

The Long Emancipation

AMH 4930 (Senior Seminar)

William A. Link

KF 113

Periods 6-8, TUESDAYS

(12:50-3:50)

William A. Link

Office: 233 Keene Flint Hall, tel 273-3394 (office); 352-359-7629 (cell)

linkwa@gmail.com

Webpage: Williamalink.com

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Office hours: MF, 1-2 or by appointment

The most important consequence of the Civil War was the destruction of slavery. The Emancipation Proclamation in 1863, the wartime liberation of a half million enslaved southerners, and the adoption and ratification of the 13th Amendment in became a central threads in the progress of the war and the defeat of the Confederacy. But the end of the war did not necessarily mean freedom, and a struggle for a truer emancipation extended many years beyond 1865. This seminar examines the demise of American slavery, and considers it in terms of its implication for life inside and outside of the US South during and after the war.

Required Readings

Edward Baptist, *The Half Has Never Been Told*

John Stauffer, *Black Hearts of Men*

Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery*

Anne Sarah Rubin, *Through the Heart of Dixie: Sherman's March and American Memory*

Stephanie McCurry, *Confederate Reckoning*

Bruce Levine, *The Fall of the House of Dixie*

David Blight, *Race and Reunion*

Course Objectives

After completing this course, students should be able to:

1. read and analyze works of history, with particular attention to argument, methodology, and use of evidence;
2. improve their ability to communicate clearly and concisely, verbally and in writing;
3. understand how to locate and use primary sources in a library;
4. understand how to organize and assemble primary sources into a coherent research paper.

Course Assignments:

For all papers, I require that students submit their writing assignments to me via elearning (<https://lss.at.ufl.edu>. Please note that this course is in Canvas, and so login under that option.) Papers must be submitted in Microsoft Word, no later than the beginning of class.

1. **Class Participation (worth 15 percent of total grade).** Since this is a seminar, it is very important that all students make an effort to participate. **All students are expected to complete the weekly assigned readings by the time of class.** I expect active engagement in the class, based on a careful reading of class materials. I don't count the volume of comments, but rather assess their quality—the ability to understand and digest what you've read, make connections, think on your feet, and listen and synthesize ideas that emerge in class.
2. **Discussion leaders (worth 5 percent of total grade):** Each student will participate as part of a discussion team of two or three students during the class session in which we are considering readings. Students should collaboratively prepare a list of questions, a bibliography of relevant secondary works, and survey the primary sources. All discussion leaders must meet with me in advance of the class discussion.
3. **Seven (7) Short book reviews (collectively worth 35 percent of the total grade):** For each book that we read in class, I require a brief (maximum 600 words) analytical review that addresses the argument/thesis of the book and its success. These papers are due no later than the beginning of class. **These are due by noon on the day of class.**
4. **Preliminary research exercises (5 percent of the total grade):** As part of your research project, I expect you to complete the following research exercises:
 - **2 pp. description/oral presentation of topic:** this should include 1) a brief description of your topic, 2) what questions you are raising 3) what other historians have said about topic. **Due Feb 3rd.**
 - **2-3 pp. outline of your paper:** you may use whatever format you prefer, but it should be intelligible, both to you and to the instructor. **Due March 16th at 5:00 pm.**

5. **Short/preliminary version of paper (worth 10 percent of grade), 2,000 words**, excluding notes and bibliography. All students will present their papers in a 10-15 minute oral report to the class, and will be critiqued by members of class. These ten- to fifteen-minute presentations and subsequent question-and-answer sessions provide each student the opportunity to submit his or her research to the rest of the class for peer review. Each student will serve a few times on a critic team, which will lead the discussion and organize the class discussion. Students not presenting or critiquing on a particular day are required to be in class and to respond to the students who do present their work, **due March 23rd by 5:00 pm.**

6. **Final draft, research paper (worth 30 percent of the total grade), due April 21st by 5:00 pm.** This should be no more than 4,000 words, and no less than 3,700 words.



Other Matters...

Attendance: Attendance at all classes is absolutely essential, and your attendance in class is mandatory. ***You will lose one letter grade from your course participation grade for each unexcused absence.*** I will accept no excuses except medical or family emergencies.

Deadlines: You must submit your work on time. Any unexcused late work will be penalized by one letter grade a day.

Plagiarism: I will enforce a policy of **zero tolerance** toward plagiarism of any kind, and I will be especially severe with anyone guilty of it. That means that anyone discovered cheating in any fashion will be given a failing course grade. It is your responsibility to be familiar with what cheating and especially plagiarism are. The University's rules on Academic Honesty and the statement on Academic Honesty are in the Undergraduate Catalog and at <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#honesty>.

The Department of History's own statement on Academic Honesty, contained in the Department's Manual on Policies and Procedures, covers plagiarism, attribution, citation, multiple submission of papers, etc. If you have any doubts about what

constitutes plagiarism, please consult the University and Departmental guidelines, or ask me for clarification.

Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information, consult the following website: <http://www.dso.ufl.edu/drc>. Ideally, I would like to have the DRC paperwork early in the semester.

COURSE SCHEDULE

WEEK 1 January 6: Course introduction

Distribute syllabus; review course requirements

WEEK 2 January 13 The Old South and Slavery

Baptist, *The Half Has Never Been Told*. **Short book review due: submit to elearning.**

WEEK 3 January 20: Abolitionists

Stauffer, *Black Hearts of Men*. **Short book review due: submit to elearning.**

WEEK 4 January 27: Identifying Sources, Developing Paper Topics

Reading materials on elearning to be provided.

WEEK 5 February 3:

2 pp. description/oral presentation of topic due: All students should email me a 2 page description of your topic and how you intend to frame your discussion, what

questions you will ask, etc., whether necessary primary sources exist. Be prepared to make an oral presentation regarding your topic.

WEEK 6 February 10: The Confederacy

Levine, *The Fall of the House of Dixie*. **Short book review due: submit to elearning.**

WEEK 7 February 17: The Confederacy and Slavery

McCurry, *Confederate Reckoning*. **Short book review due: submit to elearning.**

WEEK 8 February 24: NO CLASS; WORK ON PAPERS

Meet with instructor in individual conferences

WEEK 9 March 3: *Spring Break*

WEEK 10 March 10: Lincoln and Slavery

Foner, *The Fiery Trial*. **Short book review due: submit to elearning.**

WEEK 11 March 17: Remembering Sherman's March

Rubin, *Sherman's March*. **Short book review due: submit to elearning.**

2-3 pp. outline of your paper due.

WEEK 12 March 24: What Did the War Mean?

Blight, *Race and Reunion*. **Short book review due: submit to elearning.**

WEEK 12 March 24: PAPER UPDATE PRESENTATIONS

Short versions of papers (maximum 2,400 words), due - We will have presentations from students; this is part 1

WEEK 13 March 31: PAPER UPDATE PRESENTATIONS

Short versions part 2

WEEK 14 April 7

Short versions, part 3

WEEK 15: April 14:

NO CLASS; WORK ON PAPERS

Week 16: April 21st NO CLASS

Final drafts are due no later than 5:00 pm Tuesday, APRIL 21st. They should be submitted to elearning.