

CID 3540**History 573: Graduate Seminar in the Civil War and Reconstruction**

Spring 2008: 1430-1720: ABIV, History Dept Conference Room

Dr. Katherine Pierce: Room 470 AB IV: Email: kap015@shsu.edu

Office Hours: 1430-1530 Wed & 1300-1400 Fri, also by appointment

Course Objectives: This course is a graduate seminar that examines the long origins of the secession crisis, the war, Reconstruction, and the war's legacies for the nation's history. Graduate students completing this seminar will develop a greater understanding of the history of the Civil War era and complete historiographical project that provide a basic grounding in the literature of this period.

Learning Objectives: Upon successful completion of this course students will have gained a solid grasp of the various techniques historians use to evaluate and gather historical evidence. Students will have gained a basic factual understanding of the major events and issues that shaped the Civil War era.

Goals: Graduate students should leave this seminar with both a deeper understanding of the Civil War era and a firm grounding in the period's voluminous literature. The emphasis is on recent historiography, although a few older works are also covered. Students will be prepared by this course to write a comprehensive examination. Oral and written assignments will hone the skills required of professional historians.

Books: All books have arrived in the bookstore. Many are available in used paperback editions via the usual on-line suspects. There are nine books and several articles will also be assigned throughout the semester. The list of books with ISBN is on-line under the book tab in the Schedule of Classes:

Foner, Eric	Forever Free: The Story of Emancipation and Recons	Vintage
McPherson, J.M.	Writing the Civil War: The Quest to Understand	University of North Carolina
Manning, Chandra	When this DCruel War is Over: Soldiers, Slavery &	Alfred A. Knopf
Morrison, Michael	Slavery and the American West:	University of North Carolina
Miller, Randall	Religion and the American Civil War	Oxford University Press
Hattaway, Herman	How the North Won:	University of Illinois Press
Ayers, Edward L.	In the Presence of Mine Enemies:	W.W. Norton
Gallagher, Gary	The Confederate War:	Harvard University Press
Lemann, Nicholas	Redemption: The Last Battle of the Civil War	Farrar, Straus, & Giroux

Grading: Class Participation 50% [includes reading outlines, outlines]

Book Reviews (average grade) 25% [You may drop one review]

Final Class Bibliographic Wiki 25%

Description of Assignments:

Class Participation: I will determine your class participation grade based on two main factors: ***attendance and oral discussion:***

Attendance: Graduate students are expected to display a professional attitude toward this course by attending every session, arriving on-time, and not leaving until the class concludes. Students will be excused only for valid, university-approved excuses accompanied by documentation.

Oral Discussion: This the major leagues, so each member of the seminar needs to arrive ready to question and be questioned by the group on the week's readings. I will expect all students to have read the week's assignment and to be prepared to discuss. All should participate equally— challenge the opinion not the individual. Focus on arguments based on evidence and context, not simply how the book/author made you feel.

Book Reviews: Each week starting with week 2, you will prepare a 2-3 page book review. It is due at the beginning of class. You will give me the original paper copy or submit the review as an e-mail attachment. Do not trash your computer file of your submitted reviews. At several points in the class, the best reviews will be saved on Blackboard [w/names removed if you desire]. This is part of learning to have your work critiqued by peers and creating a common review file of material for future comprehensive exam study.

A book review is not a "book report." The latter is nothing more than a summary of a book's contents. A book review, in contrast, contains five elements:

- (a) *A Book's Scholarly Citation*, using the proper bibliographic form
- (b) *An Introductory Paragraph* that provides context, sets the book within the larger field, or states a question to be answered
- (c) *The Author's Thesis*, stated in one or two sentences in the second paragraph.
- (d) *A Brief Summary* of the book's contents, in a few paragraphs.

(e) Your Evaluation of the Book in a final paragraph noting its strengths and weaknesses as well as its usefulness. By utility, think which audience is this book intended to reach? Evaluate it based on what the author promised to deliver not just what you wanted to see covered.

Remember that readers of book reviews essentially want to know what a book is about and whether it is worth reading for professional historians. If you're not used to writing reviews, read some in journals such as *Civil War History* or the gold standard, *Reviews in American History*. [Both available on-line via Project Muse]

Historiographical Wiki: I would like teams of 2-3 persons to choose their preference among antebellum, the war years, and Reconstruction. Each team will "review" everyone's submitted reviews and critiques, expend some time in reviewing selected topics that are crucial in your "topic" area to get a current sense of the historical profession's state of the union. While the Civil War era generates more books and articles than a sane person can manage, let alone master, I want each of you, backed by an ally, to work to tame at least your own chosen corner of the field. In the end, your efforts will be shared on a Wiki that I will create on Blackboard. The purpose of this is not simply a gee whiz techno stunt, but to provide each of you with a snapshot of the field, a sense of the important authors and texts, and prepare you for comprehensive exams and further graduate study. More details to follow. This is not at all connected to that great bane of scholarship – Wikipedia.

Students with Disabilities: I will be happy to work with you as needed after you have obtained appropriate documentation from the Sam Houston Counseling Center.

E-mail: E-mail me in regard to anything related to the course, history in general, or something in the nature of letters of recommendations.

Plagiarism and Cheating: Claiming that someone else's work is yours aka cheating will result in your failing the course and will lead to formal university disciplinary action.

Weekly Schedule:

Week 1 (Jan. 28): The Background to Secession

Per Blackboard Announcement from last week:

In-class historical context review

Read: chapter one: *Forever Free* and Chaps One and Two of *Slavery and the American West*

Week 2 (Feb. 04): Territorial Expansion and Sectional Tension

Book Review Due on Morrison: *Slavery and the American West*

Week 3 (Feb. 11): Article Exercise on Comparing Approaches to Similar Topics

"All Southern Society Is Assailed by the Foulest Charges": Charles Sumner's "The Crime against Kansas" and the Escalation of Republican Anti-Slavery Rhetoric

Michael D. Pierson: *The New England Quarterly*, Vol. 68, No. 4. (Dec., 1995), pp. 531-557.

Stable URL: <http://links.jstor.org/sici?sici=0028-4866%28199512%2968%3A4%3C531%3A%22SSIAB%3E2.0.CO%3B2-H>

The Caning of Charles Sumner: Slavery, Race, and Ideology in the Age of the Civil War

Manisha Sinha. *Journal of the Early Republic*, Vol. 23, No. 2. (Summer, 2003), pp. 233-262.

Stable URL: <http://links.jstor.org/sici?sici=0275-1275%28200322%2923%3A2%3C233%3ATCOCSS%3E2.0.CO%3B2-M>

William Gienapp. "The Caning of Charles Sumner." *Civil War History*. 1976

[you need to go to the library and get this the old fashioned way – a Xerox from the journal held only in the stacks]. Deputize one person to go get it and Xerox in the dept.

Prepare an evaluative outline that compares and contrasts the approaches of these historians concerning the role of race, power, gender, and politics in the late 1850s.

Week 4: (Feb. 18): Communities and Citizens Move towards War

Book Review Due: Ayers: *In the Presence of Mine Enemies*

Week 5 (Feb. 25): The Confederate Experience

Book Review Due: Gallagher: *The Confederate War*

Week 6 (Mar. 03): Soldiers and Emancipation

Book Review Due: Channing: *When this Cruel War is Over*

SPRING BREAK – AND THERE WAS MUCH REJOICING

Week 7 (Mar. 17): Tactics and Strategy: A Primer

Read Hattaway and Jones [no review]

Prepare an outline of how you would “teach” this book. Each of you will present your ideas for approx 10 minutes

Week 7 (Mar. 24): Religion and the Civil War

Miller: *Religion and the American Civil War* [pp. tbd]

Week 8 (Mar. 31): Civil Religion: Abraham Lincoln

I will provide portions of Richard Carwardine’s *Lincoln* prior to Spring Break

Book Review Due on Miller: Religion and the American Civil War

Week 9 (Apr. 07): Grappling with Historiography: *Writing the Civil War* Part One

Week 10 (Apr. 14): Grappling with Historiography: *Writing the Civil War* Part Two

Present Critique of Strengths and Weaknesses of *Writing the Civil War*

Group project done in two teams: each will tackle a group of essays, lead discussion of their subject areas’ strengths/weaknesses from the text and, based on a review of new materials since the book’s publication in 1998, update the status of those topics. This will be restricted to reviews of books in *Reviews of American History* and *Civil War History*.

Week 11 (Apr. 21): Reconstruction

Book Review Due on *Forever Free*

Week 12 (Apr. 28): The Last Shots of Reconstruction

Book Review Due on *Redemption*

Week 13 (May. 05): War and Memory

No reviews, but I will provide copies of Alan T. Nolan’s article “Anatomy of a Myth” on the Lost Cause mythology in the South.

Last Class May. 12

Each “team” will present the highlights and challenges of their historiographical project.

These pages explain the university's policies (in italics) associated with your enrollment in this course. I expect each student to abide by these rules. I have also appended a few rules that are my policies intended to encourage a classroom environment that best promotes learning.

University Policy Regarding Academic Dishonesty

According to the administration's guidelines: *"All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials."*

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

University Policy Regarding Classroom Rules of Conduct

According to Section 5 of the Student Handbook, students are expected to assist in maintaining a classroom environment that promotes learning. *"Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, [chewing gum], using tobacco products, making offensive remarks, reading newspapers, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be referred to the Dean of Students for disciplinary action in accordance with the university policy."* As approved by the dean of Humanities & Social Sciences, my personal policies, outlined in the following section, will be in effect in addition to the university policy. I reserve the right to handle any behavioral distractions by barring you from attending class until you meet with me, and we reach some common ground.

Visitors in the Classroom

According to the Administration's guidelines: *"Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom."* In addition, anyone visiting the class must make

arrangements with me before class begins. This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, visits should be occasional and not regular, and they should in no way interfere with registered members of the class or the educational process.

Student Absences on Religious Holy Days Policy

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

At the same time, please know that I cannot recreate the lectures, and as stated, I will feel obligated to disseminate material and instructions one time only. The responsibility for obtaining information due to absences for religious holidays—like any other absence—is incumbent upon you. Once more, you would be wise to establish relationships with fellow students for assuring that you remain well informed and that you are adequately prepared for exams.

Policy Regarding Students with Disabilities

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures

of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

http://www.shsu.edu/~vaf_www/aps/811006.pdf

Additional Notes: The best way to handle potential problems is to communicate with me via email or phone beforehand. If you know you are best man at a wedding or serve in an on-call type job, let me know, and clear it ahead of time = no problem. I respond well to those who take initiative and responsibility ahead of time – your future employers will also follow this policy. The best rule to follow

is courtesy and treating others with respect. Challenge the opinion not the individual.

No electronic devices are allowed in class, with the exception of those allowed by a documented disability. Otherwise, that means **no electronic devices**. Period. No tape recorders; no laptops.

If you are expecting some emergency call on a particular day, you might consider whether you should even be in class. Contact me before class.

If you know you must leave early for some reason, then you need to contact me before class.

Please be considerate of your classmates and me. Be aware that obnoxious mastication of food and noisy extraction of drinks from bottles and cups is distracting – particularly when multiplied. No tobacco means no dipping either.

In consideration of time constraints and unforeseen circumstances that might adversely affect the majority of the class, I will reserve the right to make changes to this syllabus.