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# American Public University System

*The Ultimate Advantage is an Educated Mind*

## School of Arts and Humanities

### HIST658: Reconstruction and Post-Civil War America

**3 Credit Hours**  
**16 Weeks**

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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## Instructor Information

## Course Description (Catalog)

This course is designed to examine the interrelationship between the Presidents Abraham Lincoln and Andrew Johnson and the U.S. Congress, the Reconstruction plans developed by both, and will attempt to determine why the Reconstruction Period played out in the manner that it did.

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## Course Scope

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This course is designed to examine the forces which shaped the history of America during the Reconstruction period. Had Lincoln lived to continue his post-Civil War plans for America, Twenty-First Century society might be significantly different. As it happened, however, his untimely assassination left a huge reconstruction vacuum that has never been totally resolved.

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### Course Objectives

After successfully completing this course, you will be able to:

1. Discern the differences between the Reconstruction plans proposed by Abraham Lincoln and the Radical Republican Congress.
2. Establish how Andrew Johnson changed Lincoln's Reconstruction Plan during his Presidency.
3. Assess how different constituencies in the post-Civil War era remembered the war and how that memory shaped the future of the nation.
4. Judge the actions of different post-Civil War constituencies in the light of their perceptions of the Civil War
5. List the eventual outcomes of Reconstruction versus the expected outcomes.
6. Elaborate upon how Reconstruction still affects aspects of American life today.

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### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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### Course Materials

#### Required Course Textbooks:

David W. Blight. *Race and Reunion: The Civil War in American Memory* (Cambridge: Harvard University Press, 2001).

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Ortiz, Paul. *Emancipation Betrayed: The Hidden History of Black Organizing and White Violence in Florida from Reconstruction to the Bloody Election of 1920* (Berkeley: University of California Press, 2005).

**Additional Required Readings:** *In Resources Files or Provided by Instructor*

**Optional Resources (Recommended)**

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 16th ed. Chicago: University of Chicago Press, 2010.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended.*
- Turabian Citation Guide Online  
[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

**IMPORTANT NOTE:** The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

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**Websites**

In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
American Experience (PBS)	<a href="http://www.pbs.org/wgbh/amex/reconstruction/">http://www.pbs.org/wgbh/amex/reconstruction/</a>
Legacy of the Civil War	<a href="http://www.youtube.com/watch?v=yesO9SnEQ6Y&amp;feature=relmfu">http://www.youtube.com/watch?v=yesO9SnEQ6Y&amp;feature=relmfu</a>
Black Reconstruction in the South	<a href="http://www.youtube.com/watch?v=5hUvFTvs9nY&amp;feature=relmfu">http://www.youtube.com/watch?v=5hUvFTvs9nY&amp;feature=relmfu</a>
Race and Reunion	<a href="http://www.youtube.com/watch?v=sQOk4h4hhwo&amp;feature=relmfu">http://www.youtube.com/watch?v=sQOk4h4hhwo&amp;feature=relmfu</a>

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**Evaluation Procedures**

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### Forums:

Online participation in the Forums is worth **35%** of your grade (7 Forums each worth 5 points).

- a) Discussion Question assignments for this course are designed to promote interactivity among students and enhance the online learning process. The questions provide maximum flexibility because you do not have to be online at the same time as another person, and you can read what other students have written. The effectiveness of the learning experience is directly related to timely answers and responses from all students. You will receive a grade based on the scores from the requirements.
- b) Your answer should be a paragraph with a topic sentence that restates the question and it must include supporting sentences using the terms, concepts, and theories from the required readings. Each answer should be a **minimum of 500 words**. Your posting is due Sunday night of the week specified in the schedule. Late answers incur a 20% penalty.
- c) You must respond to at least 4 other students' answers. You may challenge, support or supplement other students' answers using the terms, concepts and theories from the required readings. All responses should be a courteous paragraph that contains a topic sentence with good supporting sentences. If you do not respond to other students' answers, the highest score you can receive is a score of 3 out of a possible 5 points. You may respond multiple times with a continuous discussion with points and counter points. The key requirement is to express your idea and then support your position using the terms, concepts and theories from the required readings to demonstrate to me that you understand the material.

### Assignments

Two writing assignments, each worth **20%** of the final grade:

- a) The assignments cover the journal articles attached to each assignment as listed on the lefthand side of the course page.
- b) The assignments are a compare/contrast exercise reflecting the theses, themes, goals, and main evidence of the two articles.
- c) The instructor expects writing submissions in the 1000-1500 word range, with appropriate citations.
- d) The exams will be graded on the following criteria:
  - 1/3: quality of discussion
  - 1/3: writing style/competence
  - 1/3: demonstration of mastery of the material

### Final Exam

Final Exam: Essay exam worth **25%** of the grade on the last week of the term. The final exam will be evaluated by the same criteria as the Mid-Term Exams, but, as the final exam question is a comprehensive review of the entire course, the instructor will make an additional assessment based upon the ability to identify and integrate major course themes.

- a) This is a 'take home' exam that asks you to answer a multi-part question using information learned from the reading assignments. Students do not need a proctor for the exam.
- b) As this is a 'take home' exam, the Instructor expects a high standard of writing proficiency, articulate use of language, and depth of comprehension. While there

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is no maximum length for the final exam, a reasonable final exam should be no less than four full pages. As the exam will require the integration of information from the assignments, students are required to do **all of the following:**

- cite examples from **all** of the reading materials assigned to the course
- provide appropriate citation for all evidence from the assignments
- make appropriate comparison/contrasts to evidence from the assignments
- demonstrate mastery of the reading material

c) The grade for the Final Exam is based upon:

1/3: quality of discussion

1/3: ability to relate and interconnect the various reading assignments

1/3: writing ability, including spelling, grammar, and sentence structure

Graded Instruments	Points	Percentage
Forum #1	5	5%
Forum #2	5	5%
Forum #3	5	5%
Forum #4	5	5%
Forum #5	5	5%
Forum # 6	5	5%
Forum # 7	5	5%
First Assignment	20	20%
Second Assignment	20	20%
Final Exam	25	25%
<b>Total</b>	<b>1000</b>	<b>100%</b>

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### Weekly Course Outline

Please see the [Student Handbook](#) to reference the University's grading scale

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Week	Topic	Learning Objectives	Readings	Assignment
1	The first memory of the Civil War.	LO #1: Distinguish how survivors first shaped the history of recently ended war.  LO #2: Argue if those memories of	Blight, Chapters 1-3	Respond to Questions on Forum 1

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		<p>the Civil War are correct.</p> <p>LO #3: Categorize the comparisons and contrasts between the different 'memories' of the Civil War</p>		
2	<p>Civilians try to reach an accommodation with the recent past.</p>	<p>LO #1: Describe how the 'history' of the war depended upon who was writing it.</p> <p>LO #2: Evaluate the historical accuracy of post-Civil War writings.</p> <p>LO #3: Theorize upon the motivations of various writers based upon their backgrounds.</p>	<p>Blight, Chapters 3</p>	<p>Continue Forum from Week 1</p>
3	<p>Political and personal uses of the Civil War.</p>	<p>LO #1: Discern how political ambitions shaped Reconstruction policies.</p> <p>LO #2: Appreciate how memory can shape reality as much as history.</p> <p>LO #3: Derive alternative possibilities for the outcome of Reconstruction/</p>	<p>Blight, Chapters 4-5</p>	<p>Respond to Questions on Forum 2</p>
		<p>LO #1: Question the motivation of Civil</p>	<p>Blight, Chapters 6</p>	<p>Continue Forum from Week 3</p>

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4	Veterans, 'history,' and the use of the war for political purposes.	<p>War veterans in shaping the memory of the war to a particular economic cause.</p> <p>LO #2: Evaluate how veterans shaped an alternative 'history' of the war that excluded undesirable elements.</p> <p>LO #3: Compile means of determining the extent of difference in Civil War memory.</p>		
5	The public view of the Civil War and its view of wartime experience.	<p>LO #1: Appraise the accuracy of public Civil War memory compared to veterans' memories.</p> <p>LO #2: Describe how writers created a 'history' of the war that differed from the soldier experience.</p> <p>LO #3: Evaluate how public memory is more or less valuable than veterans' memories.</p>	Blight, Chapter 7	Respond to Questions on Forum 3
6	The South's 'Lost Cause' as history and manufactured memory.	<p>LO #1: Establish why the 'Lost Cause' mythology began.</p> <p>LO #2: List the</p>	Blight, Chapters 8	Continue Forum from Week 5

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		<p>efforts by Southerners to define the Civil War in terms that justified their actions.</p> <p>LO #3: Ascertain if the Lost Cause was really history or not.</p>		
7	African Americans, the Civil War, and their view of the conflict.	<p>LO #1: Criticize the impact of Lost Cause mythology on Southern policy.</p> <p>LO #2: Assess the effects of the Civil War on African American lives in subsequent decades.</p> <p>LO #3: Determine if alternative outcomes for the South were possible.</p>	Blight, Chapters 9-10	Respond to Questions on Forum 4
8			Articles attached to Assignment 1	First Assignment
9	A new war in the South as Reconstruction ends.	<p>LO #1: Assess how Reconstruction in Florida was unique compared to the rest of the South.</p> <p>LO #2: Define the new social and economic conditions that defined the post-war South.</p> <p>LO #3: Develop an understanding of the particular circumstances that</p>	Ortiz, Chapters 1-2	Respond to Questions on Forum 5

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		defined the Florida Reconstruction experience.		
10	The politics and uses of terror.	<p>LO #1: Establish the patterns and methods of racially targeted terror in the Reconstruction South.</p> <p>LO #2: Argue that Florida Reconstruction was either better or worse than Reconstruction in other states.</p> <p>LO #3: Categorize the public institutions that defined Reconstruction in Florida.</p>	Ortiz, Chapter 3	Continue Forum from Week 9
11	Self-reliance and self-protection.	<p>LO #1: Diagram the efforts of African Americans to create their own culture in Florida.</p> <p>LO #2: Appreciate the efforts of African Americans to protect themselves from violence and racism.</p> <p>LO #3: Evaluate the effectiveness of the policy of separation.</p>	Ortiz, Chapter 4-5	Respond to Questions on Forum 6
12		LO #1: Discern why African Americans considered leaving	Ortiz, Chapter 6	Continue Forum from Week 11

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	Regional mobility as a form of self-protection and opportunity.	<p>Florida during Reconstruction.</p> <p>LO #2: Identify the regions of the country where African Americans relocated and why they left.</p> <p>LO #3: Hypothesize why more African Americans did not migrate away from the South.</p>		
13	A new war and new opportunities.	<p>LO #1: Associate the outbreak of World War I with opportunities for change in Florida.</p> <p>LO #2: Comprehend the importance of voting as a political right for African Americans.</p> <p>LO #3: Compile the changes in Florida after African American participation in World War I.</p>	Ortiz, Chapters 7-8	Respond to Question on Forum 7
14	End of an era?	<p>LO #1: Discern what finally brought Reconstruction to an end.</p> <p>LO #2: Argue that Reconstruction was a detriment rather than a benefit to white Floridians.</p> <p>LO #3: Elaborate upon the culmination of one</p>	Ortiz, Chapter 9	Continue Forum from Week 13

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		phase in America's struggle with race.		
15			Articles attached to Assignment 2	Second Assignment
16				Final Exam

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## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

## Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#).

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut—including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter—e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).

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2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

### **Citation and Reference Style**

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

- [Endnotes/Footnotes](#), the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.
- [Bibliography](#) is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.
- 
- *Turabian* and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:
  - May be in-line, but preferably set in raised [superscript](#).<sup>1</sup>
  - Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
  - Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

### **Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

### **Netiquette**

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Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

### **Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

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### **Online Library**

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

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**Request a Library Guide for your course (<http://apus.libguides.com/index.php>)**

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu)

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## Selected Bibliography

Located in Resources.

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