

Hist/AS238+

Reconstruction

Patrick Rael, Bowdoin College, Fall 2005

Meets: MW 2:30-4:00
CT-16 Harrison McCann
Office hours: Th1-3, F1-4, by apt.

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April 1865. The Civil War is over. Part of the South lay in ruins, prostrate at the feet of conquering Union armies. A president has been assassinated. Four million enslaved African Americans are now free. It is time for the Reconstruction. How did the nation cope with the aftermath of the bloodiest conflict ever fought on the continent? This course examines the aftermath of slavery and the Civil War. It focuses on three main themes: the abolition of slavery, the political and economic reconstruction of the South, and the ways these have been remembered by later generations. Our readings will delve into a wide array of primary and secondary sources, as we seek to understand the fierce debates surrounding Reconstruction. Some of these occurred during Reconstruction (over its policies), but many of the fiercest occurred after it (over its legacy and meaning).

Level: This course is an intermediate seminar. It is also a course designated as “writing intentional,” which means that we will concern ourselves considerably with the process of writing. It is intended for History and Africana Studies majors, and for advanced students in other majors. It will require considerable reading and writing. Students are expected to enter the course with a solid understanding of the Civil War and American history, as well as of essay writing.

Books

Dixon, Thomas. *The Clansman*. Gretna, La.: Pelican, 2005. \$14.95. ISBN 1-58980-010-9.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago: University of Chicago Press, 1996. \$14.00. ISBN 0-226-81627-3.

Rampolla, Mary Lynn. *Pocket Guide to Writing in History*. Boston: Bedford/Saint Martin's, 2006. \$10.00. ISBN 0-312-44673-X.

Hacker, Diana. *Rules for Writers*. Boston: Bedford/Saint Martin's, 2003. \$19.50 ISBN 0-312-40685-1.

Foner, Eric. *A Short History of Reconstruction: 1863-1877*. New York: Harper Trade, 1990. ISBN 0060964316.

History 238 lesson plans.

History 238 readings packet. Note that there may be additional readings that are *only* available online.

ASSIGNMENTS

Clansman analysis (20%): The first paper will concern Thomas Dixon's *The Clansman*. This is a piece of formal writing, the requirements for which I will discuss in class.

Readings analyses (2 @ 10% each = 20%): Each student will be responsible for leading two class discussions. For your classes, I will expect a 4-6 page analysis of the assigned readings. This semi-formal paper should convey the main arguments of the day's readings, and work to locate the assigned reading among the previous pieces we have read.

Class journal (30%): Using the Blackboard system, we will keep weekly journals. These journals will offer you an informal space to reflect on the course materials and discussions. Your goal is to practice the art of academic thinking; seek to relate pieces of the course to each other, as well as to outside courses. I will randomly check your journal six times throughout the course of the semester. Each journal check will be worth 5 points toward your final grade.

Final paper (20%): The final paper for this course will be a short formal research paper of 8-10 pages. Within limits I set, you may work on a topic of your choice.

Discussion and participation (10%): Your thoughtful participation in both lecture and discussion is a significant part of your course work. Please make sure that you have read the assigned readings before each class and are prepared to discuss them. While I know it is sometimes difficult or frightening to participate in class discussions, it is also necessary. Please keep your comments relevant, and consider others when speaking.

COURSE CONTRACT

Attendance: No absences are "excused" -- you are responsible for all material covered during missed class days. Those who may miss class to attend extra-curricular events are requested to inform me, as a courtesy, of planned absences. If special considerations prevent you from fulfilling course obligations (such as illness), please provide me with documentation so we may consider an exception.

Late or missed assignments: Unless stated otherwise, assignments are due at the beginning of class; assignments handed in later in the day (during or after class) will be considered one day late. I will accept late assignments with no penalty only for documented health or other emergencies. In general, assignments which receive letter grades will be marked down one-third of a grade (e.g., from B+ to B), for each day late. A final but crucial point: All work must be completed in order to pass this course.

A note on academic honesty: Each author owns his or her own ideas, words, and research. You must give appropriate credit — generally in the form of quotations and proper footnotes — when using the work of another scholar. I expect you to be familiar both with Bowdoin's honor code, and with the guidelines for proper citation and attribution of sources provided for this course. If you have any questions, ask rather than take risks. Plagiarism, whether intentional or not, is a serious violation of academic standards and Bowdoin's honor code. I will enforce violations of the honor code by bringing immediate, uncontested action before the Judicial Board. Minimum penalties for plagiarism will be to fail the course.

SCHEDULE OF CLASS MEETINGS

- This schedule is liable to change to suit class needs. The online syllabus always offers the most recent version of the syllabus.
- Complete readings prior to class and be prepared to discuss them.
- We will not discuss each reading with the same degree of rigor. I will do my best to let you know when to make special efforts with your reading. You are, however, responsible for all the assigned material, whether or not we discuss it in class.
- A few readings may be available only through the course website. I will denote these on the syllabus.
- “®” indicates that the reading can be found in the course reader.

M9/4	Introductions
W9/6	Overview
M9/11	The Propaganda of History James Shepherd Pike, <i>The Prostrate State</i> (selections) ® W.E.B. DuBois, "The Propaganda of History," from <i>Black Reconstruction in America, 1860-1880</i> (1935; reprint ed., New York Atheneum, 1975), ch. 17. ®
W9/13	The Clansman Thomas Dixon, <i>The Clansman</i> (Book I)
M9/18	Son of the Clansman Thomas Dixon, <i>The Clansman</i> (through Book II) "The Birth of a Nation" (film shown at night)
W9/20	Reconstruction in Popular History In-class film: Tug Buse, "Resurrecting Reconstruction" Read: Thomas Dixon, <i>The Clansman</i> (Book III to end)
M9/25	The Clansman Forever <i>Clansman</i> analysis due
W9/27	Reconstruction Historiography John Hope Franklin, "Mirror for Americans: A Century of Reconstruction History," <i>American Historical Review</i> 85, no. 1 (February 1980), 1-14. ® Eric Foner, "Reconstruction Revisited," <i>Reviews in American History</i> 10, no. 4 (December 1982), 82-100. ®
M10/2	Paper writing Powerpoint presentation Foner, <i>Short History of Reconstruction</i> , preface, ch. 1.
W10/4	Who Freed the Slaves? James M. McPherson, "Who Freed the Slaves?" <i>Proceedings of the American Philosophical Society</i> 139, no. 1 (March 1995), 1-10. ® Ira Berlin, "Who Freed the Slaves? Emancipation and Its Meaning," in <i>Major Problems in the Civil War and Reconstruction</i> , Michael Perman, ed., 2nd ed. (Boston: Houghton Mifflin, 1998), 288-97. ® George M. Fredrickson, "A Man but Not a Brother: Abraham Lincoln and Racial Equality," <i>Journal of Southern History</i> 41, no. 1 (February 1975), 39-58. ®

M10/9	<p>Wartime Reconstruction Akiko Ochiai, "The Port Royal Experiment Revisited: Northern Visions of Reconstruction and the Land Question," <i>New England Quarterly</i> 74, no. 1 (March 2001), 94-117. ® Foner, <i>Short History of Reconstruction</i>, Preface, chs. 2-3.</p>
W10/11	<p>The Freedmen's Bureau Foner, <i>Short History of Reconstruction</i>, ch. 4. W.E.B. DuBois, "The Freedmen's Bureau," <i>Atlantic Monthly</i> 87, no. 519 (March 1901), 354-65. ® Lesson plan: The Freedmen's Bureau</p>
M10/16	<p>Fall vacation</p>
W10/18	<p>Education Keith Wilson, "Education as a Vehicle of Racial Control: Major General N.P. Banks in Louisiana, 1863-64," <i>Journal of Negro Education</i> 50, no. 2 (Spring 1981), 156-70. ® David Tyack and Robert Lowe, "The Constitutional Moment: Reconstruction and Black Education in the South," <i>American Journal of Education</i> 94, no. 2 (February 1986), 236-56. ®</p>
M10/23	<p>Presidential Reconstruction Foner, <i>Short History of Reconstruction</i>, ch. 5. Lesson plan: The Black Codes</p>
W10/25	<p>Black Citizenship and Civil Rights Foner, <i>Short History of Reconstruction</i>, ch. 6. Robert J. Kaczorowski, "To Begin the Nation Anew: Congress, Citizenship, and Civil Rights after the Civil War," <i>American Historical Review</i> 92, no. 1 (February 1987), 45-68. ®</p>
M10/30	<p>Voting and Representation Lesson plan: Voting and Representation Heather Cox Richardson, "The Mixed Blessing of Universal Suffrage, 1867-1870," in <i>The Death of Reconstruction: Race, Labor, and Politics in the Post-Civil War North, 1865-1901</i> (Cambridge, Ma.: Harvard University Press, 2001), 41-82. ®</p>
W11/1	<p>Biracial Politics Foner, <i>Short History of Reconstruction</i>, ch. 7. Elsa Barkley Brown, "Negotiating and Transforming the Public Sphere: African American Political Life in the Transition from Slavery to Freedom," <i>Public Culture</i> 7 (Fall 1994): 107-46. (Online) William C. Hine, "Black Politicians in Reconstruction Charleston, South Carolina: A Collective Study," <i>Journal of Southern History</i>, 49, no. 4 (November 1983), 555-84. ®</p>
M11/6	<p>Republican Politics and the Problem of Schism Peter Kolchin, "Scalawags, Carpetbaggers, and Reconstruction: A Quantitative Look at Southern Congressional Politics, 1868-1872," <i>Journal of Southern History</i> 45, no. 1 (February 1979), 63-76. ® Allen W. Trelease, "Republican Reconstruction in North Carolina: A Roll-Call Analysis of the State House of Representatives, 1868-1870," <i>Journal of Southern History</i> 42, no. 3 (August 1976), 319-44. ®</p>
W11/8	<p>Republican Politics II Michael W. Fitzgerald, "Radical Republicanism and the White Yeomanry during Alabama Reconstruction, 1865-1868," <i>Journal of Southern History</i> 54, no. 4 (November 1988), 565-96. ® Richard L. Hume, "Carpetbaggers in the Reconstruction South: A Group Portrait of Outside Whites in the 'Black and Tan' Constitutional Conventions," <i>Journal of American History</i> 64, no. 2 (September 1977), 313-30. ®</p>

M11/13	<p>Work Foner, <i>Short History of Reconstruction</i>, ch. 8. Leon F. Litwack, "Back to Work: The New Dependency," in <i>Been in the Storm So Long: The Aftermath of Slavery</i> (New York: Vintage, 1979), ch. 8. (Online)</p>
W11/15	<p>Women, Family, and Work Jacqueline Jones, "The Political Economy of the Black Family and Community Life in the Postwar Period," from <i>Labor of Love, Labor of Sorrow: Black Women, Work, and the Family from Slavery to the Present</i> (New York: Vintage, 1985), 58-68. (Online) Karin L. Zipf, "Reconstructing 'Free Woman': African-American Women, Apprenticeship, and Custody Rights during Reconstruction," <i>Journal of Women's History</i> 12, no. 1 (Spring 2000), 8-31. ®</p>
M11/20	<p>Sharecropping simulation Lesson plan: Sharecropping Susan Mann, "Slavery, Sharecropping, and Sexual Inequality," <i>Signs</i> 14, no. 4 (Summer 1989), 774-98. ®</p>
W11/22	Thanksgiving holiday
M11/27	<p>Anomalies in Liberalism Thomas Holt, "'An Empire over the Mind': Emancipation, Race and Ideology in the British West Indies and the American South," in <i>Region, Race and Reconstruction: Essays in Honor of C. Vann Woodward</i>, eds. J. Morgan Kousser and James McPherson (New York: Oxford University Press, 1982), 283-313. ® Amy Dru Stanley, "Beggars Can't Be Choosers: Compulsion and Contract in Postbellum America," <i>Journal of American History</i> 78, no. 4 (March 1992), 1265-93. ®</p>
W11/29	<p>The Challenge of Enforcement and the First Redemption Foner, <i>Short History of Reconstruction</i>, ch. 9. Wilbert H. Ahern, "Laissez Faire vs. Equal Rights: Liberal Republicans and Limits to Reconstruction," <i>Phylon</i> 40, no. (1st Quarter 1979), 52-65. ® Michael Les Benedict, "Preserving the Constitution: The Conservative Basis of Radical Reconstruction," <i>Journal of American History</i> 61, no. 1 (June 1974), 65-90. ®</p>
M12/4	<p>Failure and Redemption Phillip S. Paludan, "Law and the Failure of Reconstruction: The Case of Thomas Cooley," <i>Journal of the History of Ideas</i> 33, no. 4 (October-December 1972), 597-614. ® Foner, <i>Short History of Reconstruction</i>, ch. 11. Lesson plan: The end of Reconstruction</p>
W12/6	<p>Legacy David W. Blight, "'What Will Peace Among the Whites Bring?': Reunion and Race in the Struggle over the Memory of the Civil War," <i>Massachusetts Review</i> 34, no. 3 (Autumn 1993), 393-411. ® David W. Blight, "The Civil War in History and Memory," <i>Chronicle of Higher Education</i> (July 12, 2002), B3. ® Foner, <i>Short History of Reconstruction</i>, ch. 12.</p>
S12/17	<p>Final paper Due 5:00pm</p>