

- I. Instructor: Professor Joseph Carlo. Email: joseph.carlo@dc.edu, Office: 845-270-7311
 - i. Emails will be answered the same day
 - ii. Office hours: Wednesdays and Fridays, 6:00 pm to 8:00 pm, Saturdays 9:00 am to 11:00 am
- II. Textbook: McPherson, James M. and Hogue, James K., *Ordeal by Fire: The Civil War and Reconstruction*, **Fourth Edition**
- III. Examinations:
Quizzes: 1 quiz each Thursday (first quiz September 3rd)
Final Exam: October 22nd

Note: There are no make-up exams or extra credit assignments

- IV. Online Component: Using Blackboard, students will post a response which will vary between 250 and 500 words depending on the complexity of the question. Post will be made to the discussion forum on the assigned dates. The response will focus on a question(s) posted in advance by the instructor and will be based on the lecture, assigned textbook and secondary source readings, and video clips.

Students will then have to reply to each of the students in their assigned group by the deadline.

Both the initial response and replies must be submitted prior to the deadline to receive points.

Grading will be based on the provided rubric.

Note: Late submissions of either will not receive credit.

- V. Determination of Grades: Grades will be based on the total points earned divided by the total points available. Total points available = 180
 - i. Examinations – Quizzes – 10 points each (7X), Final Exam - 30 points (100 points possible)
 - ii. Online component/Weekly Essay – 10 points each (8X) (80 points possible)

Note: Grades are non-negotiable

- VI. Academic Integrity: Students are expected to abide by the standards of academic integrity as outlined in the *Student Handbook*. Any breach of academic integrity will result in a failing grade for the course.

The following is a statement that the General Education Curriculum Committee requires for this course.

As a course in GEC II, [insert course title] focuses on a significant theme characteristic of both the time period under study and our contemporary world by employing the perspective of at least one other discipline in addition to the principal one of the course.

OBJECTIVES

1. To understand the economic, political, and social aspects of antebellum American society, North and South;
 2. to analyze the development of social reform movements during the antebellum period, and to examine the impact that they had on the growing national debate on slavery;
 3. to explore racial attitudes between 1787 and 1877 and the consequences they had for the emancipation of the slaves;
 4. to study the nature of sectional conflict, the role that territorial expansion played in intensifying the debate over slavery, and the political crises of the 1850s;
 5. to explore the causes of the Civil War;
 6. to understand the nature of the war, and to assess its impact on American society, particularly the way it redefined the meaning of freedom, politically and socially;
 7. to analyze the Reconstruction Era, examining its main features, and to discuss its successes and failures;
 8. and to assess the long-term consequences that the Civil War and Reconstruction had on race relations and the continuing quest for social justice today.
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Outline

1. American Society, 1800-1861:

- a. Territorial expansion
- b. The American System of Manufacturing
- c. Economic changes
- d. Mechanization

2. Slavery:

- a. The U.S. Constitution and slavery: Three-fifths Compromise
- b. King Cotton
- c. Paternalism
- d. Slave owners and the institution of slavery
- e. Daily lives of the slaves
- f. Slave culture
- g. Resistance

3. Slavery and American Politics, 1819-1848:

- a. Missouri Compromise of 1820
- b. Morgan Affair, 1826
- c. Webster-Hayne Debate, 1830
- d. Nullification crisis, 1832-33
- e. Gag Rule, 1836
- f. Abolitionism
- g. William Lloyd Garrison, Elijah Lovejoy, Frederick Douglass, Sojourner Truth, Harriet Tubman,
- h. Lydia Child, Maria Chapman, Lucretia Mott, and Angelina and Sarah Grimke.
- i. Texas and annexation
- j. Mexican-American War, 1846-48
- k. Wilmot Proviso, 1846

4. Crises of the 1850s:

- a. Daniel Webster, Henry Clay, John C. Calhoun, and Stephen Douglas
 - b. Compromise of 1850
 - c. Free Soilers
 - d. *Uncle Tom's Cabin*
 - e. Kansas-Nebraska Act, 1854
 - f. The collapse of the Whig party and the formation of the Republican party, 1854
 - g. Bleeding Kansas
 - h. Election of 1856
 - i. *Dred Scott* Decision, 1857
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- j. Lincoln-Douglas debates, 1858 and the Freeport Doctrine
- k. Election of 1860
- l. Fort Sumter
- m. Southern secession

5. The Confederacy:

- a. Jefferson Davis
- b. Alexander H. Stephens
- c. Divided loyalties
- d. Political structure

6. War, 1861-62:

- a. Structure of the armies, North and South
- b. Impact on southern and northern societies
- c. The commanders
- d. Logistics of war
- e. Battle of Bull Run

7. The War, 1862-65:

- a. Fort Henry and Fort Donelson, 1862
- b. New Orleans, 1862
- c. Battle of Shiloh, 1862
- d. George McClellan and the Virginia campaign, 1862
- e. Battle of Antietam, 1862
- f. Emancipation Proclamation, 1863
- g. Black soldiers
- h. Battle of Chancellorsville, 1863
- i. Gettysburg and the surrender of Vicksburg, 1863
- j. Draft riots in New York, 1863
- k. Battle of Cold Harbor, 1864
- l. Sherman's march through Atlanta, 1864
- m. Thirteenth Amendment, 1865
- n. Lee Surrenders, 1865
- o. Lincoln's assassination, 1865

8. Reconstruction:

- a. President Johnson and reconstruction
 - b. Black Codes
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- c. Civil Rights Act, 1866
 - d. *Ex Parte Milligan*, 1866
 - e. Military Reconstruction Act; Tenure of Office Act, 1867
 - f. Impeachment and acquittal of Andrew Johnson
 - g. Election of 1868
 - h. President Ulysses S. Grant
 - i. Fifteenth Amendment, 1869
 - j. Enforcement Acts, 1870-1871; Ku Klux Klan Act, 1871
 - k. Amnesty Act, 1872
 - l. Election of 1872
 - m. *Slaughterhouse Cases*, 1873
 - n. Civil Rights Act, 1875
 - o. *United States v. Cruikshank*; *United States v. Reese*, 1876
 - p. Election of 1876 and the end of Reconstruction
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