

Hist/AS139

The Civil War Era

Bowdoin College, Fall 2009

Meets: TTh 11:30-1:00, Cleveland 151
Prof. Patrick Rael
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If any event in American history can be considered pivotal, surely it is the Civil War. This lecture course covers the era of the Civil War, roughly from the 1830s through the war itself. We focus equally on the causes of the war and the war itself. We touch upon Reconstruction only briefly (I teach an advanced seminar on that topic, which all students completing this course are well-suited to take.) While no historical period fires the imagination of Americans more than our bloodiest conflict, few of us actively explore the deeper meanings of the era for our country's story. Enamored with battles, glory, and courage, the popular mind seems less willing to understand the massive transformations which impacted nearly every facet of national life. While we will explore the military side of the War — the stuff of popular interest — we will focus also on the economic, constitutional, and social changes wrought by the conflict. Students are expected to enter with a basic knowledge of American history, and with a commitment to participating in large class discussions.

LEVEL

This is an introductory course taught in the History Department. It is intended for first-year through junior students, particularly those with little experience in history courses. The course is designed to serve as an introduction both to the history of the Civil War era and to the basic skills of the discipline of history. History majors or potential history majors should realize that they may earn major credit for only two history courses taken below the 200 level, and that seniors may not earn major credit for such courses. I expect students to spend an average of 6-8 hours outside of class and lab each week preparing for this course.

COURSE WEBSITE

The material for this course may be found online through the Blackboard system. You will find a copy of this syllabus, as well as all the reading and paper assignments. You may easily refer to the website for the most recent course assignments and requirements. You will also find my website <<http://academic.bowdoin.edu/faculty/P/prael/>> useful. It links to guides on writing, plagiarism, and other matters crucial to your success in history courses.

BOOKS

Purchase these required books at the campus bookstore or online. When possible, I will place extra copies on library reserve.

- Stowe, Harriet Beecher. *Uncle Tom's Cabin or, Life Among the Lowly* (1852; New York: Penguin Books, 1981). ISBN 780140390032. \$8.95.
- McPherson, James M. *Drawn with the Sword: Reflections on the American Civil War*. New York: Oxford University Press, 1997. ISBN 0195117964, \$19.95.
- Shaara, Michael. *The Killer Angels* (New York: Ballantine Books, 1993). ISBN 0345348109. \$5.99.
- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 3rd edition. Boston: Bedford Books of St. Martin's Press, 2001. ISBN 0312274664. \$7.99. This book includes the citation guidelines and formats that should be used for this course.
- Sheehan-Dean, Aaron. *Concise Historical Atlas of the US Civil War*. New York: Oxford University Press, 2009. ISBN 9780195309584.

Additionally, there is a packet of course readings available in .pdf format through the course website on blackboard.

COURSE OBJECTIVES

- ▶ To introduce students to the historical events surrounding the Civil War, its causes, and consequences
- ▶ To develop introductory college-level skills in historical research, writing, and reasoning.
- ▶ To develop introductory college-level skills in analyzing primary and secondary historical sources for the period.
- ▶ To evaluate popular historical interpretations of the period.

ASSIGNMENTS

Breakdown

Quizzes (best 5 @ 2 points each)	10	Mid-term exam	20
Legislative history assignment	10	Final exam	20
GIS project	20	Participation	10
Wiki: Killer Angels or Winslow Homer	10	Total points	100

Quizzes: (10%): I will randomly start some class sessions with a quick writing exercise or quiz, each of which will be worth 0-2 points. Your best five of these quizzes will count for 10% of your final grade.

Legislative history assignment (10%): In this assignment, you will have a chance to get into the library and do some intensive research into primary historical sources. Working with librarian Ginny Hopcroft, you will research the history of a piece of legislation propounding the interests of an interest group you choose in class. *Due October 8.*

Mid-term exam (20%): In-class essay exam covering material from the first half of the semester. *Held October 15.*

Wiki assignment (10%): This is a short essay due on either Michael Shaara's novel, *The Killer Angels*, or on a gallery exhibition of the works of Winslow Homer, the great American painter. I will give you instructions for a 3-4 page essay you will hand in, and also post on a "wiki" on the course website. This will make our individual insights available for the benefit of the entire class. *Due November 3/5 (KA) or November 24 (WH).*

GIS project (20%): Historical map-making project to be explained. *Due December 3.*

Final (20%): The exam will be held in class during the scheduled exam period. It will cover material from the entire semester. The final exam date is set by the College, and is unchangeable. Understand this now and make your travel plans accordingly. I will not be able to change the date of the final for anyone. *Held December 19, 9am-12noon.*

Discussion and participation (10%): Your thoughtful participation in both lecture and discussion is a significant part of your course work. Readings should be completed before class. Please be prepared to discuss them (though we will not discuss all readings equally during class). Please keep your comments relevant, and consider others when speaking.

COURSE CONTRACT

Attendance: No absences are "excused" -- you are responsible for all material covered during missed class days. Those who may miss class to attend extra-curricular events are requested to inform me, as a courtesy, of planned absences. If special considerations prevent you from fulfilling course obligations (such as illness), please provide me with documentation so we may consider an exception. *Because it is disruptive to the entire class, please do not excuse yourself in the middle of a class session, unless you are sick or have an emergency. I do not mind the use of laptops in the class for taking notes, but the use of laptops for personal use during class is disruptive and prohibited.*

Late or missed assignments: Unless stated otherwise, assignments are due at the beginning of class; assignments handed in later in the day (during or after class) will be considered one day late. I will accept late assignments with no penalty only for documented health or other emergencies. In general, assignments which receive letter grades will be marked down one-third of a grade (e.g., from B+ to B), for each day late. A final but crucial point: All work must be completed in order to pass this course.

A note on academic honesty: Each author owns his or her own ideas, words, and research. You must give appropriate credit — generally in the form of quotations and proper footnotes — when using the work of another scholar. I expect you to be familiar both with Bowdoin's honor code, and with the guidelines for proper citation and attribution of sources provided for this course. Plagiarism,

whether intentional or not, is a serious violation of academic standards and Bowdoin's honor code. I will enforce violations of the honor code by bringing immediate, uncontested action before the Judicial Board. Minimum penalties for plagiarism will be to fail the course. For resources on avoiding plagiarism, look on the blackboard website for this course.

Offensive materials disclaimer: Students occasionally find some course materials offensive. Views expressed in the material we will cover do not reflect my own personal opinions. The academic enterprise invites vibrant class discussion, which balances critical thinking with mutual respect. Students are expected to take responsibility for their experience in this course by examining their own reactions to material they consider offensive. At all times, our priority will be critical engagement with scholarly material. By continuing with this course, you are agreeing to be held academically accountable for all required materials in the syllabus, regardless of your own personal reactions to it. Students who are unwilling either to hear or think critically about such material are encouraged to drop this course at their discretion.

SCHEDULE OF CLASS MEETINGS, READINGS, AND ASSIGNMENTS

1. This schedule is liable to change to suit class needs. The online syllabus always offers the most recent version of the syllabus.
2. Complete readings prior to class and be prepared to discuss them. The readings are listed in order of significance.
3. We will not discuss each reading with the same degree of rigor. I will do my best to let you know when to make special efforts with your reading. You are, however, responsible for all the assigned material, whether or not we discuss it in class.
4. “@” indicates that the reading can be found in the course reader. A few readings may be available only through the course website. I will denote these on the syllabus.
5. “(Reserve)” indicates that the reading is available on the course Blackboard website. Click on “course readings” to find a .pdf of the reading.
6. “Jstor”, “Muse”, “Online” all indicate the location of the reading. On the online syllabus, simply click on the link, and you should be taken directly to the reading.

Sept. 3	<p>Introductions</p> <p><u>Reading</u> (read after class for this day only; read before class for all other days):</p> <ul style="list-style-type: none"> • James M. McPherson, “The War That Never Goes Away,” in <i>Drawn with the Sword: Reflections on the American Civil War</i> (New York: Oxford University Press, 1996), ch. 4. • Edward Ayers, “Worrying About the Civil War,” in <i>What Caused The Civil War?: Reflections on the South and Southern History</i> (New York: Norton, 1993), ch. 5. (Reserve)
Sept. 8	<p>The legacy of the revolution</p> <p><u>Reading</u>:</p> <ul style="list-style-type: none"> • John Hope Franklin, “Slavery Left America with a Weak Moral Foundation,” in <i>Slavery: Opposing Viewpoints</i> (San Diego: Greenhaven Press, 2002), 270-79. (Reserve) • Herbert J. Storing, “America’s Founders Recognized the Dilemma of Slavery,” in <i>Slavery: Opposing Viewpoints</i> (San Diego: Greenhaven Press, 2002), 280-89. (Reserve)
Sept. 10	<p>North and South</p> <p><u>Reading</u>:</p> <ul style="list-style-type: none"> • James M. McPherson, “Antebellum Southern Exceptionalism: A New Look at an Old Question,” in <i>Drawn with the Sword: Reflections on the American Civil War</i> (New York: Oxford University Press, 1996), ch. 1. • John Spicer, “‘The Cause’ of the American Civil War,” <i>History Review</i> 49 (September 2004), 45-50. @
Sept. 15	<p>Politics and expansion to 1848</p> <p><u>Reading</u>:</p> <ul style="list-style-type: none"> • Marc Egnal, “The Beards Were Right: Parties in the North, 1840-1860,” <i>Civil War History</i> 47, no. 1 (2001): 30-56. (Muse) • Alex Paul, “Texas Annexation: The Polarizing Influence of Party Affiliation and the Underpinnings of Sectionalism,” undergraduate paper prepared for previous version of this class. (Online)
Sept. 17	<p>Antislavery</p> <p><u>Reading</u>:</p> <ul style="list-style-type: none"> • Howard Temperly, “The Ideology of Antislavery,” in <i>The Abolitionists: Means, Ends, and Motivations</i>, 3rd ed. Lawrence B. Goodheart, ed. (Lexington, Mass.: D.C. Heath, 1995), 12-25. (Reserve) • Michael D. Pierson, “‘Slavery Cannot Be Covered Up with Broadcloth or a Bandanna’: The Evolution of White Abolitionist Attacks on the ‘Patriarchal Institution,’” <i>Journal of the Early Republic</i> 25, no. 3 (2005) 383-415. (Reserve)

Sept. 22	<p>Uncle Tom's Cabin <i>This is a long book. Start reading it at the beginning of the semester, so you'll have it finished by the time it is due.</i></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Harriet Beecher Stowe, <i>Uncle Tom's Cabin or, Life Among the Lowly</i> (1852; New York: Penguin Books, 1981). • (Recommended) James M. McPherson, "Tom on the Cross," from <i>Drawn with the Sword: Reflections on the American Civil War</i> (New York: Oxford University Press, 1996), 24-36. <p><u>Library workshop:</u> Groups A-F</p>
Sept. 24	<p>Uncle Tom's Cabin</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Harriet Beecher Stowe, <i>Uncle Tom's Cabin or, Life Among the Lowly</i> (1852; New York: Penguin Books, 1981). • (Recommended) James M. McPherson, "Tom on the Cross," from <i>Drawn with the Sword: Reflections on the American Civil War</i> (New York: Oxford University Press, 1996), 24-36. <p><u>Library workshop:</u> Groups G-L</p>
Sept. 29	<p>Antiabolitionism and proslavery</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Emma Jones Lapsansky, "'Since They Got Those Separate Churches': Afro-Americans and Racism in Jacksonian Philadelphia," <i>American Quarterly</i> 32, no. 1 (Spring 1980), 54-78 (Jstor) • Paul Finkelman, ed., <i>Defending Slavery: Proslavery Thought in the Old South: A Brief History with Documents</i> (Boston: Bedford/St. Martin's, 2003), selections. (Reserve)
Oct. 1	<p>The Sectional Crisis, 1848-1860</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • James L. Huston, "Southerners against Secession: The Arguments of the Constitutional Unionists in 1850-51," <i>Civil War History</i> 46, no. 4 (2000) 281-99. (Muse) • Eric Foner, <i>Free Soil, Free Labor, Free Men: The Ideology of the Republican Party before the Civil War</i> (London: Oxford University Press, 1970), ch. 1. (Reserve)
Oct. 6	<p>Precipitants: The Dred Scott decision</p> <p><u>Reading:</u> <i>Dred Scott vs. Sandford</i> (1857). (Online)</p>
Oct. 8	<p>Precipitants: John Brown's raid In-class film: "John Brown's Holy War"</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Sean Wilentz, "Homegrown Terrorist," <i>New Republic</i> 233, no. 17 (October 24, 2005), 23-30. ® <p><i>Legislative history project due</i></p>
Oct. 13	<p>Fall vacation – no class</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • "The Road to War" ®
Oct. 15	Mid-term
Oct. 20	<p>Election and Secession</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Seymour Martin Lipset, "The Emergence of the One-party South – The Election of 1860," from <i>Political Man: The Social Bases of Politics</i> (Garden City, NY: Doubleday, 1960), 344-54. (Reserve) • Peyton McCrary, Clark Miller, Dale Baum, "Class and Party in the Secession Crisis: Voting Behavior in the Deep South, 1856-1861," <i>Journal of Interdisciplinary History</i> 8, no. 3 (Winter 1978), 429-57. (Jstor) • James M. McPherson, "The War of Southern Aggression," in <i>Drawn with the Sword: Reflections on the American Civil War</i> (New York: Oxford, 1996), 37-51.
Oct. 22	<p>Military course of the war</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Patrick Rael and Kid Wongsrichanalai, "A Military Narrative of the Civil War." (Reserve)
Oct. 27	<p>Music of the Civil War <i>A concert by Josephine Johnson</i></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Caroline Moseley, "'When Will Dis Cruel War be Ober?' Attitudes toward Blacks in Popular Song of the Civil War," <i>American Music</i> 2, no. 3 (Autumn 1984), 1-26. (Jstor)

Oct. 29	<p>Introduction to GIS project</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • GIS project assignment • Explore Aaron Sheehan-Dean, <i>Concise Historical Atlas of the US Civil War</i> (New York: Oxford University Press, 2009).
Nov. 3	<p>Killer Angels</p> <p><i>Killer Angels is another novel, of good length. Remember to begin reading this early.</i></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Michael Shaara, <i>The Killer Angels</i> (New York: Ballantine Books, 1993). <p><u>GIS workshop:</u> Groups A-F</p> <p><i>Killer Angels passage analysis (and wiki entry) due</i></p>
Nov. 5	<p>Killer Angels</p> <p><i>Killer Angels is another novel, of good length. Remember to begin reading this early.</i></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Michael Shaara, <i>The Killer Angels</i> (New York: Ballantine Books, 1993). <p><u>GIS Workshop:</u> Groups G-L</p> <p><i>Killer Angels passage analysis (and wiki entry) due</i></p>
Nov. 10	<p>Up close with JLC</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Thomas A. Desjardin, "Constructing the Consummate Gettysburg Hero," in <i>These Honored Dead: How the Story of Gettysburg Shaped American Memory</i> (Cambridge, Mass.: Da Capo Press, 2004), 127-52. (Reserve)
Nov. 12	<p>Up closer with JLC</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Patrick Rael, "The Chamberlain You Thought You Knew: Masculinity and the Memory of the Civil War," unpublished paper, 2002. (Reserve)
Nov. 17	<p>Homefront issues</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • James M. McPherson, "Race and Class in the Crucible of War," in <i>Drawn with the Sword: Reflections on the American Civil War</i> (New York: Oxford University Press, 1998), ch. 6. • Eric Foner, "The South's Inner Civil War," <i>American Heritage</i> (March 1989). ® • Leslie M. Harris, "The New York City Draft Riots of 1863," excerpt from <i>In the Shadow of Slavery: African Americans in New York City, 1626-1863</i>. (Online)
Nov. 19	<p>Who freed the slaves?</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • James M. McPherson, "Who Freed the Slaves?" in <i>Drawn with the Sword: Reflections on the American Civil War</i> (New York: Oxford University Press, 1998), 192-207. • Ira Berlin, "Who Freed the Slaves? Emancipation and Its Meaning," in <i>Major Problems in the Civil War and Reconstruction</i>, Michael Perman, ed., 2nd ed. (Boston: Houghton Mifflin, 1998), 288-97. (Reserve) • Doris Kearns Goodwin, "My Whole Soul Is in It," <i>Smithsonian</i> 36, no. 10 (January 2006), 48-58. ®
Nov. 24	<p>African Americans and the war</p> <p><u>Film at night:</u> "Glory"</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Armstead L. Robinson, "In the Shadow of Old John Brown: Insurrection Anxiety and Confederate Mobilization, 1861-1863," <i>Journal of Negro History</i> 65, no. 4 (Autumn 1980), 279-97. (Jstor) • John David Smith, "The Enduring Myth of 'Forty Acres and a Mule,'" <i>Chronicle of Higher Education</i> (February 21, 2003). (Reserve) <p>Winslow Homer image analysis (and wiki entry) due</p>
Nov. 26	<p>Thanksgiving vacation – no class</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • James M. McPherson, "The <i>Glory</i> Story," in <i>Drawn with the Sword: Reflections on the American Civil War</i> (New York: Oxford University Press, 1998), ch. 7. • Ira Berlin, "Glory Be," <i>Radical History Review</i> 53 (Spring 1992), 141-48. (Reserve)

Dec. 1	<p>The total war debate</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • James M. McPherson, "From Limited to Total War, 1861-1865," in <i>Drawn with the Sword: Reflections on the American Civil War</i> (New York: Oxford University Press, 1996), 66-86. • Mark Neely, "Was the Civil War and Total War?" in <i>On the Road to Total War: The American Civil War and the German Wars of Unification, 1861-1871</i>, Stig Forster and Jorg Nagler, eds. (Cambridge University Press, 1997), 29-51. (Reserve)
Dec. 3	<p>Lincoln's assassination and its consequences</p> <p><i>Guest speaker: Prof. Elizabeth Leonard, Department of History, Colby College</i></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Jeffrey D. Wert, "A Silent Gloom Fell Upon Us Like a Pall," <i>Civil War Times</i> (January 1, 2006): 50-56. © <i>GIS projects due</i>
Dec. 8	<p>Reconstruction</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • "Reconstruction" (pp. 115-18) © • Leon F. Litwack, "'Blues Falling down Like Hail': The Ordeal of Black Freedom," in <i>New Perspectives on Race and Slavery in America: Essays in Honor of Kenneth M. Stampp</i>, Robert H. Abzug and Stephen E. Maizlish, eds. (Lexington, Ky.: University Press of Kentucky, 1986), 109-27. ©
Dec. 10	<p>Historical memory and the remaking of the Civil War</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • John Pettegrew, "'The Soldier's Faith': Turn-of-the-Century Memory of the Civil War and the Emergence of Modern American Nationalism," <i>Journal of Contemporary History</i> 31, no. 1 (January 1996), 49-73. (Jstor) • David Blight, "The Civil War in History and Memory," <i>Chronicle of Higher Education</i> (July 12, 2002), B7. (Reserve)
Dec. 19	<p>Final exam 9am-12noon</p> <p><i>Do not ask me to change the final exam date for any reason!</i></p>