

Peter S. Carmichael
Office: 241 Mclver
Phone: W. 334-5645
H. 919-967-2837
Office Hours: T, Th, 2:00-3:15
Email: Pcarmich@aol.com

History 511 Southern Identity in Peace and War

Course Description:

As a writing seminar, the central task of this class is a research paper that will require students to explore the varied expressions of Southern identity through analytical categories such as class, gender, religious orientation, political perspective, and age. In other words, you will explore how Southerners, white and black, explained to themselves and the rest of the world a way of life that, at its core, depended upon the institution of slavery. For those of you who decide on a wartime topic, you will face the thorny issue as to why so many white Southerners felt compelled to go to the death in defense of their slave society. Sources are plentiful, and the collections at Jackson Library will serve you well, but you should be prepared to use inter-library loan as copies of secondary sources are limited. You should also strongly consider using the manuscript resources at the Southern Historical Collection at UNC-Chapel Hill.

There is no attempt to strike a balance between secondary and primary sources in this research class. You will only read two secondary works. Dew's book on secession and the upper South will provide students with an opportunity to think about how an author designs a research project and then turns that blueprint into a book. What questions are raised? How are interpretive issues pursued? What sources are used, and how are they integrated into a narrative? You will consider these and other questions when reading Dew's monograph. You will also read Thomas' The Confederate Nation which will provide students with the necessary foundational material.

Evaluation:

Research Papers 60%
Response Papers 10%
Annotated Bibliography 5%
Presentations 15%
Proposals 10%

Attendance Policy:

Faithful attendance is essential. You are allowed one excused absence. **If you miss more than one class, there will be a 5% reduction of your final grade for each absence.** Beyond even this penalty, a student who neglects attendance and preparation risks failing the course.

Research Paper (60%)

This assignment is designed to help you do the following:

- ?? Learn how to construct and develop an argument based on original research.
- ??
- ?? Understand how your work fits within the existing scholarship of other historians.

- ?? Learn how to analyze primary sources.

The research paper is the capstone of 511, and will focus on an interpretive question that deals with an aspect of Southern identity. Students will complete a series of short assignments that will prepare them for the writing stage of the paper. On the first day of class, you will select your topic from a list that I will provide. I will also give you some suggestions regarding possible secondary sources and primary material that will get you out of the gate. You should immediately consult the sources listed in the footnotes or bibliographies of the recommended material. This will serve as the basis of your own bibliography. In your bibliography, you will need to consult at least 5 to 7 secondary works and 5 to 7 primary sources. Stronger papers will incorporate more primary material than the suggested amount.

Here is a run down of the major assignments and when they are due. Students must choose a topic on the first day of class. A tentative, annotated bibliography is due on **February 12**. Proposals should also be handed in on **February 12**. Rough drafts of your research paper are due **April 9**. Every student must receive a copy of your paper on that day, including the professor and commentators. Final drafts are due **May 7**. **You must turn your written assignments in on time. Late papers will receive a letter grade deduction for each day after the due date.**

All research papers should be typed and double spaced (between 15-20 pages for undergraduates and 20-25 pages for graduate students). Use Turabian, Manual for Writers of Term Papers, Theses, and Dissertations for footnote formatting for specific quotations or paraphrases.

Annotated Bibliography (5%)

In your bibliographies, you will need to list 5 to 7 secondary works and 5 to 7 primary sources that pertain to your research topic. After each entry, you will need to write a brief paragraph (no more than five sentences) summarizing the book's argument and how it relates to your own research or why a particular primary source is of value. **You can use no more than 3 primary sources from the Internet.**

I urge every student to take advantage of the manuscript sources at the Southern Historical Collection at the University of North Carolina (see handout). The collections at the Southern are extraordinarily rich. If you are exploring North Carolina during the Civil War you will find an abundance of sources that will greatly enhance your paper. Researching at the Southern will give you a rare opportunity to work with original manuscripts, to do the nuts and bolts of historical research that is crucial to becoming a professional scholar. Students who visit the institution and integrate archival material into their research paper will receive a 25% bonus to their final grade.

Proposals (10%)

Your proposals will serve as a blueprint of your research agenda. I will pass out a sample research proposal that will provide a standard format that you can follow. You need to explain the historical problem that you are trying to solve, how this issue has been treated by other historians, what line of historical inquiry do you propose to follow, and what you see as your tentative conclusions. After you have turned in your proposals, I will spend the next two weeks meeting with students individually to discuss your research agenda and the overall direction of your project.

Presentations (15%)

You will select a single document from your research, preferably something that could be read in less than five minutes in class. Please make copies for all students. You should also give your fellow students a broad question to consider before they read the document. For instance, if you have selected a letter from a disgruntled Confederate soldier writing home after Gettysburg, why not ask the students to determine what factors undercut his morale and why. Allow ten minutes for a general discussion of the document before explaining to the class how this particular manuscript helped shape the argument that you are pursuing in your paper. Take the opportunity to address the students comments and how they compare to your own ideas. Presentations of primary material will take place on March 5, 19, 26.

Presentations of research papers are scheduled for April 16 and 23. A sign-up sheet will be circulated in advance. You will have five minutes to present an overview of your paper in which you will explain the dominant interpretive issues and arguments of your research. You should also explain how your ideas fit in the existing secondary debate, and over what issues do you agree or disagree with previous historians. Each commentator will receive five minutes to critique the assigned paper. The presenter will have a chance to respond before the discussion is open to the entire class.

Both assignments are designed to help you:

?? Learn to present and defend your ideas in an academic setting.

?? Demonstrate an ability to make an argument that explains the historiographic shifts of your chosen field.

?? Learn to critique the work of your peers.

Response Papers (10%)

You will write two short papers that draw from the assigned readings and prearranged questions.

?? Paper 1 (**Due January 22**) See handout on Dew's Apostles of Disunion.

?? Paper 2 (**Due January 29 and between 2 to 3 pages**) Thomas describes how Southerners envisioned the Confederacy in 1861. Describe the ideal that they entertained about themselves and their nation and how the war posed challenges to their understanding of the Confederacy.

Texts

Charles B. Dew, Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War

Emory Thomas, The Confederate Nation

Kate Turabian, Student's Guide for Writing College Papers

All texts are available at the bookstore.

Class Schedule

January 15 Introduction and evaluating primary sources. You will also select a topic by the end of the period. **Begin bibliography**

January 22 Response paper due on Dew

Discuss: Dew, Apostles of Disunion

January 29 Emory Thomas, The Confederate Nation Chapters 1-6 (**Response paper due on Thomas**) and **Library Workshop**

Discuss: Thomas, The Confederate Nation

February 5 Emory Thomas, The Confederate Nation Chapters 7-12

Discuss: Thomas, The Confederate Nation

February 12 **No Class** Proposals and bibliographies due

February 19 **No Class (Individual Conferences)**

February 26 **No Class (Individual Conferences)**

March 5 Presentations on primary sources

March 12 Spring Break

March 19 Presentations on primary sources

March 26 Presentations on primary sources

April 2 **No Class (Individual Conferences)**

April 9 Rough Drafts Due

April 16 Paper Presentations

April 23 Paper Presentations



April 30 No Class (**Individual Conferences**)

May 7 Final Papers due