

HIS 3226: U.S. Civil War
Instructor: Dr. Allison Fredette
Spring 2015, Section 102

Meeting Times: Tuesday/Thursday 3:30-4:45pm

Room: Anne Belk Hall 242

Office Hours: Tuesday/Thursday 9:30am-12pm (or by appt)

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Course Description

Many historians consider the American Civil War a defining moment in our history. For four long years, northerners and southerners of various classes, races, and backgrounds fought each other across a wide swath of the nation. At its core, the conflict revolved around issues that would define the concepts freedom and equality for generations to come and force the American people to determine the Union's true meaning. This class provides an introduction to this conflict, from its origins far back in the founding days of the country to its culmination at Appomattox Courthouse in the spring of 1865.

While this course will address events on the battlefield, we will also spend considerable time discussing the political, social, and economic changes brought about by the war. This is not a military history course, and if you have little interest in the war beyond the 3rd day of Gettysburg, this may not be your class. Additionally, this course has a very heavy reading load, and students should be prepared to read each week (often more than 100 pages) and prepare for extended (and hopefully lively) class discussions.

This class has a number of goals and objectives. After taking this course, students should be well versed in the latest debates and arguments of Civil War scholarship, develop a stronger understanding of the process of historical research based on both primary and secondary sources, and have the tools to conduct such research on their own. During the semester, we will focus on five major questions.

- What issues led to the outbreak of the Civil War?
- How did Civil War conflict differ depending on region?
- How did Civil War conflict affect civilians on the home front?
- What role did slavery, slaves, and emancipation play in the conflict?
- How has the memory of the war changed since 1865, and how does the Civil War affect us today?

Required Books (all books can be found at the university bookstore)

- Guelzo, Allen C. *Fateful Lightning: A New History of the Civil War and Reconstruction*. New York: Oxford University Press, 2012.
- Dew, Charles B. *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War*. Charlottesville, VA: University of Virginia Press, 2002.

- Shaara, Michael. *The Killer Angels*. New York: Ballantine Books, 1987.
- Horwitz, Tony. *Confederates in the Attic: Dispatches from the Unfinished Civil War*. New York: Vintage, 1999.
- Recommended: Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. Boston: Bedford/St. Martin's, 2012.
- Other articles and primary documents listed will be posted on AsUlearn

Important Dates

February 12 – Newspaper project due

March 5 – Midterm exam

March 26 – Historiography papers due

April 16 – Primary source project due

May 4 – Final exam

Course Requirements and Grades

In this class, students are expected to attend all classes, keep up with all assigned readings and films, write discussion questions, participate fully and positively in class discussion, complete three short research projects, and take a midterm and a final. I will provide more information on the research projects as the semester progresses.

Your final grade will be calculated as follows:

Midterm	20%
Final	20%
Participation/Responses	15%
Newspaper project	15%
Historiography project	15%
Primary source project	15%

Grading Scale

A	93-100		C	73-76.4
A-	90-92.4		C-	70-72.4
B+	87-89.4		D+	67-69.4
B	83-86.4		D	63-66.4
B-	80-82.4		D-	60-62.4
C+	77-79.4		F	0-59.4

Class Policies

Attendance and In-Class Behavior

Students must attend all class meetings. Material for the two exams (40% of your grade) come from both the assigned readings AND the lectures. You cannot do well on those exams without attending class and taking good notes. I do not, under any circumstances, provide copies of the slides. If you have an excused absence, please come to my office hours to discuss the missed material.

In addition, this class involves extensive discussion, and your participation is expected and required. You must complete all readings before class and come prepared to engage with both the professor and your fellow students in a lively discussion of the day's topic. Disagreement is expected, and often encouraged, but students must remain respectful at all times of their fellow classmates and professor. Your grade is contingent on your full attention being given while in the class. Please refrain from facebooking, tweeting, instagraming, etc. while in class. If you are found doing so, it will seriously hurt your grade in the course. Above all, please turn off your cell phone when you enter class. We only have a short amount of time together. Let's make the most of it!

Additionally, as part of your participation grade, I expect you to submit one thoughtful discussion question before each class. This question should be based upon that day's reading and intended for your fellow students. Questions should be open-ended, rather than easily answered with one or two words. What did you find interesting about the reading? What questions did you have about the material? How should we connect the reading to our previous material? You should submit this question via AsULearn by 10pm the night before class.

Assignments

A rubric for each assignment will be given out the week before they are due. All written assignments should be done in 12-point double-space font (Times New Roman or comparable font) with one-inch margins. All papers must be turned in on AsULearn and will NOT be accepted via email.

Late papers and assignments will be penalized 5 percentage points for every day past the due date.

Newspaper/Editorial Project

This project gives students the opportunity to analyze northerners' and southerners' responses to a Civil War era event. Specifically, students will use newspapers found in the "Secession Era Editorials Project" from Furman University to assess reactions to John Brown's raid on Harpers Ferry. By doing so, students are expected to ask: what can a historian learn from reading newspaper editorials as a primary source? Using at least 4 editorials, students will write a 3-4 page research paper, addressing responses to John Brown's raid. I will provide more information as the deadline approaches.

Historiography Project

For their second project, students will undertake the valuable experience of writing a summary of the scholarly literature available on one topic. Students must submit their topic to the professor by March 3rd. Once this topic has been approved, students should locate and read at least 5 peer-reviewed, scholarly sources (at least one of which must be a book). Students will then write an analysis of these scholars' findings and theorize about possible areas for future research. We will discuss more about this project as the semester progresses.

Primary Source/Research Project

Finally, having located an area for scholarly research in their historiography project, students will write a brief research paper using primary sources. On April 9th, students will come to class prepared to discuss their topic and their sources with their fellow students. Students must locate 5-7 primary documents for analysis in their final paper. Above all, this paper must have a historically interesting question, a central argument, and evidence to support this contention. We will cover possible types of primary sources, as well as where to find such sources, in class.

Academic Integrity

As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: www.studentconduct.appstate.edu.

Statement on Student Engagement with Courses

In its mission statement, Appalachian State University aims at "providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers" as well as "maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students." Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen-hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

Disability Services

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at <http://www.ods.appstate.edu/> or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

Religious Observances Policy

Faculty members are required to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays. All ASU students are allowed a minimum of two absences per year for religious observances. Up to two absences for such observances will be excused, without penalty to the student, provided that the student has informed the instructor in the manner specified in the syllabus. Notice must be given by the student to the instructor before the absence occurs and no later than three weeks after the start of the semester in which the absence(s) will occur. Arrangements will be made to make up work missed by these religious observances, without penalty to the student. For the purposes of this policy, ASU defines the term “religious observance” to include religious holidays, holy days, or similar observances associated with a student’s faith that require absence from class. Faculty, at their discretion, may include class attendance as a criterion in determining a student’s final grade in the course. On the first day of class, faculty must inform students of their class attendance policy and the effect of that policy on their final grade; both policies must be clearly stated in the class syllabus.

Weekly Schedule

Week 1, January 13 & 15

Introduction & Slavery: America’s Original Sin

- Read for Thursday: Guelzo, *Fateful Lightning*, pp. 1-5, 23-53
(no discussion question due)

Week 2, January 20 & 22

Life in Antebellum America

- Read for Tuesday: Guelzo, *Fateful Lightning*, pp. 1-5, 23-53.
- ** start reading *Apostles of Disunion*

Week 3, January 27 & 29

War in Mexico & Kansas

- Read for Tuesday: Guelzo, *Fateful Lightning*, ch. 2.
- Read for Thursday: Charles Sumner, “The Crime Against Kansas” (AsULearn)
- ** don’t forget editorials project, due 2/12!

Week 4, February 3 & 5

The Nation Unravels

- Book for Thursday: Dew, *Apostles of Disunion*.

Week 5, February 10 & 12

North and South Go Off to War

- Read for Tuesday: Guelzo, *Fateful Lightning*, pp. 138-172
- ** Editorials project due Thursday, February 12
(rd. Guelzo, *Fateful Lightning*, pp. 113-126 as background)

Week 6, February 17 & 19

War in the West and East: 1862

- Read for Tuesday: Guelzo, *Fateful Lightning*, pp. 186-213.
- Read for Thursday: Steven E. Woodworth, "When Merit Was Not Enough: Albert Sydney Johnston and Confederate Defeat in the West, 1862," in *Civil War Generals in Defeat*, ed. Steven E. Woodworth (Lawrence: University Press of Kansas, 2004), 9-28.

Week 7, February 24 & 26

Slavery and the Civil War

- Read for Tuesday: Ira Berlin, "Who Freed the Slaves?: Emancipation and Its Meaning," in *Major Problems in the Civil War and Reconstruction* (Boston: Houghton Mifflin, 1998), 288-97.
Guelzo, *Fateful Lightning*, pp. 172-185.
- Read for Thursday: Chandra Manning, "Wartime Nationalism and Race: Comparing the Visions of Confederate, Black Union, and White Union Soldiers," in *In the Cause of Liberty: How the Civil War Redefined American Ideals*, eds. William J. Cooper, Jr. and John M. McCardell, Jr. (Baton Rouge: Louisiana State University Press, 2011), 87-104.

Week 8, March 3

Slavery and the Civil War, cont.

Week 8, March 5

Midterm

** bring a pen and blue book

Week 9, March 10 & 12

SPRING BREAK – NO CLASS

** don't forget historiography papers, due 3/26!

Week 10, March 17 & 19

A Soldier's Life

- Read for Tuesday: Guelzo, *Fateful Lightning*, ch. 6
- ** start reading *Killer Angels*

Week 11, March 24 & 26

The Civil War's Global Impact

- Read for Tuesday: Guelzo, *Fateful Lightning*, pp. 278-313.
- ** Historiography paper due Thursday, March 26

Week 12, March 31 & April 2

1863: The War's Turning Point?

- Read for Tuesday: Guelzo, *Fateful Lightning*, ch. 8
- Book for Thursday: Shaara, *Killer Angels*.
- ** don't forget primary source research paper, due 4/16!

Week 13, April 9

The War at Home

- Read for Thursday: Guelzo, *Fateful Lightning*, ch. 9

Week 14, April 14 & 16

Guerrilla Warfare & Civilian Crossfire in the Civil War South

- Read for Tuesday: Barton A. Myers, "Dissecting the Torture of Mrs. Owens: The Story of a Civil War Atrocity," in *Weirding the War: Stories from the Civil War's Ragged Edges* (Athens: University of Georgia Press, 2011), 141-159.
- ** Primary source research paper due Thursday, April 16
- ** start reading Horwitz, *Confederates in the Attic*

Week 15, April 21 & 23

The Civil War as Total War: 1864-65

- Read for Tuesday: Guelzo, *Fateful Lightning*, ch. 10

Week 16, April 28 & 30

Mythmaking and the Lost Cause: Civil War Memory

- Book for Tuesday: Horwitz, *Confederates in the Attic*.

Final Exam: Monday, May 4, 3-5:30pm