History 7150, Seminar in the Civil War Era, 1850-77. Fall 2011. 1:00-3:50 pm Tuesday, Thach 312A.

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Office Hours: 8:45-9:45 MWF, 3:50-4:30 T, and also by appointment.

Goals: Graduate students will 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 The emphasis is on recent historiography, although a few older and non-superseded works will be listed as well. Students writing a minor field comprehensive examination for me will be prepared for that examination at the end of the semester, while those majoring in the field will be well on their way to readiness. Oral and written assignments will hone the skills required of historians intending write dissertations.

Grading: Bibliographic Essay (due November 29) 1/3 of grade
Book Reviews (average grade) 1/3 of grade
Class Participation 1/3 of grade

PLEASE NOTE: all grading is on a ten-point scale.
I do NOT give “extra credit” assignments per request.
I do NOT discuss grades on the day I return a quiz or assignment.
I do NOT give out or debate grades, including final grades, via e-mail or the telephone. That is a violation of federal law. If you don’t like your grade, come see me in person.
I ONLY “round up” final grades to the next round number. An 88.9 rounds up to 89, not 90.

Description of Assignments:

Bibliographic Essay: You are to choose one of the broad weekly topics (other than “Other Topics,”) read ten books on that week’s list, and write a twenty-page bibliographic essay on the literature. Those “twenty pages” may include the works cited page and notes. The essay must be typed, double-spaced, and utilize a typeface no larger than that in this syllabus, 12 cpi using Times New Roman. Margins are to be no larger than one inch. Staple or clip the assignment in the upper left-hand corner—no fancy binders please. Turn off right justification. You must keep a printed copy for your files. Errors in fact, logic, or prose, as well as general messiness, will lower your grade. The essay is due in both paper format and as an e-mail attachment at the beginning of class on the due dates; you will lose five points if they come in later that day, and an additional
ten points for every weekday the report is late. A sample essay has been placed on the course WebCT page.

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

*Attendance:* Graduate students must display a professional attitude toward this course by attending every session, arriving on-time, and not leaving until the class concludes. There are no excused “cuts” at this level. Students will be excused only for valid, university-approved excuses accompanied by documentation.

*Oral Discussion:* I expect all students to have read the week’s assignment. All should participate equally—students who say little, or conversely attempt to dominate discussion to the exclusion of others, will see their participation grade fall as a result. In general, the following system originated in the AU Counseling department will apply here as well:

- **Excellent (A)** — Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
- **Satisfactory (B)** — Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
- **Minimally Acceptable (C)** — Passive participation: present, awake, alert, attentive, but not actively involved.
- **Unsatisfactory (F)** — Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the discussion.

*Note well:* I keep track of those who consistently read the shortest available works, as well as those who take on their share of lengthier books. There is no reward for getting by with as little work as possible.

**Book Reviews:** During the semester you will prepare ten 500-word book reviews, as noted in the schedule. They are due at the beginning of class. You will give me the original paper copy, submit the review to me as an e-mail attachment, and either provide a photocopy to everyone else in the seminar or post your summary on the course’s Blackboard discussion board. The latter is easier but the choice is yours.

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 crucial elements, each worth twenty points:
(a) *A Book’s Scholarly Citation*, using the proper, Turabian-style bibliographic form (if you don’t know how to use Turabian’s guide, now is the time to buy a copy and learn).

(b) *A Brief Introductory Paragraph* that provides context, sets the book within the larger field, or states a question to be answered. *Never* jump right into the book.

(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. If you have to cut anything, this is where to cut.

(e) *Your Evaluation of the Book* in a final paragraph noting its strengths and weaknesses as well as its usefulness (but *not* whether you liked it, or found it boring, or thought it was too hard to read). A sentence or two do not comprise a sound evaluation.

Remember that readers of book reviews essentially want to know what a book is about and whether it is worth reading. If you’re not used to writing reviews, read some in journals such as *Civil War History*, *The Journal of the Civil War Era*, or *The Journal of Southern History*. A sample review also has been placed on the course WebCT page.

**Makeup Policy:** Make-up work will be allowed *only* with a University-approved excuse, and only within two weeks after an excused return to class.

**Students with Disabilities:** Students needing accommodations should arrange a meeting the first week of class. Come during office hours or email for an alternate time. Bring the Accommodation Memo and Instructor Verification Form to the meeting. Discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

**Attendance and Classroom Behavior:** As stated above, students are expected to attend class every day, to be on time, to have read all assigned readings, and to participate in class discussions. Students exhibiting class behavior I deem inappropriate will be counted “absent” that day. That includes poor cell phone manners—turn them off when you’re in class unless you have prior permission. The Auburn Classroom behavior Policy is fully in effect.

**Use of E-mail:** Feel free to e-mail me in regard to anything related to the course, history in general, or something in the nature of letters of recommendations. Please do not e-mail me in regard to your personal life unless it pertains directly to the course, as in the case of an absence. I will not respond to anything I deem inappropriate, and I retain the right to forward any e-mails to university authorities.
Department of History Academic Honesty Policy: The Department of History does not tolerate violations of the university's academic honesty policy and all instructors will report and pursue all such cases according to the procedures outlined in the Tiger Cub. Students are required to know what these policies and procedures are and to know what constitutes academic dishonesty. This includes, but is not limited to plagiarism, falsified citations, cheating on exams, unauthorized collaboration with other students, multiple submissions, and fraudulent medical excuses.

Plagiarism is using someone else's work without credit. It includes ideas, phrases, papers, reports, charts, diagrams, and computer and other data copied directly or paraphrased that are not your own. More specifically, plagiarism is:
- submitting a paper or other work that was wholly or partially written by someone else, regardless of the relationship;
- submitting a paper or other work that the student did not write but that was obtained from files or other sources on or off campus;
- submitting a paper or other work that was wholly or partially obtained from the Internet or the World Wide Web or from other sources that supply papers of this sort;
- submitting as their own work a paper or parts of a paper copied or paraphrased from other sources; and simply rearranging passages and making slight changes or additions in wording.

Note that intent is not an issue with plagiarism. Accidentally submitting written material as your own that comes from someone or somewhere else is not an excuse. Sources for written material, whether paraphrased or quoted, must be cited.

Falsified citations are those where the cited material cannot be found in the book, article, or other source. Claims that this was done accidentally do not constitute an excuse.

Cheating on an exam includes copying from others' exams, otherwise giving or receiving aid during an exam, obtaining copies of exams, using such copies in the exam, using electronic or other aids during an exam, using electronic or other aids during an exam, taking an exam for another student, or any other means of deception.

Unauthorized collaboration includes working with or receiving assistance from others on graded or other assignments without the specific permission of the instructor. Study groups and collaborative work are generally encouraged, but the end results must reflect the work of the individual student. When in doubt about collaboration, ask the instructor.

Multiple submissions are when a student completes a paper or other assignment for a course and submits it to fulfill the requirements for another course.
Fraudulent medical excuses include but are not limited to forged signatures, times, diagnoses, and prescriptions.

Violating this policy will result in your automatically failing the course, AND I will charge you before the university Academic Honesty Committee!

A syllabus is a legal contract: Your remaining in the course indicates that you have read the syllabus and understand all course requirements.

Tentative Weekly Schedule:

Week 1 (Aug. 23): Secession, pt. 1. Read one of the following:
- Anbinder, Nativism and Slavery
- Etcheson, Bleeding Kansas
- Fehrenbacher, The Dred Scott Case
- Finkleman, ed., His Soul Goes Marching On
- Foner, Free Soil, Free Labor, Free Men
- Gienapp, The Origins of the Republican Party
- Holt, The Political Crisis of the 1850s
- Huston, Calculating the Value of the Union
- Jeffrey, The Great Silent Army of Abolitionism
- McClintock, Lincoln and the Decision for War
- Oates, To Purge This Land with Blood
- Richards, The Slave Power
- SenGupta, For God and Mammon
- Varon, Disunion!

Week 2 (Aug. 30): Secession, pt. 2. (Book Review Due). Read one of the following:
- Berry, All That Makes a Man
- Channing, Crisis of Fear
- Crofts, Reluctant Confederates
- Dew, Apostles of Disunion
- Ford, Origins of Southern Radicalism
- Freehling, The Road to Disunion, vol. 1 or vol. 2
- Johnson, Toward a Patriarchal Republic
- Link, Roots of Secession
- McCardell, The Idea of a Southern Nation
- McCurry, Masters of Small Worlds
- Olsen, Political Culture and Secession in Mississippi
- Walther, The Fire Eaters or William Lowndes Yancey
- Wyatt-Brown, Southern Honor

Week 3 (Sept. 6): Battles. (Book Review Due). Read one of the following:
- Brown, Retreat from Gettysburg
Castel, *Decision in the West*
Cooling, *Fort Donelson’s Legacy*
Harsh, *Confederate Tide Rising or Taken at the Flood*
Hess, *Pickett’s Charge*
Gallagher, any edited volume on a battle or campaign
Glatthaar, *The March to the Sea and Beyond*
Noe, *Perryville*
Pierson, *Mutiny at Fort Jackson*
Piston and Hatcher, *Wilson’s Creek*
Rable, *Fredericksburg! Fredericksburg!*
Shea and Hess, *Pea Ridge*
Sutherland, *A Savage Conflict*

**Week 4 (Sept. 13): Leaders. (Book Review Due).** Read one of the following:
   Anderson, *Blood Image*
   Connelly, *The Marble Man*
   Cooper, *Jefferson Davis, American*
   Fellman, *Citizen Sherman*
   Gordon, *General George E. Pickett in Life and Legend*
   Marszalek, *Sherman*
   McFeely, *Grant*
   Nolan, *Lee Considered*
   Pryor, *Reading the Man*
   Rafuse, *McClellan’s War*
   Robertson, *Stonewall Jackson*
   Simpson, *Ulysses S. Grant: Triumph Over Adversity*
   Thomas, *Robert E. Lee*
   Waugh, *U. S. Grant*

**Week 5: (Sept. 20): Lincoln. (Book Review Due).** Read one of the following:
   Berry, *House of Abraham*
   Borritt, ed., *The Lincoln Enigma*
   Burlingame, *The Inner World of Abraham Lincoln*
   Cox, *Lincoln and Black Freedom*
   Donald, *Lincoln*
   Forgie, *Patricide in the House Divided*
   Guelzo, *Abraham Lincoln: Redeemer President*
   Harris, *With Charity for All*
   Miller, *Lincoln’s Virtues*
   Oates, *With Malice Toward None*
   Wills, *Lincoln at Gettysburg*
   Wilson, *Honor’s Voice*

**Week 6 (Sept. 27): Tactics and Strategy. (Book Review Due).** Read one of the following:
   Beringer, et. al., *Why the South Lost the Civil War*
Griffith, *Battle Tactics of the Civil War*
Grimsley, *The Hard Hand of War*
Hagerman, *The American Civil War and the Origins of Modern Warfare*
Hess, *Field Armies and Fortifications in the Civil War*
Hess, *In the Trenches at Petersburg*
Hess, *Trench Warfare Under Grant and Lee*
Hess, *The Rifle Musket in Civil War Combat*
Hsieh, *West Pointers and the Civil War*
McMurry, *The Fourth Battle of Winchester*
McWhiney and Jamison, *Attack and Die*
Nosworthy, *The Bloody Crucible of Courage*
Prokopiwicz, *All For the Regiment*
Royster, *The Destructive War*
Stoker, *The Grand Design*
Wilson, *The Business of Civil War*

**Week 7 (Oct. 4): Soldiers. (Book Review Due).** Read one of the following:
- Bennett, *Union Jacks*
- Carmichael, *The Last Generation*
- Dean, *Shook Over Hell*
- Fellman, *Inside War*
- Foote, *The Gentlemen and the Roughs*
- Glathaar, *General Lee’s Army*
- Hess, *The Union Soldier in Battle*
- Johnson, *Warriors Into Workers*
- Linderman, *Embattled Courage*
- Manning, *What This Cruel War was Over*
- McPherson, *For Cause and Comrades*
- Mitchell, *Civil War Soldiers or The Vacant Chair*
- Phillips, *Diehard Rebels*
- Ringle, *Life in Mr. Lincoln’s Navy*
- Sheehan-Dean, *The View From the Ground*
- Weitz, *A Higher Duty*

**Week 8 (Oct. 11): The Home Front. (Book Review Due).** Read one of the following:
- Ash, *When the Yankees Came*
- Blair, *Virginia’s Private War*
- Crawford, *Ashe County’s Civil War*
- Durrill, *War of Another Kind*
- Escott, *After Secession*
- Faust, *The Creation of Confederate Nationalism*
- Gallman, *Mastering Wartime*
- Jabour, *Topsy-Turvy*
- Lawson, *Patriot Fires*
- Marten, *The Children’s Civil War*
McCurry, *Confederate Reckoning*
Noe and Wilson, eds., *The Civil War in Appalachia*
Paludan, *A People’s Contest*
Rable, *The Confederate Republic*
Rubin, *A Shattered Nation*
Sheehan-Dean, *Why Confederates Fought*
Taylor, *The Divided Family in Civil War America*
Thomas, *The Confederate Nation*
Weber, *Copperheads*
Williams, *Rich Man’s War*

**Week 9 (Oct. 18): Gender. (Book Review Due).** Read one of the following:
- Attie, *Patriotic Toil*
- Blanton and Cook, *They Fought Like Demons*
- Campbell, *When Sherman Marched North From the Sea*
- Clinton, ed., *Southern Families at War*
- Clinton and Silber, eds., *Divided Houses*
- Edwards, *Scarlett Doesn’t Live Here Anymore*
- Faust, *Mothers of Invention*
- Gallman, *America’s Joan of Arc*
- Giesberg, *Army at Home*
- Giesberg, *Civil War Sisterhood*
- Rable, *Civil Wars*
- Silber, *Daughters of the Union*
- Sizer, *The Political Work of Northern Women Writers and the Civil War*
- Varon, *We Mean to be Counted*
- Venet, *Neither Ballots nor Bullets*

**Week 10 (Oct. 25): African Americans. (Book Review Due).** Read one of the following:
- Ash, *Firebrand of Liberty*
- Blight, *Frederick Douglass’s Civil War*
- Cimprich, *Slavery’s End in Tennessee*
- Fields, *Slavery and Freedom on the Middle Ground*
- Franklin, *The Emancipation Proclamation*
- Glatthaar, *Forged in Battle*
- Hollandsworth, *The Louisiana Native Guards*
- Levine, *Confederate Emancipation*
- McFeely, *Frederick Douglass*
- Mohr, *On the Threshold of Freedom*
- Smith, ed., *Black Soldiers in Blue*
- Urwin, ed., *Black Flag Over Dixie*
- Wilson, *Campfires of Freedom*

**Week 11 (Nov. 1): Other Topics. (Book Review Due).** Read one of the following:
Adams, *Our Masters the Rebels*
Egnal, *Clash of Extremes*
Fahs, *The Imagined Civil War*
Faust, *This Republic of Suffering*
Freehling, *The South vs. the South*
Gallagher, *The Confederate War or The Union War*
Hubbard, *The Burden of Confederate Diplomacy*
Jimerson, *The Private Civil War*
Jones, *Blue and Gray Diplomacy*
Marvel, *Andersonville: The Last Depot*
Miller, et. al., *Religion and the American Civil War*
Neely, *The Fate of Liberty or Southern Rights*
Rable, *God’s Almost Chosen Peoples*
Sanders, *While In the Hands of the Enemy*
Stout, *Upon the Altar of the Nation*

**Week 12 (Nov. 8): Reconstruction, part 1.** Read one of the following:
Baggett, *The Scalawags*
Benedict, *The Impeachment and Trial of Andrew Johnson*
Carter, *When the War Was Over*
Current, *Those Terrible Carpetbaggers*
Duncan, *Freedom’s Shore*
Fitzgerald, *Urban Emancipation or The Union League Movement in the South*
Foner, *Reconstruction*, part 1
Gillette, *Retreat from Reconstruction*
Holt, *Black Over White*
Kousser and McPherson, eds., *Region, Race, and Reconstruction*
McCrary, *Abraham Lincoln and Reconstruction*
Perman, *Reunion Without Compromise or The Road to Redemption*
Slap, *Reconstructing Appalachia*
Trefousse, *The Radical Republicans or Thaddeus Stevens*

**Week 13 (Nov. 15): Reconstruction, part 2.** Read one of the following:
Edwards, *Gendered Strife and Confusion*
Foner, *Nothing But Freedom*
Foner, *Reconstruction*, part 2
Hunter, *To ’Joy My Freedom*
Jones, *Soldiers of Light and Love*
Kolchin, *First Freedom*
Rable, *But There Was No Peace*
Ransom and Sutch, *One Kind of Freedom*
Richardson, *The Death of Reconstruction or West From Appomattox*
Roark, *Masters Without Slaves*
Rodrigue, *Reconstruction in the Cane Fields*
Rose, *Rehearsal for Reconstruction*
Saville, *The Work of Reconstruction*
Schwalm, *A Hard Fight for We*
Shaffer, *After the Glory*
Summers, *A Dangerous Stir*
Trelease, *White Terror*

**Nov. 21-25, Thanksgiving Break**

**Week 14 (Nov. 29): Memory.** ESSAYS DUE. Read one of the following:

Blair, *Cities of the Dead*
Blight, *Race and Reunion*
Cloyd, *Haunted by Atrocity*
Cook, *Troubled Commemoration*
Coski, *The Confederate Battle Flag*
Cox, *Dixie’s Daughters*
Fahs and Waugh, *The Memory of the Civil War in American Culture*
Foster, *Ghosts of the Confederacy*
Gallagher, *Causes Won Lost, and Forgotten*
Horwitz, *Confederates in the Attic*
Janney, *Burying the Dead but Not the Past*
Marten, *Sing Not War*
Peterson, *Lincoln in American Memory*
Poole, *Never Surrender*
Reardon, *Pickett’s Charge in History and Memory*
Wilson, *Baptized in Blood*