

# Blacks in the Civil War and Reconstruction

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HIST 325  
Winter 2019

Online Course  
Dr. Selena Sanderfer Doss

## Course Description:

This course examines black experiences in the Civil War and Reconstruction era. It places black experiences at the center of the national events taking place during this period. Topics such as black soldiers, emancipation, postwar labor struggles, political challenges, and the experiences of women will be explored.

This course is reading and writing intensive. Each week students will be required to read a monograph, several articles or book chapters on a given subject. In addition, students will participate in weekly online discussion forums and share their assessments. There are six written assignments including a book review, three reading responses, and a guided research midterm and final paper. While it may not be practical to read every word of an assigned monograph or series of articles, students must read with a purpose and are expected to spend time with each reading in order to comprehend the main arguments, participate meaningfully in discussion, and write thoughtful analyses.

## Course Objectives:

After completing this course students will be able to:

1. Discuss key national events, turning points and personalities impacting the black experience during the Civil War and Reconstruction
2. Summarize black freedom struggles during the Civil War and Reconstruction
3. Construct informed arguments based on evidence
4. Analyze and interpret primary and secondary sources
5. Communicate ideas effectively in written formats

## Required Texts:

- Wilbert L. Jenkins, *Climbing Up to Glory: A Short History of African Americans during the Civil War and Reconstruction* (ISBN: 978-0842028172)
- Tera W. Hunter, *To 'Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War* (978-0674893085)

## Grading and Requirements:

Book Review	15%
Midterm Essay	15%
Final Paper	25%
Discussion Participation	15%
Group Work Responses (3)	30%

90-100 (A); 80-89 (B); 70-79 (C); 60-69 (D), 0-59 (F)

**Online Etiquette:**

I fully expect each student to demonstrate a degree of online etiquette that reflects being a respectful adult in our society. Remember that discussion boards are a free space, where students should feel comfortable sharing ideas and asking questions without judgment. Students and faculty have personal beliefs, but should be cognizant of others' beliefs as well. Please respectfully disagree and do not resort to any personal criticisms. Also, please use proper written communication in all correspondence. Email communication is not a text message and should use proper greetings, closings, and titles when addressing each other and faculty. This type of etiquette is beneficial when learning how to respectfully communicate with colleagues and superiors in the other settings.

**Technological Requirements:**

This course requires students to have regular access to the internet. The course site and email should be checked multiple times per week. A word processing program that allows users to create complex formatting such as footnotes and italic style for documents is also necessary.

**Academic Honesty:**

In all aspects of this course, students are required to demonstrate academic honesty and integrity as outlined in the University Statement on Student Rights and Responsibilities (WKU Catalog, 333-5). Violations of this include:

- Cheating by giving, sharing, or receiving unauthorized information before, during, or after an exam or assignment, whether verbal, written, code, or via electronic device used to read notes or search for information on the internet
- Dishonesty, including misrepresentation or lying
- Plagiarism

Penalties for academic dishonesty as noted in the WKU Catalog and in Hilltopics: Handbook for University Life: "Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanctions." See also [Students Rights and Responsibilities](#).

Plagiarism consists of turning in work that is unoriginal—including, but not limited to, copying from a book/article, pasting text from webpages, using an internet source to obtain all or part of a paper and quoting material in a paper and not crediting the original author with proper citation. Citation format must conform to Chicago Manual of Style. Information detailing this format can be found the History Department's Style Sheet for Citations available online at [History Department Style Sheet](#) or [Chicago Manual of Style Guide](#). Cases of academic dishonesty may be referred to The Office of Judicial Affairs for review, where the sanctions for academic dishonesty outlined in the WKU Student Handbook and available online at [Sanctions for Academic Dishonesty](#) may be applied.

**Reading Responses:**

Students will need to complete three reading responses. In the responses, students will have to identify the research problem, identify the thesis, or critique the sources. If multiple articles or chapters are assigned, students should discuss all the assigned readings for the week. Entries should be at 1-2 pages or 300-600 words in length. They should be double spaced, use 12 pt. font size and a standard font style such as Times New Roman, Arial, Calibri, etc. Responses should use footnotes with Chicago Manual of

Style citation format. Late entries will be accepted with a 10 pt. deduction per day it is overdue. A fuller explanation of reading responses can be found in the Information section of blackboard.

#### **Book Review:**

A book review of Tera W. Hunter's *To 'Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War* is required. The review should be 2-3 pages or 600-900 words in length, double spaced, use 12 pt. font size and a standard font style such as Times New Roman, Arial, Calibri, etc. Reviews should use footnotes with Chicago Manual of Style citation format. Late entries will be accepted with a 10 pt. deduction per day it is overdue. A fuller explanation for the book review assignment can be found in the Week Three Blackboard.

#### **Midterm Paper:**

Midterm papers will analyze the 1863 case of Caroline Dement. Papers should be 3-4 pages or 900-1200 words in length, double spaced, use 12 pt. font size and a standard font style. Late entries will be accepted with a 10 pt. deduction per day it is overdue. A fuller explanation of the midterm paper assignment can be found on Blackboard in the Week Two tab.

#### **Final Paper:**

The final paper will make an argument using primary source documents from [Freedmen Southern Society Project](#) with references to Wilbert L. Jenkins' *Climbing Up to Glory: A Short History of African Americans during the Civil War and Reconstruction*. Papers should be 5-6 or 1500-1800 words in length, double spaced, use 12 pt. font size and a standard font style. They should also use footnotes with Chicago Manual of Style citation format. Late entries will be accepted with a 10 pt. deduction per day it is overdue. A fuller explanation for the final paper assignment can be found on Blackboard in the Week Three tab.

#### **Online Discussion Participation:**

Students are expected to develop professional and meaningful comments on the discussion board. Bad language or inappropriate content will not be tolerated. It will be expected that comments reflect a student's work. If using a quote from a book or any source, please reference it. This does not need to be a footnote reference – just use quotation marks around the author's words followed by the author's name and page number of the source in parentheses. It will be expected that assigned text will be read and every effort made to make statements that reflect one's understanding of the topic. However, do not be afraid to ask questions on the discussion board. Questions can be for clarification, but should also stimulate further discussion. Students should attempt to answer the questions of other students. The instructor will be involved in most discussion boards to give direction and input. Each week there will be a class discussion on the Blackboard for a total of three graded discussions. **Grading of discussion participation will be done by assessing a student's presence, at least two visits per week separated by at least 24 hours and three total comments (25%), the depth/length of comments including quotations (25%), the number of questions answered (25%), and how well questions, links, references, and direct responses to other students or comments stimulate further discussion (25%).** These are the minimum expectations, but students are encouraged to participate more than the minimum requirements to earn an excellent credit or marking. Posting questions, website links, references and responding directly to other student comments/questions, will increase the participation grade. Also, try to use direct quotations from the readings when answering. Minimize posts that are relatively short, however it is understandable that some responses/comments will not require an in depth answer. **The discussion board for the first week will be open from 12:01 am Wednesday, January 2nd to 11:59 pm Sunday, January 6th. For the second week, the discussion board is open from**

**12:01 am Monday, January 7th to 11:59 pm Sunday, January 13th. The discussion board for week three is open from 12:01 am Monday, January 14th to 11:59 pm, Friday, January 18th.** Students are encouraged to ask questions, however they are not considered to be "comments" unless preceded by discussion. Usually the more one interacts, with meaningful comments with quotations, the better the grade. Each student's effort will be compared to others in the course, for example the number and quality of comments that are posted.

Examples of comments are below:

Poor comment – I agree with J. Doe.

Fair comment – I agree with J. Doe because American slaves did practice Christianity. Many blacks today still practice Christianity. I know some of my neighbors are active Christians.

Good comment – Slaves practiced Christianity. The books says, "Christianity has many denominations." (Author, page number)

Great comment - Although J. Doe is correct that many slaves were Christian, I disagree that all American slaves accepted the religion. According to our article, "many slaves used Christianity to resistance enslavement, but others adhered to African religious traditions." (Author, page number). Therefore, Christianity was not always accepted by slaves. For those slaves who did convert, did more become Catholics or Protestants? Why do you think that is?

#### **Technical Support:**

WKU Students can call 270-745-7000 for technical support with Blackboard or computer problems. Other information can be found at <http://www.wku.edu/it/> or by following the IT Helpdesk link in the left menu bar.

#### **Student Support of Special Interest for Online Students:**

The Distance Learning website located at <http://www.wku.edu/online> provides a Distance Learning Support Directory listing offices on campus that provide support to distance students, including technical support. Other resources provided include:

- The Orientation for Online Learners located at <http://www.wku.edu/online/orientation> provides a complete overview of technology required in online classes, and features tutorials on Blackboard, setting up a WKU email account, accessing TopNet (WKUs student information and registration system), course registration, study skills, time management, writing and other academic skills, and even directions to campus and how to get a parking permit should you need to visit.
- Join an Online Blackboard Community for Distance Learners at WKU. The community provides a download library of free plug-ins and discounted software, a link to technical support, and a university support directory. To join, email [learn.online@wku.edu](mailto:learn.online@wku.edu) with the subject line Online Community. There are also Facebook, Flickr and YouTube communities found by going to the Distance Learning orientation (above) and selecting Social Networking from the Resources.

#### **Student Disability Services:**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments, and /or auxiliary aids or services) for this course must contact the Student Accessibility

Resource Center. The phone number is 745-5004; TTY is 745-3030. More information can be found at [WKU Student Disability Services](#). Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

**WKU's Title IX Sexual Misconduct/Assault Policy:**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at [Title IX Sexual Misconduct Assault Policy](#) and Discrimination and Harassment Policy (#0.2040) at [Discrimination and Harassment Policy](#).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

**Contact Information:**

Office: Cherry Hall 223A  
Office Hours: Off Campus for fall 2018 semester  
Main office telephone: 270-745-3841  
Email: [Selena Sanderfer Doss](#)

**Schedule**  
**(Subject to Change)**

**Week One**

January 2<sup>nd</sup> – January 6<sup>th</sup>

**Wednesday, January 2nd**

Lecture #1: Abraham Lincoln and Emancipation

Readings: Ira Berlin, "Who Freed the Slaves? Emancipation and Its Meaning in American Life;" James McPherson, "Who Freed the Slaves;" Jenkins, Chapter One, p. 1-24

**Thursday, January 3rd**

Lecture #2: Black Soldiers

Readings: Jenkins, Chapter Two, p. 25-78

**Friday, January 4th**

Lecture #3: The Home Front

Readings: Jenkins, Chapter Three, p. 79-106

**Reading Response #1 Research Problem/Question - due January 4th**

## **Week Two**

January 7<sup>th</sup> – January 13<sup>th</sup>

### **Monday, January 7th**

Lecture #4: Fort Pillow

Reading: Jonathan Lande, "Trials of Freedom: African American Deserters during the U.S. Civil War"

**Reading Response #2 Thesis – due January 7th**

### **Tuesday, January 8th**

Lecture #5: The Confederate Flag and Memory

Readings: Tony Horowitz, *Confederates in the Attic: KY Dying For Dixie*, Chapter 5, 89-124

### **Wednesday, January 9th**

Reading: The Caroline Case

**Midterm Paper – due January 9th**

### **Thursday, January 10th**

Lecture #6: Reconstruction Politics

Reading: Jenkins, Chapter Eight, p. 211-232

### **Friday, January 11th**

Reading: Donald Shaffer, "I Do Not Suppose that Uncle Sam Looks at the Skin: African Americans and the Civil War Pension"

**Reading Response #3 Methodology/Sources – due January 11th**

## **Week Three**

January 14<sup>th</sup> – January 18<sup>th</sup>

### **Monday, January 14th**

Lecture #7: Black Reconstruction

Reading: Hunter, Chapters 1-5, p. 1-129

### **Tuesday, January 15th**

Readings: Hunter, Chapters 6-10, p. 130-240

**Book Review – due January 15th**

### **Wednesday, January 16th**

Lecture #8: Reconstruction Economics

Reading: Jenkins, Chapter Four and Five, p. 107-160

### **Thursday, January 17th**

Readings: Jenkins, Chapter Six and Seven, p. 161-210

### **Friday, January 18th**

Lecture #9: Redemption

**Final Paper due – January 18th**