Fall 2018 Prof. Sarah Purcell

Mears 202 M, W, F 3:00-3:50 pm

Office: Macy House 201 Phone: 269-3091 E-mail: PURCELL@grinnell.edu

Office Hours: M, W, F1:15-2:45, and by appointment

I expect to see you in my office this semester because we need to get to know one another and I can help you. I look forward to talking with you. Call my office or e-mail me at any time. I can always make time for you, so you need to let me know you want to get together.

Students in this seminar will complete major research projects about the U.S. Gvil War and/or its presence in public memory. The research paper is expected to be 20-30 pages long, based upon significant primary sources informed by context from the relevant scholarly secondary sources.

The Gvil War was a major watershed event, and students will study a number of important recent trends and debates in its historiography before defining their own topics of research. We will consider new approaches to analyzing the military, economic, social, gender, and racial dimensions of the war as well as topics such as popular culture, geography, immigration, and transnational history. In addition to studying the war itself, students will also consider how Gvil War commemorations continued to shape U.S. history and culture during Reconstruction and beyond. Historiography, history, and memory will all be subjects of our interest in addition to the subject matters of Gvil War and Reconstruction.

Students will hone a variety of skills over the course of the semester as they engage in the process of researching and writing history. While the main goal of this course is to produce an excellent research paper, students will also focus on the methods of historical r

I definitely suggest you acquire your own copy of the books. Books are on reserve (or available electronically in the Library catalog), as are required articles.

For our class discussions, please be prepared at the beginning of class with at least TWO questions. This class is very collaborative, and everyone must be prepared to start off and to continue discussion. Listen carefully, and speak to one another. We will certainly disagree many times over the semester as we debate primary and secondary sources (and even current events), but keep in mind our common goal of advancing group knowledge. Be respectful and well prepared.

Each student will keep a course journal, which will be a place to contemplate discussion/research questions, contribute ideas and writing about the collective monument project, and to reflect on other matters related to dass. Professor Purcell will issue specific prompts for journal entries, and you are free to write anything that interests you as the course progresses.

Students will complete a series of assignments leading up to the final research paper. Preliminary topic selections are due September 26. On October 12, students will submit a 5-page essay defining a research question for the longer paper. On November 2, each student will turn in a paper proposal that outlines a proposed thesis and argument. On November 16, students will turn in a bibliography and deliver an oral presentation about one, major primary source. The research paper is due December 5, and class presentations and peer review will follow. The final, revised version of the research paper is due December 18.

All papers for this course must follow correct citation format using footnotes or endnotes in University of Chicago Style. Consult *The University of Chicago Style Manual*, 17th ed., in Prof. or the Chicago Manual of Style Online (available through the library catalog) for help (be sure to dick 17th edition). The journal entries, alone, are informal and do not need to conform to style.

Extensions on written assignments for sickness or other emergency must be approved by Prof. Purcell in advance. Papers turned in late without an extension will receive a deduction of one-half letter grade per day. No extensions can be granted for the final research paper due date.

Grades will be assigned in the course according to the following formula:

Research question paper 7% paper proposal 7% journal 1%

bibliography

Wednesday, September 5

Reading Due: David Blight, Race and Reunion, pp. 255-485

Friday, September 7 MET IN BURLING basement computer room

Reading Due: <u>Craft of Research</u>, pp. 3-15, 31-33

Reunion or Reconciliation?

Monday, September 10

Reading Due: Robert J. Cook,

http://www.civildiscourse-historyblog.com/blog/2014/12/28/coming-to-terms-with-civil-war-military-history-a-response; Kevin Levin, "What Do We Need to Know About Traditional Military History," http://cwmemory.com/2014/12/07/what-do-we-need-to-know-about-traditional-military-history/; Kevin Levin, "In Defense of Hess, Gallagher, an eier,"

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Friday, October 5 Research Workshop MEET IN BURLING basement computer room

Reading Due: Craft of Research, pp. 51-119

Race, Gender, Emancipation

Monday, October 8

Reading Due: J. David Hacker, "A Census-Based Count of the Civil War Dead," <u>Civil War History</u> 57 (December 2011): 307-348

http://search.ebscohost.com/login.aspx?direct=true&db=31h&AN=70149385&site=ehos t-live; Nicholas Marshall, "The Great Exaggeration: Death and the Civil War" <u>Journal of</u> the Civil War Era 4 (March 2014): 3-27 (Project Muse:

http://muse.jhu.edu/journals/journal of the civil war era/v004/4.1.marshall.html); J. David Hacker, "Has the Demographic Impact of Civil War Deaths Been Exaggerated?" Civil War History 60 (December 2014): 453-458

http://search.ebscohost.com/login.aspx?direct=true&db=31h&AN=99464657&site=ehost_live

Wednesday, October 10 Monument Lab

Friday, October 12 No class meeting

Friday, November 2 Visit Grinnell Historical Museum

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Monday, November 5 Small group proposal review

Wednesday, November 7 Small group proposal review

Friday, November 9 Small group proposal review

Monday, November 12 Writing Day no class meeting

Wednesday, November 14 Writing Day no class meeting

Friday, November 16 Source Presentations

Monday, November 19 Source Presentations

Wednesday, November 21 Writing Day: Professor Purcell will be in Burling for meetings

Friday, November 23 Thanksqiving Break

Monday, November 26 Writing Day no class meeting

Wednesday, November 28 Writing Day no class meeting

Friday, November 30 Writing Day no class meeting

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Monday, December 3 Writing Day no class meeting

Wednesday, December 5:

Friday, December 7 Peer Review

Reading Due: Craft of Research, pp. 203-210 & 249-269

Monday, December 10 Research Presentations

Wednesday, December 12 Research Presentations

Friday, December 14 Research Presentations