US HISTORY HST 202: Civil War & Reconstruction  
Syllabus, Winter, 2003

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Narrative of the Life of Frederick Douglass, by Himself; edited by David Blight  
The Jungle by Upton Sinclair

“Such a lot of things seem to me such rot,” says a young girl in one of Agatha Christie’s mysteries. “History, for instance. Why it’s quite different out of different books!” To this her mentor, wise in the ways of the world replies, “That is its real interest.”

PURPOSE OF THE COURSE: Who are We? Why are We This Way? Are We Different? If so, how? What have we done? What shall we do? The basic purpose of this course is to explore these questions----to shed light on and develop perspective about this country and we Americans. Our study is designed to improve our understanding of ourselves as individuals and members of a national community in order to enhance our ability to be self-governing and creative in building our future. This course is one part of the larger, year long survey of US history---pre-Columbian to modern. In this part, students will study the period 1830-1900 (circa) and will focus on the growing sectional conflict, the struggle over slavery, the transformative results of the Civil War, continual expansion and imperialism, the role of the state in a capitalist society, the triumph of the industrial system and the accompanying social and cultural issues including control of work and the workplace, nativism and immigration, wealth and class-conflict, the subjugation of native peoples, and the rise of consumerism.

This part of the history survey focuses particularly on two questions. The first question draws our attention to the dominant political issue during the nation’s first century---the issue over which a civil war will ultimately be fought: “what is the practical meaning of American federalism?” The second question, “what national political-economy will dominate the development of the US in its second century?” prepares us for the issues which Americans have come to struggle over then and now: the fact that industrial capitalism transforms the lives of average people for better and worse and equally important, that the internal and external imperialism of the American system gives rise to global ambitions and pretensions and ultimately a primary role in international affairs in the 20th Century.

As you begin your study of the 19th century roots of our 21st Century life, consider T.K. Whipple’s insight from his Study Out The Land,

All America lies at the end of the wilderness road, and our past is not a dead past, but still lives in us. Our forefathers had civilization inside themselves, the wild outside. We live in the civilization they created, but within us the wilderness still lingers. What they dreamed, we live, and what they lived, we dream.
The Greek verb *historein* means “to ask questions” and was employed by Herodotus, who, often credited with being the first or founding historian, described his work as “inquiries” or *historiai*.

**METHODS OF INSTRUCTION AND EVALUATION:** This is a course jam-packed with information and insight. We will survey the essentials of the 19th Century history of this country in something less than twelve weeks. Remember!! Each class meeting is an important part of the course. It is crucial that you come to class—and, come prepared!! You will fall behind quickly if you miss classes and/or don’t do the readings. Then you’ll lose interest---------then you’ll quit or fail.

The methods used in this class include: lectures, discussion, brainstorming, critical reading, writing and thinking, and take-home and in-class exercises. Students should do the readings as assigned and *come to class prepared for discussion*. Your responsibility is to master the material in the text—the story of the 19th Century—the events and chronology. Our responsibility is to take that basic information and analyze and evaluate it from a variety of angles and in the context of the problems and promises of our lives as Americans in the early 21st Century. Please plan to attend class every time!!!!!!—this is not a correspondence course. Your success will depend on your regular involvement in the class work and your ability to take the issues of the course seriously.

**GRADES:**
Students will be evaluated on the basis of Five (5) map quizzes, Six (6) take-home quizzes, TWO commentaries, TWO history projects and TWO take-home exams. All tests and quizzes are take-homes except the map quizzes. Quizzes will focus on the week’s reading from the text. The commentaries will combine readings and videos. The history projects focus on specific historic resources. Consult the *course calendar* for the assignment schedule.

**Grades for the course will be calculated as follows:**
5 map quizzes @ 5 points each = 25 points
6 take-home quizzes @ 15 points each (minus low score) = 75 points
2 commentaries @ 50 = 100 points
2 history projects @25 points each = 50
2 take-home exams @50 points each = 100

Total possible points = 350       A = 90%, B = 80%, C = 70%, D = 60%
Bonus points may be earned on historical-trivia research assignments on the take-home exams and three (3) random attendance checks (2 points each).

**Late Assignments:** All of the written assignments are take-homes. They should be turned in on time. I will not accept papers that are more than three (3) class meetings late. Within this time frame, late papers will lose 1/3 of their value. I will try to return on-time papers within two class meetings. For late papers, I make no promises. If your attendance is good and your papers are on time, you may re-write papers to improve your grade.
COURSE CALENDAR
READINGS AND TOPICS SCHEDULE:

Please refer to additional materials @ http://cf.linnbenton.edu/artcom/social_science/clarkd/web.cfm?pgID=1314 for weekly links to web resources

Week 1 (Jan 6)  Nation-Building Part 2:  *Capitalism and/or Progress*
Readings:  Goldfield, Chapter 11, “*Industrial Change and Urbanization:  1820-1850*”
           Narrative of the Life of Frederick Douglass
Notes:  Modernization and Its Complications
        Economic Development and Expansion

Quiz #1
Video:  *CREDIT WHERE ITS DUE*
        *SINS OF OUR MOTHERS*

Week 2 (Jan 13)  Manifest Destiny and Dishonesty
Readings:  Goldfield, Chapter 12, “*The Way West:  1815-1850*”
           Narrative of the Life of Frederick Douglass
Notes:  Expansion and Imperialism:  the Mexican War
        Oregon in the Antebellum Period

Quiz #2
Video:  *THE WAY WEST, part 1*

Week 3 (Jan 20)  The Politics of King Cotton and the Positive Good
Readings:  Goldfield, Chapter 13, “*Slavery and the Old South:  1800-1860*”
           Narrative of the Life of Frederick Douglass
Notes:  King Cotton and Slavery
        Documents:  Calhoun on Class, Race, and Civilization

Quiz #3
History Project #1
Video:  *ROOTS OF RESISTANCE*

Week 4 (Jan 27)  Movement and Reform in the Antebellum
Readings:  Goldfield, Chapter 14, “*Reforming Antebellum Society:  1815-1850*”
           Narrative of the Life of Frederick Douglass
Notes:  Revival, Reform, and Revolution
        Documents:  Declaration of Sentiments:  Seneca Falls, 1848

Commentary #1
Week 5 (Feb 3)  The Crisis of the Union and the Limits of Compromise
Readings:  Goldfield, Chapter 15, “The Politics of Sectionalism: 1846-1861”
Notes:  The Viability of Compromise

Take-Home Exam #1
Video:  THE CIVIL WAR, Part 1
       THE DRED SCOTT DECISION

Week 6 (Feb 10)  Civil and Uncivil Politics: A House Divided
           Chapter 17, “The Union Preserved: 1863-1865”
Notes:  “A Great Civil War”

Video:  THE CIVIL WAR, selections
       GETTYSBURG

Week 7 (Feb 17)  Reconstruction: Justice or Redemption?
Readings:  Goldfield, Chapter 18, “Reconstruction: 1865-1877”
           Chapter 19, “A New South: 1877-1900”
Notes:  Reconstruction
Documents:  On Reconstruction by Frederick Douglass
           Congressional Record, 1865, Thaddeus Stephens
           “Strivings of the Negro People,” W.E.B. DuBois, 1897
           The Jungle

Quiz #4
Video:  IDA B. WELLS: A PASSION FOR JUSTICE
       THE ROAD TO BROWN

Week 8 (Feb 24)  So This is Progress? The Gilded Age as Civilization
Readings:  Goldfield, Chapter 20, “Industry, Immigrants, and Cities: 1870-1900”
The Jungle
Notes:  Capital and Labor: 1877-1900
        Industrialism
        Industrial Capitalism and the Meaning of Democracy

Quiz #5
History Project #2
Video:  OUR PLAN
        MR SEARS’ CATALOGUE
Week 9 (March 3)  Going and Getting the West: Imperial America, part 1
Readings:  Goldfield, Chapter 21, “Transforming the West: 1865-1890”
The Jungle
Notes:  The American West
Quiz #6
Video:  LAST STAND AT LITTLE BIG HORN
THE IRON ROAD
GERONIMO AND THE INDIAN RESISTANCE

Week 10 (March 10)  So This is Progress? The People v. The System
Readings:  Goldfield, Chapter 22, “Politics and Government: 1877-1900”
The Jungle
Notes:  Outline of the Beginnings of Modern America

Commentary #2

Week 11 (March 17)  Finals Week

Take-Home Exam #2