Course Outline

As we conclude the sesquicentennial celebration of the nation’s bloodiest war, we will re-evaluate the causes of the conflict, identify the major events, actors, and re-view the interpretations of the country’s two leading Civil War historians. We will examine the battles that had the most significant impact on the immediate and longer term outcome of the war, and those that shaped the direction the new nation would take. Positioning ourselves differently from historians of an earlier generation, we will be particularly concerned with producing a more balanced representation of the nation’s most meaningful political and military conflict.

Course Grading will be based on a Class Participation, 10%; Three Class Papers of 2-3 sides (30%); Two Class Tests (20%); Battle Presentation—(oral and written, 2-4 sides) (20%); and a Term Paper, 4-6 sides (20%).

Academic Honesty
Authors of the words and ideas contained in your written essays must be fully cited. Failure to do so constitutes plagiarism and will be severely punished.

A Word on Note Taking and Research:
As the material from the Assigned Texts (supplemented where necessary by the Additional Readings) will inform our discussions throughout the course, as well as constitute the major sources on which you will draw for your written assignments.

For your Information:
The faculty of the Department of History considers class attendance essential to the mastering of the content of its courses and the production of quality history papers. Students who miss class should inform the instructor of the reason for their absence, in advance whenever possible. Students should come to class prepared to comment on the assigned readings. If you have a physical or mental disability that requires an accommodation or academic adjustment, please arrange a meeting with me at your earliest convenience.

Reference Librarian
Please take time to introduce yourself to the library specialist in United States History and Culture: Alan Unsworth aunsworth@library.rochester.edu or check at the Reference Desk
Course Required Texts:

Edward Ayers, *In the Presence of my Enemies: The Civil War in the Heart of America, 1859-1863*
James M. McPherson, *The Battle Cry of Freedom: The Civil War Era*
David Blight, *Frederick Douglass’ Civil War: Keeping Faith in Jubilee*
Edward L. Ayers, *What Caused the Civil War?: Reflections on the South and Southern History*

**COURSE OUTLINE**

**Week One**—Thursday January 14  First Class

Reading for Week Two:

Available on Blackboard Reserve

**Section One History and Historical Consciousness**

**Week Two**—Tuesday 19 January

Topic:  What is History?: Historians and Civil War History

Reading for Week Three:

First Class Paper 2-3 sides (Due Jan. 26 in class)
See Handout for Essay prompt

**Week Three**— Tuesday January 26

Reading for Week Four:

Edward Ayers, *What Caused the Civil War*, pp. 131-144.
James M. McPherson, *The Battle Cry of Freedom*, Chap. 1

Second Class Paper:  Causes of the War.  (Due February 16 in class) See Handout for Essay Prompt)

**Section Two Civil War Causation**

**Week Four**— Tuesday February 2 

Historiography: Historians on the Civil War and its Causes.

Reading for Week Five:


**Week Five-- Tuesday February 9**
The South as Another: Place: Southern Distinctiveness

Reading for Week Six:

**Week Six-- Tuesday, February 16**
Two Nations; Two People

Reading for Week Seven:
C.C. Goen, *Broken Churches, Broken Nations: Denominational Schism and the Coming of the Civil War*, chap. 4 (Reserve)
David Blight, *Frederick Douglass’ Civil War: Keeping Faith in Jubilee*, chaps. 1-2
Ayers, *In the Presence of Mine Enemies*, pp. 223-227

Third Class Paper, Irrepressible Differences? due Tuesday 1 March

**Week Seven--Tuesday, February 23**
A Nation of Religious Zealots
Reading for Week Eight:

Civil War Battle: First Bull Run/Manassas

**Section Three  A Young Nation Goes to War**

**Week Eight-- March 1**
Reading for Week Ten:
Ayers, *In the Presence of Mine Enemies*, pp. 332-376
Noah Andre Trudeau, “Like Men of War”: Black Troops in the Civil War, 1862-1865, chap. 3 (Reserve)
Blight, *Frederick Douglass’ Civil War*, chaps. 6 & 7.

**Week Eight March 8**
Spring Break
Week Nine— March 15 Topic: From Contrabands to Soldiers to Citizens

Reading for Week Eleven:

Ayers, In the Presence of Mine Enemies, Shiloh pp. 234-248
McPherson, The Battle Cry of Freedom Shiloh 405-414
Ayers, In the Presence of Mine Enemies, Second Manassas pp. 297-331

Written Battle Presentations due on day you present.

Week Ten-- March 22

McPherson, The Battle Cry of Freedom Antietam 538-545
Ayers, In the Presence of Mine Enemies, Chancellorsville 377-395
McPherson, The Battle Cry of Freedom Chancellorsville 638-646

Week Eleven--Tuesday March 29

McPherson, The Battle Cry of Freedom Gettysburg, Vicksburg & Gettysburg 646-665
McPherson, The Battle Cry of Freedom Fort Wagner pp. 684-688

Reading for Week Thirteen:

George Rable, Civil Wars: Women and the Crisis of Southern Nationalism, chap. 5 (Online)
Jacqueline Glass Campbell, When Sherman Marched North from the Sea: Resistance on the Confederate Homefront, 58-74 (Online)
Susie King Taylor, Reminiscences of my Life in Camp with the 33D United States Colored Troops Late 1st. South Carolina Volunteers (Reserve)

Section Four New Directions in Civil War Studies

Week Twelve-- Tuesday, April 5
Life on the Home Fronts: A New Civil War History?

Week Thirteen-- Tuesday, April 12

The End of the "Second American Revolution
Term Paper Prep

Week Fourteen-- Tuesday, April 19
Term Paper Prep.
Presentations (1)

Week Fifteen--Tuesday, April 26

Last Class
Presentations (2)
Term Paper due: April 26 (In class)