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HIST 4073
MWF: 2:30-3:20

American Reconstruction, 1863-1900

Course Outline:

The nineteenth century saw profound change in the United States. New transportation networks united the nation and fostered an economic boom that, in turn, created new social classes and mores. Those changes also fostered profound sectional tensions, which when coupled with the issue of slavery's expansion, led the nation to civil war. That war created a new, stronger central American state that citizens from the North, South, and West struggled to define and control throughout the rest of the century. Among the challenges facing this new state was the need to define the status of millions of former slaves and determine the conditions of the Confederate states' restoration to the Union. This struggle created a new political culture within the United States as it witnessed an industrial boom and rural backlash in the West and South. In the end, this new central state coalesced in a new social order that excluded many of its critics from the body politic and left many civil rights issues unresolved for their children and grandchildren to grapple with. Historians have grappled with the lessons of Reconstruction for over a century. Early scholars termed it a "tragic era" of corruption that went too far and later scholars have called it a "failure" because it did not go far enough. This class will construct a broad understand of this complex period rooted in the social, political, and economic forces that shaped the United States in the second half of the nineteenth century.

Course Objectives:

This course addresses the broadly construed Reconstruction Era in United States history. It traces the development of the political, social, and economic trends that defined the late nineteenth century.

Required Texts:

Dan Carter, *When the War Was Over*
Albion Tourgée, *The Invisible Empire*
Jane Turner Censer, *Reconstruction of White Southern Womanhood, 1865-1895*
Robert McMath, *American Populism*

Optional Texts:

Eric Foner, *Reconstruction* (optional)
Michael Fitzgerald, *A Splendid Failure* (optional)

Student Responsibilities:

Attendance: Come to class regularly. You will be **allowed three absences** throughout the course of the semester. This is designed to account for possible family emergencies, doctor's appointments, and other such unfortunate events. Every absence starting with your fourth will result in a full letter grade reduction in your final grade. If you use your excused absences to take a day off, take a road trip, or for any other reason, that's fine and entirely your choice. Like any boss you may have in the future, I will simply hold you accountable for your decisions regarding your time.

Classroom Demeanor: No cell phones, newspapers, magazines, crossword puzzles, sudokus, sleeping, singing telegrams, or other disruptions will be tolerated. I'll cut you a break on the first one because we have all forgotten to turn off our phones at some point. After that, however, you will be asked to leave and marked absent for that day. Please turn off or silence your cell phones before class begins. Similar rules apply to laptops. You may use your computer in class for activities strictly related to classroom work: note taking, reviewing notes, or referencing your paper for discussion. Using a computer in class for any reason beyond the immediate needs of the class will result in your being dismissed for the day, marked absent, and your loss of your classroom computer rights. Going to class is like going to your job. You wouldn't go to work and goof off right under the boss's nose. It's silly to imagine that you can do the same in a class at a major university. Also, discussion is an important part of this class. You must be able to debate and disagree with your classmates, and me, respectfully. Disrespectful behavior will not be tolerated and will result in an instructor initiated withdrawal from the course.

Grading and Assignments:

Discussion: This course incorporates both lecture and discussion. Lectures will encompass the Monday and Wednesday classes on most weeks, and on Friday we will discuss the readings assigned for that week. For the most part, these discussions will center upon the articles or books assigned that week. You must complete all reading assignments by the date they are marked on the syllabus.

Papers: The papers will be due on the day that we discuss each book (noted in the weekly schedule). You will be completing a variety of writing assignments in this course. The first is a source analysis. This is a short paper that requires you to analyze a single primary source and drawing out its broader historical significance. Second, you will write four short book reviews on each of the books we read in class. Finally, you will write a newspaper-based research project that will require you to trace the issues and themes of Reconstruction over a thirty year period. Papers should always be double-spaced, have one inch margins around the entire page, and be in 12-point Times New Roman font. They will be collected at the beginning of class, without exception.

Late Papers: I expect all assignments to be handed in on time. If you have a university approved absence—mock trial, athletic event, national competition, etc.—we can work to find alternative arrangements for you to submit your work. Simple failure to complete the assignment on time, however, will not be tolerated. You may hand in a paper no more than one day late—weekends included. Handing in the assignment the day after it is due will result in a mandatory one letter grade reduction. After that first day late, the paper will no longer be accepted and the student will receive a zero for the assignment.

Grade Distribution: This course is predicated upon this point system:

Paper 1.....	50
Paper 2.....	50
Paper 3.....	50
Paper 4.....	50
Participation.....	50
Source Analysis Paper.....	50
Newspaper Assignment...	100
TOTAL.....	400

Participation will be determined by a series of short in class writing assignments at the end of each week as well as my assessment of your discussion contributions over the course of the entire semester.

Grading:

A – Excellent work: original, exceptionally insightful, very well written/presented, efficiently organized, and displays a thorough understanding of the relevant course materials, with very few mistakes and a professional appearance.

B – Good work: insightful, clearly written/presented, organized, and thorough, insightful, but lacking full support of course materials, with few mistakes and a professional appearance.

C – Satisfactory work: solid but unremarkable in terms of insight, lacking some organization and/or clarity, and adequately written/presented, with several mistakes. Does not make full or efficient use of the relevant course material.

D – Poor work: not insightful, disorganized, poorly written, mistake-ridden, and reflective of a general lack of efforts.

F – Failing work: work that fails to meet the most basic requirements of the assignment.

Academic Honesty:

All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible to inform themselves about those standards before performing any academic work. In short, plagiarism is handing in any work that is not yours—meaning not your idea, not your writing, etc.—without citations. Plagiarism is the highest offence in the historical profession and it is an ugly business that could result in severe punishment by the university. If you have any questions about citations, plagiarism, or anything like that, do not hesitate to ask me or contact the folks in the writing center.

Meanwhile, check out UGA’s academic honesty policy:

http://www.uga.edu/honesty/ahpd/culture_honesty.htm

NOTE: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Weekly Schedule of Classes:

Week 1...Jan. 9

F Introduction

Week 2 (Jan. 12-16) Writing Workshop

M History in Practice: The Different Types of Historical Writing

W Introductions, Conclusions, and Argument Making

Reading: Cronon, "A Place for Stories: Nature, History, and Narrative," *Journal of American History* 1992 78(4): 1347-1376 (JSTOR)

F Analyzing Primary Sources

SOURCE ANALYSIS PAPER DUE

Week 3 (Jan. 19-23)

M NO CLASS IN OBSERVANCE OF MARTIN LUTHER KING DAY

W Discussion: McPherson, "Antebellum Southern Exceptionalism," (e-reserve)

F Secession

NOTE: Add/Drop Ends Jan. 14

Week 4 (Jan. 26-30)

M Civil War Through 1862

W Emancipation & Hard War

F Wartime Reconstruction

Week 5 (Feb. 2-6)

M Yankee Leviathan: Creating a Stronger American State

W Slavery's Aftermath

F Discussion: Formwalt, "The Origins of African American Politics in Southwest Georgia: A Case Study of Black Political Organization During Presidential Reconstruction, 1865-1867," *Journal of Negro History* 1992 77(4): 211-222

LaForge, "State Colored Conventions of Tennessee, 1865-1866," *Tennessee Historical Quarterly* 2006 65(3): 230-253.

Week 6 (Feb. 9-13)

M There Was No Peace: Violence in the Immediate Postwar South

W Apprentice Replaces the Master: Andrew Johnson and Presidential Reconstruction

F Discussion: Carter, *When the War Was Over*

PAPER 1 DUE

Week 7 (Feb. 16-20)

M Southern Republicanism: "Carpetbaggers," "Scalawags," and Freedmen
 W The Embattled & Misunderstood Bureau: The Freedmen's Bureau and Reconstruction
 F Discussion: Snay, "Freedom and Progress: The Dilemma of Southern Republican Thought During Radical Reconstruction," *American Nineteenth Century History* 2004 5(1): 100-114

Week 8 (Feb. 23-27)

M Congress Seizes Control: Radical Reconstruction
 W The Military and Reconstruction
 F Discussion: Michael Les Benedict, "Preserving the Constitution: The Conservative Basis of Radical Reconstruction"

Week 9 (March 2-6)

M Labor During the Reconstruction Era
 W Gender and Reconstruction
 F Discussion: Censer, *Reconstruction of White Womanhood*
PAPER 2 DUE

Week 10 (March 9-13) NO CLASSES SPRING BREAK**Week 11 (March 16-20)**

M Impeaching a President
 W Let There Be Peace: The Presidential Misadventures of U.S. Grant
 F Discussion: Hardy, "Reconstructing Andrew Johnson: The Influence of Laissez-faire Constitutionalism on President Johnson's Restoration Policy," *Tennessee Historical Quarterly* 2006 65(1): 70-92

Week 12 (March 23-27)

M Conservative Backlash: The Rise of the KKK
 W Discussion: Gorman, "'This Man Felker is a Man of Pretty Good Standing': A Reconstruction Klansman in Walton County," *Georgia Historical Quarterly* 1997 81(4): 897-914
 Fitzgerald, "The Ku Klux Klan: Property Crime and the Plantation System in Reconstruction Alabama," *Agricultural History* 1997 71(2): 186-206 (e-reserve)
 F Discussion: Tourgee, *The Invisible Empire*

PAPER 3 DUE**NOTE: Withdrawal deadline is March 24.****Week 13 (March 30-April 3)**

M Depression of 1873 and its Consequences
 W Redemption
 F Discussion: Peskin, "Was There a Compromise of 1877?" *Journal of American History* 1973 60(1): 63-75 (JSTOR)

Week 14 (April 6-10)

M The New South Vision

W Discussion: Fitzgerald, "Railroad Subsidies and Black Aspirations: The Politics of Economic Development in Reconstruction Mobile, 1865-1879," *Civil War History* 1993 39(3): 240-256

F Discussion: Ross, "Resisting the New South: Commercial Crisis and Decline in New Orleans, 1865-85," *American Nineteenth Century History* 2003 4(1): 59-76

Week 15 (April 13-17)

M Reconstruction in Indian Country

W Reconstruction in Southern Appalachia

F Nature's Metropolis: Incorporating the West

Week 16 (April 20-24)

M Problems Facing American Farmers

W Rise of the Populists

F Discussion: McMath, *American Populism*

PAPER 4 DUE

Week 17 (April 27-30)

M Fusion and the Democratic Backlash

W Segregation and Disfranchisement

R The Death of Reconstruction

NEWSPAPER ASSIGNMENT DUE