and how does he organize the book to prove it? What are his sources? Why does he rely on some and not others? How does he define courage? Motivations? Terms: "Co. Aytech", Sulkers, Importance of Revivals, *Rage Militaire*, Iceberg principle, Glaze of War, Bombproof, Fragging, gallows humor, "play off," *Herrenvolk Democracy*? Percentage of men in the regiments who did most of the real fighting.

*Stampp*, "*The Tragic Legend of Radical Reconstruction.*" (1965)

Identify: William A. Dunning, Claude Bowers, James Ford Rhodes, James W. Burgess; wisdom of the revisionist historians, Henry Wirz, northern brutality, the sandals of Grant, Radical Idealism, Fourteenth and Fifteenth Amendments, Liberal Republicans, Powerful Industrial Capitalist, immigrants and racial stereotypes, xenophobia, Social Darwinism, imperialism and the Spanish American War, Madison Grant, *The Passing of the Great Race* (1916).

*Eric Foner, "Preface," Reconstruction*

Why is revising interpretations of the past intrinsic to the study of history? Why has the Dunning interpretation of Reconstruction been so completely overturned since the 1960s? What rendered its racist assumptions untenable? Identify: W.E.B. DuBois, *Black Reconstruction*, "Negro Rule," post revisionist historians, aim of Foner's book, and the three themes of the book. How was Southern society remolded?

*Drago, Hurrah for Hampton*

Explain why most historians have ignored Wade Hampton's Black Red Shirts. Why did African-Americans become Red Shirts and join with white Democrats? How did some African American women respond to them? Why did Reconstruction in South Carolina Fail

*Drago, Black Politicians & Reconstruction in Georgia: Conclusion*

How radical was Congressional Reconstruction in Georgia? How and why did it fail?