

History 6630, Fall 2013
Graduate Readings Seminar in the Civil War and Reconstruction Era (1831-1890s)
Paul Harvey
Email: pharvey@uccs.edu. Ext.: 4078. Office hours T and W, 3 – 4:30, or by appt

Course Description and Aims

This is a graduate-level readings seminar in the history of the Civil War and Reconstruction era, defined for our purposes as the rise of conflict over slavery beginning in the earlier 19th century to the end of Reconstruction and the beginnings of Civil War “memory” from the 1870s to the 1890s. For many of you, this course will be preparatory to the subsequent research component, History 7630, to be offered in Spring 2014. At the end of this readings seminar, those going on to take the research seminar will be required to have chosen a topic and prepared a short list of primary and secondary sources for their topic. We will read ten books, accompanying articles, and a handful of documents, with the intention of giving students with a firm grounding in the history and historiography of the Civil War and Reconstruction era.

Class Attendance and Participation

All students will be expected to participate in classroom discussion weekly and vocally. **Class attendance is absolutely mandatory except in case of significant illness; class “skips” will result in grade penalty, and after more than two you will need to drop the class or receive a failing grade. If you have a work conflict with this class, work that conflict out now. If you can’t work it out, drop the class now. Here are some common reasons for missing class which will not be accepted as reasons to miss class: *I couldn’t get off work tonight; I couldn’t find a babysitter this week; I have an appointment with my child’s teacher/doctor/etc.; I just started a new job and have to be there; I have a meeting at work so sorry can’t make it tonight; And so on.***

Class Assignments and Grading Policy

Class Attendance, Participation, Discussion Leadership, Short Analyses, Document and essay analyses; blog posts	40%
NYT “Disunion”-style blog paper	10%
Short (750 word) Review (due Sept. 11 or 18 for all)	5%
Longer (1500 word) review – due on various dates, see below	20%
Semester Paper	25%

REQUIRED BOOKS

Louis Masur, *The Civil War: A Concise History*. Oxford University Press
Walter Johnson, *Dark Dreams: Slavery and Empire in the Cotton Kingdom*. Harvard University Press.
Elizabeth Varon, *Disunion: The Coming of the American Civil War*. Univ. North Carolina Press
Glenn David Brasher, *The Peninsula Campaign and the Necessity of Emancipation*. UNC Press.
Chandra Manning, *What This Cruel War Was Over: Soldiers, Slavery, and the Civil War*. Vintage Press.
Daniel Sutherland, *A Savage Conflict: The Decisive Role of Guerrillas in the American Civil War*. UNC.
Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War*. Vintage
Adam Arenson, *The Great Heart of the Republic: St. Louis and the Cultural Civil War*. Harvard
Bruce Levine, *The Fall of the House of Dixie: The Civil War and the Social Revolution that Transformed the South*. Random House.
Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction*. Vintage.
Joshua Paddison, *American Heathens: Religion, Race, and Reconstruction in California*. California

REQUIRED ARTICLES, BLOG POSTS, AND RECORDED LECTURES

“Who Won the CW?” <http://www.nytimes.com/roomfordebate/2013/07/02/who-won-the-civil-war>

Film: “John Brown’s Holy War,” to be discussed September 4th

J. David Hacker’s estimate of Civil War deaths:

<http://opinionator.blogs.nytimes.com/2011/09/20/recounting-the-dead/#more-105317>

LeeAnn Whites, “The Civil War as a Crisis in Gender”; Drew Faust, “Altars of Sacrifice”; and Michael

Fellman, “Women and Guerrilla War,” all from *Divided Houses: Gender and the Civil War*

Stephanie McCurry, “Women Armed and Dangerous,” chapter from *Confederate Reckoning*

Mark Noll, “The Crisis Over the Bible,” chapter 2 from *The Civil War as a Theological Crisis*

Gary Gallagher, “Nationalism,” chapter 2 from *The Confederate War*

Gallagher at Virginia Historical Society: http://www.vahistorical.org/news/lectures_gallagher.htm

Ira Berlin, “Who Freed the Slaves?,”

<http://www.library.vanderbilt.edu/Quaderno/Quaderno5/Q5.C3.Berlin.pdf>

James McPherson, “Who Freed the Slaves?,” <http://www.jstor.org/stable/986716> (use VPN)

Lecture by Stephanie McCurry from book *Confederate Reckoning*:

<http://www.youtube.com/watch?v=kMf6TT7Le8s>, from 7:00 to 48:00 (especially from 27:00 – 48:00, about Confederate women)

Lecture by Eric Foner on *The Fiery Trial*, <http://www.c-spanvideo.org/program/296968-1>

New York Times Disunion blog: <http://opinionator.blogs.nytimes.com/category/disunion/>

SCHEDULE

Aug 28	Introduction: Who Won the Civil War? (at <i>New York Times</i> link listed above)
Sept 4	<i>The Civil War: A Concise History</i> ; “John Brown’s Holy War”; NYT piece by Hacker What is the best way to understand John Brown and the astonishing violence of the CW?
Sept. 11	<i>River of Dark Dreams</i> What was the relationship between slavery and modern capitalism?
Sept. 18	<i>Disunion</i> How do you explain the failure of Compromise and the coming of the CW?
Sept. 25	<i>The Peninsula Campaign</i> Was the Peninsula Campaign the turning point to Emancipation?
Oct. 2	<i>What This Cruel War Was Over</i> + chapter from and lecture by Gary Gallagher Which historian best captures the motivations/views of Civil War soldiers?
Oct. 9	<i>This Republic of Suffering</i> ; chapter from Mark Noll’s <i>CW as Theological Crisis</i> How did Americans comprehend the mass scale of death in the CW? Did it provoke a religious or theological crisis?
Oct. 16	<i>A Savage Conflict</i> How decisive was guerrilla, as opposed to “conventional,” combat?
Oct. 23	Gender and CW: articles by Whites, Faust, Fellman, and McCurry; lecture by McCurry T or F: “It may well have been because of its women that the South lost the CW.”
Oct. 30	<i>The Great Heart of the Republic</i> How do we understand The Great West and the Civil War and Reconstruction?
Nov. 6	<i>The Fall of the House of Dixie</i> How do you explain the fall of the Confederacy – internal dissent, or external force?
Nov. 13	<i>Forever Free</i> ; articles on subject “Who Freed the Slaves”; lecture by Foner Who freed the slaves?
Nov. 20	Reports on and papers based on <i>New York Times Disunion</i> blog, specific topics TBA
Dec. 4	<i>American Heathens</i> ; article by David Blight What was involved in the “reforging of the White Republic”?
Dec. 11	individual meetings about next semester (or make-up day in case of snow)
Dec. 18	drop-dead due date for final papers

Discussion Leadership and Writing Assignments

Class participation and discussion leadership forms a large part of your grade for the semester. I will evaluate you in this category based on the following:

1) Each student should be prepared *each week* to provide a cogent, 2 or 3 minute oral answer to the question posed for the week in the syllabus. I will call on many or all of you each week to provide, and defend, your answer. These are the kinds of questions you will be asked, as well on your final oral examination as a graduate student, so consider this practice!

2) In tandem with one other student, should be prepared to take the role of discussion leader for one week of the semester. When your week comes to be a discussion leader, I would expect your student team to come prepared with the following:

- a) a short (1 p.) summary of the book's major thesis, arguments, and evidence (and/or articles, where appropriate)
- b) a short (1 p.) critique of the book/article(s), including questions, concerns, and counter-arguments
- c) a short (1 p.) list of discussion questions which you will use to guide the class as a whole through the discussion of the work.

3) I will ask each student to "lead" a sample undergraduate class for 15-20 minutes once during the semester, showing us how you would lead a group of less advanced students through the material we are discussing. This could involve a mini-lecture, some kind of presentation, a special "group exercise" kind of thing, or whatever other pedagogical tools that come to mind. You are free to do this on your "discussion leadership" night, or on any other evening.

4) Each student will also prepare one short (750 word) informal blog post review of either *River of Dark Dreams* or *Disunion*. This will be due for all students on either September 11 or September 18. For your model, use the blog post responses to Johnson's *River of Dark Dreams*, which may be found at The Junto blog: <http://earlyamericanists.com/category/special-features/roundtables/river-of-dark-dreams/>

5) On November 20th, your assignment will be to prepare a fairly short (around 1000 – 2000 words) blog post done in the style of the *New York Times* *Disunion* blog, on some issue of the Civil War and Reconstruction that interests you. More detail will be given out in class.

6) Finally, each student will be asked to do a primary source analysis assignment twice this semester, and to report on that assignment at least once to the class as a whole.

One of your two primary source analyses should be on two (or more) of the primary sources that are part of our reading assignments; prepare a 2-3 pp. document analysis, modeled after the questions posed for document analyses in Rampolla's *Pocket Guide to Writing in History*. The other should involve finding one (or more) of the primary sources used by one of our authors in her/his footnotes, reading over that source, and then comparing that source to the analysis the author gives to the source. Note: your "source" can be not just written documents, but also audio or visual material.

In each case, the aim here will be to write a short essay, 2-3 double-spaced pages, just analyzing how the historian has gone about analyzing his/her source, and what are the strengths and weaknesses in the approach taken to analyzing that source. We will try to divide these up as much as possible so that we have at least one person "reporting in" each week on their analysis of how the historian for the week has used his/her primary source.

Final Papers

The final paper will be an essay-answer to one of several questions posed by me based on this semester's reading. To the degree possible, the final paper will also be a kind of "prospectus" for a research project to be taken up next semester. More information on the final as the semester progresses.

Comparative Book Review: Selections

Your professional comparative review, ~1500 words done in the style of *Reviews in American History*, will be due variously on the date below. Attach a model review from *Reviews in American History* of the one you turn in.

Date	Assigned book:	Comparative Book:
Sept 11	<i>River of Dark Dreams</i>	Walter Johnson, <i>Soul by Soul</i>
Sept 18	<i>Disunion</i>	David Potter, <i>The Impending Crisis</i>
Sept 25	<i>The Peninsula Campaign</i>	Kevin Levin, <i>Battle of the Crater</i>
Oct. 2	<i>What This Cruel War</i>	Gary Gallagher, <i>The Union War OR The Confed. War</i>
Oct. 16	<i>A Savage Conflict</i>	Michael Fellman, <i>Inside War</i>
Oct. 23	articles on gender and CW	Lee Ann Whites et al., eds., <i>Occupied Women</i>
Nov. 6	<i>Great Heart of the Republic</i>	Megan Nelson, <i>Ruin Nation</i>
Nov. 13	<i>Fall of the House of Dixie</i>	Stephanie McCurry, <i>Confederate Reckoning</i>
Nov. 20	<i>Forever Free</i>	Mark Summers, <i>Dangerous Stir</i>
Dec. 4	<i>American Heathens</i>	Heather C. Richardson, <i>West from Appomattox</i>