

BOWIE STATE UNIVERSITY
DEPARTMENT OF HISTORY AND GOVERNMENT
HIST 305 CIVIL WAR AND RECONSTRUCTION

“At its core, history is always a search for the truth, although the truth may mean different things to different people.” James A. Percoco

Fall 2020

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Course Overview

This course will provide an intensive examination of the causes and results of the Civil War and the social, economic, and political forces which shaped the Reconstruction period.

Course Requirements:

1. Critical analysis and review of the Civil War and Reconstruction and an examination of black participation in the Civil War.
2. A digital history project involving a critical review African Americans during the Civil War. Above all, the use of primary sources is mandatory (**University of Chicago Style [Turabian] Only**). **Due Date: December 14th**
3. Reading of contemporary documents on Civil War and Reconstruction
4. Short essays on the Civil War and Reconstruction
5. Discussions on the Civil War and Reconstruction

Required Textbook:

Fellman, Gordon, and Sutherland, *This Terrible War: The Civil War and its Aftermath*, Pearson Collection, 2020.

Reserve Textbook in Marshall Library

Ira Berlin et al. *Freedom: A Documentary History of Emancipation, 1861-1867: Series II, The Black Military Experience* (Cambridge University Press, 1991).

Course Evaluation:

Short Essays	33%
Discussions	33%
Digital History Project	33%

Student Outcomes:

Students will:

1. Be acquainted with the historian's craft.
2. Be exposed to the historiography of the Civil War & Reconstruction.

Specific Learning Objectives

1. To develop the student understanding of the methodology and techniques of the historians craft by utilizing the critical materials such as Archival databases (local, regional, and national) that have served as repositories for the Civil War & Reconstruction periods.

Teaching Modes

Teaching modes include student participation in group discussions, audio-visual materials, special research assignments involving the use of primary documents in the discipline located in published sources and major repositories such as The Library of Congress and the National Archives.

The course will consist of discussions, readings, a digital history project. The discussions will be on a topic related to the reading assignments in each module. The required reading, listed under "Schedule of Assignments," will include sections or chapters from Karen Cook Bell's *The Civil War and Reconstruction*, external readings, and videos.

Besides the required reading, each student should read at least one article, essay, or book-chapter per week on the week's topic. You should begin the course by perusing the assigned sections or chapters in *CWR* and *FBME*, and then refer to the bibliographical sections at the end of the *CWR* to find an appropriate article or essay. For example, during module two we will examine Slavery and the War. You might wish to read a group of documents in Virginia Adams's collection of letters written by an African American soldier, *On the Alter of Freedom: A Black Soldier's Civil War Letters from the Front* (1991) or a chapter from Edwin S. Redkey ed., *A Grand Army of Black Men: Letters from African American Soldiers in the Union Army* (1992). The 2nd floor of the stacks in the library houses material on our subject; however, The Library of Congress or the University of Maryland will have many of the books referenced in the Bibliography.

You may also wish to search websites for relevant readings. Your website research should include only articles from scholarly journals, chapters from books, or at least twenty pages of primary sources (see below for a few addresses):

<http://housedivided.dickinson.edu/> (A House Divided Project at Dickinson College)

<http://www.shermansmarch.org/> (Mapping Sherman's March at UMBC)

<http://valley.lib.virginia.edu/VoS/choosepart.html> (The Valley of the Shadow: Two Communities in the American Civil War at the University of Richmond)

Digital History Project

Click [here](#) for information and guidelines on the digital history project.

Chicago Manual of Style Link for Citing Sources:

<http://www.chicagomanualofstyle.org.proxy3.library.jhu.edu/16/contents.html>

Technology

This course is fully online on the University's Blackboard system.

ATTENDANCE

Web attendance is required to complete the course successfully.

EMERGING ISSUES: As Bowie State University strives to become a campus sensitive to the issues of preserving the environment, elements of the class will be conducted in accordance to this ideal. Moreover, through the study of history students will be able to determine their place within an ever changing diverse and global society.

Course Policies and Procedures

1. Cheating. Plagiarism will not be tolerated. Such behavior will result in a score of zero (0) points that will be figured into the final grade accordingly. Furthermore, disciplinary action may also be pursued if deemed appropriate by the instructor. Please review the Bowie State University policy on cheating and academic dishonesty in the Bowie State University Undergraduate Catalog.
2. Late Assignments. It is the responsibility of each student to notify the instructor if an assignment will be submitted late.
3. Participation. Students are expected to participate in class activities and discussions. Failure to do so will adversely impact grades on assignments.
4. Students with Disabilities. This course is in compliance with Bowie State University policies for students with disabilities. Students with disabilities are encouraged to register with Disability Support Services (DSS), (Voice or TDD). Students who suspect that they have a disability but do not have

documentation are encouraged to contact DSS for advice on how to obtain appropriate evaluation. A memo from DSS authorizing your accommodation is needed before any accommodation can be made.

Note: In the event of a University-wide emergency, including the impact of the COVID-19 pandemic, classes, deadlines and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, a revised attendance policy, and a revised semester calendar and /or grading scheme.

COVID-19 Policy: Students should not attend classes or other university events from the onset of flu-like symptoms until at least 24 hours after the fever subsides without the use of fever reducing medications. Such absences will be considered excused absences; however, students are responsible for the material covered during the period of their absence.

Sources of Help: Bowie State University Help Labs/Learning Centers and Tutors

What I Expect From You

Read all assignments.

If you are not serious about completing the requirements for this course, which includes readings, class and group participation, project requirements, etc. **Do Not Take This Course Because You Will Fail (Including Graduating Seniors).**

Be courteous and professional when communicating with me and other members of this class.

Turn assignments in on time.

This class welcomes all types of learners. Persons with disabilities that might affect learning should contact me during the first week of class.

Work honestly. All assignments must be your own work and not the product of internet download!
Remember: I know how to Google, too!

Finally, use this syllabus as a class resource. Refer to it frequently to ensure that you are caught up on reading and essay and exam preparation. A copy of the syllabus is posted on our class blackboard site for your convenience.

Schedule of Assignments

Assignment-Short Essays	Due Date	Discussions Due Date
Module 1	Sept. 14th	Sept. 11th
Module 2	Oct. 5th	Oct. 2nd
Module 3	Oct. 26th	Oct. 23rd
Module 4	Nov. 9th	Nov. 6th
Digital History Project	Dec. 14th	

Documents for Review: Click on the links to read each document and view video

United States and [Confederate States Constitutions](#) A-1
[Jefferson Davis Inaugural Address](#) A-3
[Abraham Lincoln's Inaugural Address](#) A-7
[Speech by Confederate Vice President Alexander H. Stephens in Savannah](#) A-13
Proclamation Calling Militia and Convening Congress A-14
[The Emancipation Proclamation](#) A-15
[The Gettysburg Address](#) A-16
Proclamation of Amnesty and Reconstruction A-17
[Lincoln's Second Inaugural Address](#) A-19
[The 13th, 14th, and 15th Amendments to the Constitution](#) A-2

Newspaper and Magazine Articles of Interest

Bruce Levine, "The Myth of Black Confederates," *The Washington Post* October 31, 2010, C5.

"The Strange Career of Confederate History Month"

<http://maghis.oxfordjournals.org/content/25/2/63.full>

"Slavery, the Constitution, and the Origins of the Civil War"

<http://maghis.oxfordjournals.org/content/25/2/14.full>

"Ohio Landlord Fights White-Only Pool Sign Ruling" (Legacy of Slavery and Segregation)

<http://www.thegrio.com/news/ohio-landlord-fights-white-only-pool-sign-ruling.php>

Recent Scholarship

CIVIL WAR AND RECONSTRUCTION

Thavolia Glymph, *The Women's Fight: Civil War Battles for Home, Freedom, and Nation* (Chapel Hill: University of North Carolina Press, 2020).

Richard E. Beringer, Herman Hattaway, Archer Jones, and William N. Still, Jr., *Why the South Lost the Civil War* (1986).

William A. Blair and Karen Fisher Younger, eds., *Lincoln's Proclamation: Race, Place, and the Paradoxes of Emancipation* (2009).

David Blight, *Race And Reunion : The Civil War In American Memory*(2001).

Margaret Creighton, *The Colors of Courage: Gettysburg's Forgotten History: Immigrants, Women, and African Americans in the Civil War's Defining Battle* (2005).

Thomas Desjardin, *These Honored Dead: How The Story of Gettysburg Shaped American Memory* (2003).

W.E.B DuBois, *Black Reconstruction in America* (1935).

Laura Edwards, *Gendered Strife & Confusion : The Political Culture Of Reconstruction* (1997).

Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (1988).

Carol Faulkner, *Women's Radical Reconstruction: The Freedmen's Aid Movement*, (2007).
 William Gillette, *Retreat from Reconstruction: A Political History, 1867-1978* (1979).
 Herman Hattaway and Archer Jones, *Why the North Won the War* (1983).
 Thomas Holt, *Black over White: Negro Political Leadership in South Carolina during Reconstruction* (1977).
 Mary Farmer-Kaiser, *Freedwomen and the Freedmen's Bureau: Race, Gender, and Public Policy in the Age of Emancipation*, (2010).
 Morgan, Lynda. *Emancipation in Virginia's Tobacco Belt, 1850-1870*. Athens, Ga. 1992
 Otto Olsen, ed. *Reconstruction and Redemption in the South* (1980)
 Peyton McCrary, *Abraham Lincoln and Reconstruction : the Louisiana Experiment* (1978).
 Michael Perman, *The Road To Redemption : Southern Politics, 1869-1879* (1984)
 Roger Ransom and Richard Sutch, *One Kind Of Freedom : The Economic Consequences Of Emancipation* (1977 or 2001 edition).
 James L. Roark, *Masters Without Slaves : Southern Planters In The Civil War And Reconstruction* (1977).
 Linda B. Selleck, *Gentle Invaders: Quaker Educators and Racial Issues During the Civil War and Reconstruction*, (1995).
 Kenneth Stamp, *The Era Of Reconstruction, 1865-1877* (1965)
 Kenneth M. Stamp and Leon F. Litwack. eds. *Reconstruction; An Anthology Of Revisionist Writings* (1969).
 Alexander Tsesis, ed., *The Promises of Liberty: The History and Contemporary Relevance of the Thirteenth Amendment* (New York, NY: Columbia University Press, 2010)
 C. Vann Woodward, *Reunion and Reaction; the Compromise of 1877 and the End of Reconstruction* (1956)
 Gavin Wright, *Old South, New South: Revolutions in the Southern Economy since the Civil War* (1986).

Sources for Primary Documents Related to the Civil War and Reconstruction

The National Archives

<http://www.archives.gov/index.html> (Military Pension Files, Official Records of the War of the Rebellion, Freedmen's Bureau Records, Census Records)

The Library of Congress (Nineteenth Century Newspapers, William T. Sherman Papers, Civil War era diaries, photos, letters etc.)

<http://memory.loc.gov>

“Declaration of the Immediate Causes Which Induce and Justify Secession of South Carolina from the Federal Union”:

<http://avalon.law.yale.edu/19th_century/csa_scarsec.asp> (transcription)

<http://www.teachingushistory.org/pdfs/DeclarationofImmediateCauses_000.pdf>

“A Declaration of the Immediate Causes which Induce and Justify the Secession of the State of Mississippi from the Federal Union”:

<http://avalon.law.yale.edu/19th_century/csa_missec.asp> (transcription)

<<http://ia700406.us.archive.org/11/items/addresssettingfo01miss/addresssettingfo01miss.pdf>>

Journals Related to the Civil War and Reconstruction Period

Slavery and Abolition

Civil War Times

Journal of Southern History

Harper's Weekly

The Historical Journal

Civil War Times Illustrated

Military History

Journal of American History

American Historical Review

The Civil War Journal

Journal of the Civil War Era