

History 6687 Spring 2007
Readings in the U.S. Civil War and Reconstruction

Keith S. Bohannon, Department of History

This course meets on Tuesdays from 5:30 pm to 8:00 pm on the third floor of the Technology Learning Center in Room 1203.

Office Hours: 8:15 am- 9:00 am, 10:00 am- 11:30 am, M, W, F; 1:30 pm- 2:30 pm, M, W & by appointment

Office & phone: Technology Learning Center, Room 3247 678-839-6045

Email: Kbohanno@westga.edu

Course Description The principal goal of the course is to introduce students to significant monographs and articles that examine the origins, scope, and consequences of the U.S. Civil War, the bloodiest conflict in the history of this country. The course will address central questions such as why the war happened, why the North won, and how the war affected various elements of American society. The readings include works of political, social, military, religious, and cultural history.

This course is organized topically and the majority of class time each week will be spent discussing the assigned readings. Each class meeting will focus on understanding the author's main arguments and providing a critical evaluation of the reading.

Learning Outcomes

1. An understanding of important historiographical questions/debates
2. An ability to analyze critically primary and secondary sources
3. To sharpen writing, reading, and research skills through written assignments
4. An ability to lead discussions and make oral presentations

Requirements

Book reviews- 40%

Leading Discussion- 10%

Class participation- 10%

Historiography Paper & presentation- 40%

No extra credit is offered in this course.

Assigned Texts

Note: In addition to these books, there are also readings placed online on electronic reserve. Instructions will be handed out in class explaining how to access the online readings.

Foner, Eric Free Soil, Free Labor, Free Men

Dew, Charles B. Apostles of Disunion

Neely, Mark The Last Best Hope of Earth

Gallagher, Gary W. The Confederate War

Berlin, Ira, ed. Free At Last

Faust, Drew G. Mothers of Invention
Miller, Randall G. ed. Religion and the American Civil War
Grimsley, Mark The Hard Hand of War
McPherson, James What They Fought For, 1861-1865
Nolan, Alan T. Lee Considered
Ash, Stephen V. A Year in the South: 1865

Book Reviews- Students will write four, typed (twelve-point font), double-spaced, critical reviews that are three to four pages in length. The books reviewed must come from the list of those assigned below. You cannot choose any of the assigned articles/essays. The reviews should include not only a summary of the book's main argument, but also a critical assessment of the work. Numerous grammatical errors will lower your grade. Students are advised to familiarize themselves with reviews published in relevant publications, such as Civil War History or The Journal of Southern History.

Two of the reviews must be turned in before the midpoint of the semester (week seven). The third must be turned in before spring break. The final book review must be turned in by the last day of class.

If a student quotes or paraphrases from the assigned book or any other printed or online source, he/she must provide footnotes or endnotes citing the source. A style sheet will be given out in class showing the required format for footnotes/endnotes. Papers that contain footnotes/endnotes that do not follow the required format will not receive a grade. Students that quote or paraphrase a source but do not provide footnotes/endnotes are guilty of plagiarism (see below).

Historiography Paper- Each student will write a typed (twelve-point font), double-spaced historiographical essay between 15-18 pages in length. The paper must examine at least eight works bearing on an important question.

Students need to set up meetings with me at some point during the first four weeks of class to decide on a topic and begin research. At the end of the seventh week of class, students will turn in an annotated bibliography of sources. A final meeting will take place during the week of April 9-13, during which the student will submit a rough draft of the paper. The finished version of the paper must be turned in by the date of the final exam.

The last day of class will consist in part of oral presentations by students of their historiography papers.

Class Discussion- Each graduate student will lead one discussion of weekly reading assignments during the semester. You must tell me by the end of the second week of class when you want to lead discussions. Students will then submit written lists of questions that they intend to ask the class. These lists are due no later than three days prior to the discussion.

Late assignments- Assignments must be turned in during class on the dates given below. One letter grade will be deducted per day for all assignments turned in late.

Attendance- Regular attendance is critical to earning a passing grade in this course. Attendance will be taken every class period and will be factored into your class participation grade at the end of the semester. If a student misses class, it is his/her responsibility to find out what was missed.

Cheating- Cheating in any form (including plagiarism- presenting someone else's words as your own without properly citing them) will not be tolerated. Students caught cheating will receive an F on the assignment and probably an F in the course.

Writing Center- Students who would like assistance with writing are encouraged to see the instructor during his office hours and/or go to the Writing Center on the first floor of the TLC.

Reading Assignments- The books must be read prior to the dates given in the course schedule. There is no textbook in this course. Students wishing to utilize a textbook should consult James McPherson, Battle Cry of Freedom or Michael Fellman, et al., This Terrible War.

There are also a number of online reserve readings. Directions for gaining access to these readings will be handed out during the first week of class.

Schedule of class meetings and assignments

Week One- January 9 Introduction

Week Two- January 16 Foner, Free Soil, Free Labor, Free Men
Deadline for deciding on dates to lead discussion is January 16

Week Three- January 23 Online reserve readings: Henry Wilson, "A Slave Power Conspiracy;" Alexander Stephens, "The Confederate Cornerstone" and "A Need for Justification;" Eric Foner, "Cultural and Ideological Origins;" Eugene Genovese & Elizabeth Fox-Genovese, "Southern Slaveholders Against the World;" David Potter, "Why the Republicans Rejected Both Compromise and Secession;" Michael Holt, "Party Dynamics and the Coming of the Civil War;"

Week Four- January 30 Dew, Apostles of Disunion **Online reserve reading:** Daniel Crofts, "The Unionist Offensive"

Week Five- February 6 Neely, The Last Best Hope of Earth

Week Six- February 13 McPherson, What They Fought For, 1861-1865

Week Seven- February 20 Berlin, ed., Free At Last

Week Eight-February 27 Faust, Mothers of Invention

Week Nine- March 6 Online reserve readings: Joan Cashin, “Deserters, Civilians, and Draft Resistance in the North;” William Blair, “We Are Coming Father Abraham-Eventually: The Problem of Northern Nationalism in the Pennsylvania Recruiting Drives of 1862;” Nina Silber, “A Compound of Wonderful Potency: Women Teachers of the North in the Civil War South;” Joseph T. Glatthaar, “Duty, Country, Race, and Party: The Evans Family of Ohio;” all in Joan Cashin, ed. The War Was You and Me: Civilians in the American Civil War

Week Ten- March 13 Miller, Religion and the American Civil War

March 19-23 Spring Break

Week Eleven- March 20 Gallagher, The Confederate War

Week Twelve- April 3 Grimsley, The Hard Hand of War

Week Thirteen- April 10 Nolan, Lee Considered

Week Fourteen- April 17 Ash, A Year in the South: 1865

Week Fifteen- April 24 Paper presentations; **Online Reserve Readings:** selections from Horowitz, Confederates in the Attic

Note: I reserve the right to modify this syllabus, particularly to add unannounced quizzes that will take place at the beginning of class. These quizzes will be given if I feel the class has not been keeping up with the readings. The quiz grades will count as part of your class participation grade.