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Civil War and Reconstruction**

Graduate Seminar, Fall 2001

H414, Wednesdays, 6:00 9:00 p.m., Schroeder 308

" Through our great good fortune, in our youth our hearts were touched with fire."

Oliver Wendell Holmes, Jr.

**

Instructor: Prof. Silvana R. Siddali**

ssiddal@ilstu.edu (<mailto:ssiddal@ilstu.edu>)

Office Hours : Wednesday evenings by appointment

Tues. and Thurs., by appointment

Mon. and Fri., 9:00 10:30 a.m. (drop-in)

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The purpose of this course is two-fold: first, to investigate the social, political, cultural, and to some degree the military history of the Civil War, by examining both primary and secondary sources. Second, students will produce a research paper (twenty pages in length) using both primary and secondary sources, concerning some aspect of the Civil War experience.

The research paper will constitute the major portion of the students grade (70%). Other assignments, such as primary source research reports, in-class presentations, and participation in class discussions, will also be considered. (30%)

I will be available for consultation on all aspects of the course work, including the readings, the process of researching and writing the term paper, and in-class presentations. Please feel free to drop in during my regular office hours, or make additional appointments as necessary.

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Course Requirements

Textbooks**:

All course texts, with the exception of Stephen Newtons book, will be available for purchase at the ISU bookstore. Newtons book is on reserve at Milner Library. Other assigned readings will be handed out in class.

Eric Foner, *Politics and Ideology in the Age of the Civil War*

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Stephen B. Oates, *With Malice Toward None*

James M. McPherson, *For Cause & Comrades*

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Catherine Clinton and Nina Silber, *Divided Houses: Gender and the Civil War*

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Drew Gilpin Faust, *Mothers of Invention*

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Stephen Newon, *Joseph Johnston and the Defenses of Richmond*

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(this book will be on reserve at Milner)

Glatthaar, Joseph T., *Forged in Battle: the Civil War Alliance of Black Soldiers and White Officers*.

Paul D. Escott, *Jefferson Davis and the Failure of Confederate Nationalism*

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Other readings will be due as assigned. Please consult attached course schedule.



Written assignments and presentations

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1. Primary Source Presentation**. All students will be expected to make a brief, informal presentation on a primary source collection of their choosing. Please bring in some examples of the source materials and discuss the relative strengths and weaknesses of the collection. The purpose of this assignment is (a) to force you to begin working on primary research as quickly as possible, and (b) to make the class aware of as many primary sources as possible. This presentation should not take more than 5–8 minutes of class time.

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2. Term Essay. **The term essay must be based on primary source research. For appropriate citation and other formatting details, consult the History Departments Style Sheet or the *Chicago Manual of Style*. MLA style is not acceptable. The paper should be at least twenty pages long. More detailed information on requirements, format, etc., is forthcoming.

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3. In-Class Presentations. **From time to time, I will ask each of you to discuss, informally, your progress on the paper. At the end of the term, each student will present her / his findings and arguments. About three-fourths of the way through the semester, and again at the end of the term, seminar participants will exchange drafts. You may exchange your papers with anyone you choose. If you prefer, I will assign reading partners.

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4. Class Participation.** Each student is expected to be thoroughly prepared for every class meeting. Students who find that they are not adequately prepared for the class discussion are welcome to attend, but are requested to refrain from offering their commentary on the readings under discussion.

I would also like to call your attention to page 6 of the ISU Student Handbook, dealing with the problem of intellectual honesty. Please be aware that I interpret this section rather broadly--in the context of the classroom, I consider all aspects of student work to be governed by these principles. I would like to request, therefore, that all verbal and written work submitted in class, including class discussions on readings, drafts, and presentations, be drawn from the students own work and readings. Any work judged to fall outside the standards stated in the student handbook will receive a failing grade. In the case of the term paper, a failing grade will, of course, result in a failing grade for the course. If you have any questions about this, please talk with me.

Course Schedule

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Date** | **

Assigned Readings

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Activities / Assignments**

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Week 1, 8/29 | |

Introduction, discussion of requirements

Week 2, 9/1

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Civil War Historiography

Articles (handed out) |

Discuss possible paper topics

Small group work

Week 3, 9/5 |

Foner, chapters 1–5

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Week 4, 9/12 |

Foner, chapters 6–8

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Topics due today in class *and* posted on the web site

Week 5, 9/19 |

Oates, chapters 1 – 6

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Week 6, 9/26

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Oates, chapters 7 11 |

Week 7, 10/3 |

McPherson

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Week 8, 10/10 |

Newton

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Week 9, 10/17 |

Glatthaar, chapters 1-6

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Week 10, 10/24 |

Glatthaar, 7-11 |

Discussion of research, drafts, progress

Week 11, 10/31 |

Clinton and Silber,

chapters 1-9 |

Week 12, 11/7 |

Clinton and Silber, 10 -18 and Epilogue |

Outlines due

Exchange rough drafts

Week 13, 11/14

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Escott, chapters 1-4 |

Week 14, 11/21 |

Escott, 5-7 |

Exchange drafts

Week 15, 11/28 |

Articles on Civil War Memory (handed out) |

Peer critiques due

Week 16, 12/5 | |

Final Paper Presentations; Papers due on December 5

Late assignments will be penalized 3.3 points (or one third of a grade) for each day they are late.

Participants must complete all assigned work in order to receive a passing grade for the course.
