

The Civil War Era

Dr. Peter S. Carmichael

History 338 (Research designated)

Office Hours: T, Th 2:00-3:15 and by appointment

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GOAL: To look behind the legends that have influenced how Americans understand secession, war, and reunion. We will confront a number of beliefs, including that abolitionist provocateurs fomented the crisis, that slavery was not the central issue of the conflict, that northerners fought for black freedom, and that white Southerners presented a united front during the war. Americans. The war came as part of an ongoing struggle around the world among people coming to grips with new relationships within emerging nation-states leaning towards industrial capitalism and mass democracy. This class blends lectures, discussions, essays, and readings into a comprehensive survey of the period 1848 to 1865.

PROCEDURES

Exams. The first test will be an essay exam and you will need blue books. The final is a take-home exam in which students write essays. The exams must be typed and between 10 to 12 pages, plus endnotes. The final is cumulative, but the emphasis will be on the war years.

Response Papers. During the semester students will read three assigned books beside the Roland text. From these, they will write a 2 to 3 page paper on Faust's James Henry Hammond.

Discussions. We will use discussion periods to puzzle through the motivations of people in this cataclysmic time. Sessions will explore why nonslaveholders would fight a war for slavery, how the war challenged the identities of Northern and Southern women, did the war usher in a revolution in the South, and so on. Students will write a one-page response to the assigned readings in class. The questions will not always be announced before class so it is essential to prepare and take notes from the book. Of the seven assigned quizzes, I will take the five highest scores. There are no make-ups for these written exercises, regardless of the excuse. These papers will be on a 10 point system, for a total of 50 points. The remainder of the 100 points allotted for this portion of the grade will come from participation during the semester.

Newspaper Project. Each student will examine either a Northern or Southern community with the purpose of understanding how civilians and soldiers responded to the changing nature of the war. What were the expectations and sentiment of the people? What was the basis of their loyalty and identity? How did the war challenge their understanding of the world? Students will chronicle the experience of their chosen community by focusing on a single week of the war. You must place your community's experience within the broader trends of the war in a five page paper that will be due in April. A more detailed proposal will follow with an outline of questions and suggested primary sources.

Attendance. Unexcused absences or a lack of preparation will hurt the student's final discussion grade. You will receive two excused absences. For every absence after three, I will deduct four percentage points from your final grade.

READINGS

Gabor Boritt, Why the Confederacy Lost
Drew Gilpin Faust, James Henry Hammond of the Old South
James M. McPherson, What They Fought For
Charles Dew, Apostles of Disunion
Charles Roland, An American Iliad (Recommended)

*Designates articles on reserve in the Library **(You need to photocopy the articles and bring them to class. All of the articles can be found on E-Reserve. This is not optional.)**

GRADING

First Examination	100 points
Final Examination	150 points
Response Papers	50
Discussion/ Participation	150 points
Newspaper Project	100 points

PARTICIPATION

This assessment will be based on two criteria:

- 1) Thorough preparation for this class is essential. All readings should be done before class. It is imperative that you have either handwritten or typed notes that outline the central questions and arguments of the assigned readings.
- 2) It is essential that you contribute to class on a consistent basis, that you intellectually engage with your peers, and that you are an active listener. In order to create an inviting environment for everyone to participate, please follow the guidelines:
 - ?? Be ready to explain the broader argument and sub-themes of the assigned material and how the various readings fit together or diverge.
 - ?? Instead of just criticizing a book or article, focus on understanding the contributions of the assigned readings and why they have had a lasting influence on the field.
 - ?? You should feel free to disagree with others, but be specific in your own assertions and support them with evidence. You should also be willing to change your mind and concede to others when they make persuasive, well-reasoned arguments. Please challenge each other in a polite and courteous manner.

- ?? The success of a discussion depends on group interaction. Listen carefully and respond to your peers. There should be a dynamic give-and-take between the discussion leaders and the rest of the class. This can only happen if you elaborate upon the assertions of classmates or ask for clarification if you don't understand. Simply answering the questions will not lead to vigorous debate, and the discussion leaders will end up giving a monologue.
- ?? Make your point succinctly, avoid repetition, and stick to the subject.

COURSE SCHEDULE

Week One January 15 **Start reading James Henry Hammond**
Moonlight & Magnolias: The Lost Cause & Its Impact

Week Two January 22
The North and South at Mid-century

Discussion: *Genoveses, "Yeomen Farmers in a Slaveholders' Democracy;" *Degler, "The Limited Distinctiveness of the Old South," 67-97

Week Three January 29
Fruits of Manifest Destiny: The Territories, Slavery, and Politics

Discussion: *Gienapp, "The Crime Against Sumner: The Caning of Charles Sumner and the Rise of the Republican Party"; "Sumner ridicules the Southern Gentry;" "A Virginian Defends Preston Brooks;" "Seward's Irrepressible Conflict Speech"

Week Four February 5 **Start reading Apostles of Disunion**
Slavery vs. Free Labor

Discussion: **James Henry Hammond** and *George Fitzhugh, "Southern Thought" **Paper Due (February 5) on James Henry Hammond**

Week Five February 12
Escalating Violence and Discord

Discussion: *Foner, "Slavery and the Republican Ideology" and "The Republican Critique of the South;" * Philips, "The Critical Theme of Southern History," 151-165.

Week Six February 19
Republicans Win: Secession Begins

Discussion: *French, Witness to the Young Republic, 337-339; *Jones, The Children of Pride, 664-668; *Edmondston, Journal of a Secesh Lady, 50-54; *Lincoln, Speeches and Writings, "First Inaugural Address," 215-224."

Discussion (February 21) Dew, Apostles of Disunion

Week Seven February 26
The Creation of the Confederate Nation

Discussion: Jones, "Military Means, Political Ends: Strategy," in Why the Confederacy Lost;

Week Eight March 5 **First Exam on March 5**

Discussion (March 7): McPherson, "American Victory, American Defeat," in Why the Confederacy Lost; *Beringer, et. al. "Religion and the Chosen People," 82-102.

March 11-15 Spring Break

Week Nine March 19 **Consultations for Newspaper Projects. Bring rough draft and selected primary sources**
Roller Coaster Ride of 1862

Discussion: *Edmondston, Journal of a Secesh Lady, 124-125, 205-209; *Powell and Wayne, "Self-interest and the Decline of Confederate Nationalism," 29-45; " * "Was Zeb Vance a Good Confederate?" (Photocopies); *Moore, Conscription and Conflict in the Confederacy, 354-61.

Week Ten March 26 **Consultations for Newspaper Projects. Bring rough draft and selected primary sources**
Wartime Reconstruction **Start reading McPherson, What They Fought For**

Discussion, *Gallagher, "The Autumn of 1862," 1-13; *Davidson, Davidson Diary and Letters, 46-50; *Fields, "Who Freed the Slaves?" *Alexander, Alexander Letters, 243-247; *Edmondston, "Journal of a Secesh Lady," 315-319"; *Welsh, Irish Green and Union Blue, 41-44; *McClure, Hoosier Farm Boy, 42-43; Shaw, Blue Eyed Child of Fortune, 252

Week Eleven April 2
The Black Military Experience

Discussion: Glatthaar, "Black Glory," in Why the Confederacy Lost; *Fisk, Anti-Rebel, 229-32; *Mohr, On The Threshold of Freedom, 235-293

Week Twelve April 9
Confederate Tide Rising 1863

Discussion: *McClure, Hoosier Farm Boy, 44-45; *Welsh, Irish Green and Union Blue, 62-63; *Pegram, "The Boy Artillerist," 238-241; *Blair, "A Source of Amusement': Pennsylvania versus Lee, 1863"; *Brady, Hurrah for the Artillery, 253-255; *Wagner, Letters of Wagner, 64-65; *Barclay, Letters from the Stonewall Brigade, 91-93; *Morgan, Civil War Diary of Morgan, 514-515; *Edmondston, Diary of Secesh Lady, 426-31; *Pate, Letter of October 9, 1863

Week Thirteen April 16 **Final Newspaper Projects due on April 18**

Problems on the Home Front: North and South

Discussion: *Faust, "Altars of Sacrifice," 1200-1228; *Diaries of Southern Women (Photocopies); *Warren, letter of March 31, 1863; *Tatum, Disloyalty in the Confederacy, 3-23; *Davidson, Davidson Diary and Letters, 60-61

Week Fourteen April 23
The Hard Hand of War 1864 and Military Reconstruction

Discussion: *Pettit, Civil War Letters, 103; *Pate May 25, 1864 Letter; Gallagher "Upon their Success Hang Momentous Interests," in Why the Confederacy Lost; *Glatthaar, "The Army and Southern Whites," 66-80."

Discussion (April 25) **What They Fought For**

Week Fifteen April 30
Union Drive to Victory

Discussion: *Beringer, et. al., "Why the South Lost," 424-442. *Escott, "The Failure of Confederate Nationalism," 15-27 *Pegram, "The Boy Artillerist," 242-245, 256-58; *Hammond, Secret and Sacred, July 31, 1864, diary entry; *Pettit, Civil War Letters, 70-72; *Edmondston, Diary of a Secesh Lady, 694-96; Lee, Wartime Papers, 910; Gordon letter of Feb. 26, 1865; *Fisk, Anti-Rebel, 320-323

Week Sixteen May 7 **Final Paper Due**

NOTE: While attempting to adhere to the outlines within this syllabus, the instructor reserves the right to adjust components with due notice to the class.

