

Syllabus
Indiana State University
HIST 512: Civil War and Reconstruction Era
Winter/Spring 2022: 1/11/22 - 5/6/22

This is an online synchronous course that meets via Zoom
Wednesdays 6:30 - 8:30 Central / 7:30 - 9:30 Eastern Daylight

Instructor: Dr. Ann Short Chirhart

Contacting me: You may reach me by e-mail at Ann.Chirhart@indstate.edu. This is the BEST way to get in touch with me.

Availability: I will answer your emails within 6 hours from M-Th from 9 am to 9 pm and Friday from 9 am to 5 pm EDST (Eastern Daylight Savings Time). If you contact me on M-Thursday after 10 pm EDST, I will answer within 12-14 hours. I will not answer most emails sent between Friday 6 pm to Sunday 6 pm EDST.

Course Description: This course explores the Civil War and Reconstruction Era, a period that begins with the Mexican-American War and ends with the Populism in the 1890s. Beginning with the Mexican-American War in 1846, territorial expansion threatened the uneasy truce Americans made regarding slavery and its expansion. From that time to the election of 1860, Americans divided, argued, threatened, and acted violently against other Americans who sought to limit or expand slavery. Yet the Civil War also failed to solve some of the problems of land ownership, labor, and rights for other Americans for the rest of the century and into the next. As we read about themes, problems, and possibilities in the years from 1840-1890, we will also discuss how historians read sources (primary and secondary sources), ask questions, and present arguments. We will also explore how to teach some of these topics to students, some of whom may have misconceptions about this era.

Required Readings:

Stephen Oates, [With Malice Toward None: A Biography of Abraham Lincoln](#)

Stephanie McCurry, [Confederate Reckoning: Power and Politics in the Civil War South](#) Heather

Cox Richardson, [West from Appomattox: Reconstruction of America after the Civil War](#)

Richard Newman, [Abolitionism, A Very Short Introduction](#)

Robert McMath, [American Populism](#)

Selected articles and chapters on slavery, Confederate Monuments, religion, and wars against Native Americans in the West.

Class expectations:

Students are expected to attend announced Zoom meetings (approximately 9 this semester) and contribute to class discussions because this course is a seminar. Quality participation addresses the readings and not personal opinions. As you read, you should take notes on your readings and use these notes during our sessions. Each student is allowed one absence from a weekly meeting—no excuses wanted, no explanations needed. For anticipated absences, provide the appropriate documentation to me IN ADVANCE (e.g. military service, teacher conferences court attendance, athletic team). If a student misses more than one class, the student's grade will be lowered one letter grade. If a student misses more than two classes, that student may fail this class. SET ASIDE TIME FOR READINGS AND ASSIGNMENTS! You will spend 6-9 hours a week and possibly more on this course.

Please check the course Blackboard site for announcements, syllabus, web sites, and other information.

Technology Requirements:

- All students are required to have access to a regular and reliable broadband internet connection. That said, you should also have a back-up plan so that you can access a connection should something fail with yours. I have one, and so should you. Because of Covid19, some students could not access Wi-Fi connections at several locations, so please make sure you have a plan.
- Make sure you have access to a full research library so you can access monographs for your final research paper. You can also use ISU's interlibrary loan for this purpose. Again, Covid 19 has changed some of this. My advice is to try to get secondary sources for your research paper as soon as you can.
- Know basic word-processing skills including how to write footnotes or endnotes and a bibliography. **Double-space all written assignments submitted to Turnitin.**

ALL students should participate in course Discussion Board assignments and during Zoom sessions on assigned readings.

For the Discussion Board assignments, you are required to respond twice—once to the question and another time to another member of the course. **In order to receive the most points for your answers (5), you should respond more than twice and use examples from the readings.** In fact, the Discussion Board should resemble a conversation within your group about a topic. Pretend you're together at a physical location. How would the conversation go? If you have a Discussion Board topic, I will post it on Saturdays at 2 pm EDST. You must contribute your first post by Monday at 6 pm EDST, or you will not receive credit for that week. Discussion Board posts should answer the question or someone else's post, provide clear examples from the readings, analyze the readings, and should be **no longer than two paragraphs. Please do not write essays.** Please make sure to use proper grammar and punctuation as much as you can although I am less concerned about correct punctuation than about the content of your posts. Remember! This is a conversation.

Zoom Sessions: 7:30 pm Eastern Daylight Saving Time to approximately 9:30 pm or 10 pm until November 1 when we fall back to Eastern Standard Time.

ALL students should participate in class discussions on assigned readings. In order to receive the most points, you must participate in class discussions by making a serious attempt to answer questions and raise your own. If you do not participate at all during sessions, your class participation grade will be lowered. Comments in the chat room do not count. **In order for your comments to count, they must be connected to the readings.** Often, personal anecdotes are offered to obscure the fact that you neglected to complete or even try to do the readings. **Saying that you agree with someone else does not really count as participation. You need to explain your point with examples from the readings!** You can respectfully agree or disagree with the authors, other students, or the professor. The point is that you **try** to contribute to the class discussions. Keep in mind that I may call on you during a session even if your hand is not

raised. Your participation grade will also include a 10-15-minute presentation of a chapter or article posted for a certain week.

Presentation: Each student will be assigned a presentation of section of reading assignment during a Zoom session, and I will let you know a week in advance about your assignment. In this presentation, you will analyze the assigned reading, discuss the argument, and describe how the reading may be useful for your course. This presentation should last no more than fifteen minutes.

Academic Integrity: Academic integrity is a cornerstone of academic life. As stated on ISU's website (<http://www.indstate.edu/academicintegrity>): "All students are expected to maintain professional behavior, which includes the highest standard of integrity and honesty." Students are encouraged to visit this site for guidelines on academic integrity and plagiarism. The penalty for academic dishonesty, including plagiarism, can include a failing grade on the assignment, a failing grade in the class, and/or referral to Student Judicial Programs. Academic dishonesty includes, but is not limited to:

1. Plagiarism.
2. Cheating.
3. Fraud.
4. Using another person's material as one's own.
5. Knowingly allowing another person to use one's own work as their own.

If a student enrolled in this course engages in any form of academic dishonesty on any assignment, the professor will report the incident as stipulated in the Code of Conduct and will assign an appropriate penalty, at MINIMUM a FAILING grade for the assignment.

For more information, please see the Student Code of Conduct available on the web at:

<http://www.indstate.edu/academicintegrity/studentguide.pdf> .

Possible Grading and Assessment:

Class participation: 60 points total and scored twice during the semester (week 6-25 pts and week 15-35 points)

Midterm essay: 100 points

Two essays on primary sources: 50 points each

Topic assignment and Annotated Bibliography: 30 points

Rough Draft and peer review: 30 points

Final paper: 120 points

Final exam: 100 points

Discussion Board posts—5 points each.

ALL PAPERS AND EXAMS WILL BE SUBMITTED THROUGH TURNITIN and DOUBLE-SPACED.

Topic Assignment and Annotated Bibliography: Please see assignment attached.

Final Research Paper: Please see assignment attached.

Reading and Assignment Schedule (All readings must be completed each week as noted)

Week	Topic
Week 1 January 12	Introduction, Mexican War and Slavery Reading TBA Zoom session 7:30 PM
Week 2 January 19	Abolitionism Newman, <u>Abolitionism</u> , Intro-chapter 3 Excerpt from Douglas, <u>My Bondage and My Freedom</u> , online Zoom session 7:30 PM Discussion Topic
Week 3 January 26	The Growing Divides Newman, <u>Abolitionism</u> , chapters 4-Epilogue Thavolia Glymph, selection from <u>Out of the House of Bondage</u> Zoom session 7:30 PM Discussion Topic
Week 4 February 2	Political Divisions Oakes, <u>With Malice Toward None</u> , part I Primary Source Assignment #1 due February 6 by 10 PM. Zoom session 7:30 PM Discussion Topic
Week 5 February 9	Election of 1860 Oakes, <u>With Malice Toward None</u> , part II Discussion Topic
Week 6 February 16	A Slaveholders' Republic McCurry, <u>Confederate Reckoning</u> , part I Discussion Topic Zoom session 7:30 PM
Week 7 February 23	Collapse of Slaveholders' Republic McCurry, <u>Confederate Reckoning</u> , part II Discussion Topic Zoom session 7:30 PM Midterm Essay due February 27 by 10 PM
Week 8 March 2	Reconstruction Richardson, <u>West from Appomattox</u> , Introduction-chapter 3 Glymph, "Northern White Women and the Garden of Eden" Discussion Topic
March 7-11	Spring Break
March 13	Daylight Savings Time Begins!!

- Week 9
March 16
Early Efforts at Reunion
Richardson, West from Appomattox
Excerpt from Blight, Race and Reunion, chapter 4
Discussion Topic
Zoom session 7:30 PM
Topic and Bibliography Assignment Due March 13 by 10 PM
- Week 10
March 23
Divisions and Violence
Richardson, finish West from Appomattox
Kantrowitz, “Not Quite Constitutionalized”
Discussion Topic
- Week 11
March 30
Reconciliation and Rise of Jim Crow
Blight, “What Will Peace among the Whites Bring”
Article on Wilmington Riot 1898
Discussion Topic
Zoom session 7:30 PM
Primary Source Assignment #2 due April 3 by 10 PM.
- Week 12
April 6
Monuments and Confederate Memory
Cox selection from Dixie’s Daughters
Adam Serwer, The Myth of the Kindly, General Lee
Discussion Topic
- Week 13
April 13
Women and Reform
Martha Jones, All Bound Up Together, chapter 5
Glenda Gilmore, Gender and Jim Crow, “Interracial Links”
Discussion Topic
Zoom session 7:30 PM
- Week 14
April 20
Populism
McMath, American Populism, part I
Discussion Topic
Zoom session 7:30 PM
- Week 15
April 27
More on Populism and Triumph of Corporate Capitalism
McMath , American Populism, part II
Discussion Topic
Zoom session 7:30 PM
- Final Essay on Readings due by May 7 at 10 PM
Research Project due by May 1 at 10 PM