New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit ☒ Graduate credit ☐ Professional credit ☐

1. School/Division: Liberal Arts/History
2. Academic Subject Code: Hist
3. Course Number: A312 (must be cleared with University Enrollment Services)
4. Instructor: Ashendel

5. Course Title: North-South at Peace and War

Recommended Abbreviation (Optional): North-South at Peace and War
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2008

7. Credit Hours: Fixed at 3 or Variable from _______ to _______

8. Is this course to be graded S-F (only)? Yes ☐ No ☒

9. Is variable title approval being requested? Yes ☐ No ☒

10. Course description (not to exceed 50 words) for Bulletin publication:
    This course examines the social, economic, and political landscapes of two communities—one in the North and one in the South—before, during, and after the American Civil War.

11. Lecture Contact Hours: Fixed at 3 or Variable from _______ to _______

12. Non-Lecture Contact Hours: Fixed at _______ or Variable from _______ to _______

13. Estimated enrollment: 30 of which ________ percent are expected to be graduate students.

14. Frequency of scheduling: Every Other Year

15. Will this course be required for majors? No

16. Justification for new course:

17. Are the necessary reading materials currently available in the appropriate library? Yes

18. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

19. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. Other history courses examine the Civil War but none do so at the local/community level or rely on primary sources.

20. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:
Robert J. Bowers
Department Chairman/Division Director

Date ____________________________

Approved by:
[Signature]
Dean

Date 3-7-07

Dean of Graduate School (when required)
[Signature]

Date 03-07-07

University Enrollment Services

Date ____________________________

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

 UPS 724 University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
The key component of this course as it now stands is the use of the primary sources found on *The Valley of the Shadow* CD and web site. Students will be required to purchase the CD in the event that the web site is temporarily unavailable. The web site has been in existence for several years and is part of a larger digitization project at the University of Virginia. Should the web site cease to exist or the CD not offered for sale, this course can still be taught with primary sources found through other means.

The required text for this class could very well change as a new synthesis for the era of the early republic has just been published. I have not indicated what the other required readings will be for the course since those are intended to be the most recent research on the early republic and will, of course, change every time the class is offered.
History A312 The North and South in Peace and War/Dr. Ashendel  
Office: CA 506  
Office Telephone: 278-9020  
Office Hours: Tuesday and Thursday 1-2 and by appointment  
Email: aashende@iupui.edu

Required Texts:  
Sellers, The Market Revolution  
Ayers, The Valley of the Shadow (book and CD)  
Other readings as supplied by the instructor  
Access to a U.S. History survey textbook

Course Goals and Objectives: This course will examine the social, economic, and political landscapes of the United States immediately before, during, and immediately after the Civil War. After an introduction to the larger themes of the period, students in this course will complete several projects based on primary sources to gain insight into the question of sectional differences and similarities at those times. The primary sources are readily available on The Valley of the Shadow CD and The Valley of the Shadow web site found at http://valley.vcdh.virginia.edu. This is a highly reliable and professionally acclaimed web site based at the University of Virginia. Readings, discussions, quizzes, and projects will incorporate the goals of IUPUI’s Principles of Undergraduate Learning (as found at www.iupui.edu/~history/principlesundergradlearning.htm). In other words, this course will improve your ability to write a clear argument based on historical evidence, enhance your ability to engage in civil academic discussions, improve your critical thinking skills through the analysis of primary sources, improve your understanding of the issues that led to the Civil War, increase your understanding of the cultural values of citizens at the time of the Civil War and how those ideals still influence today’s society, and explore the ethical and moral dilemmas of those who fought on both sides of a war that resulted in the deaths of over 600,000 Americans.

Cheating and Plagiarism: This course is designed for upper-level undergraduates. It is safe to assume that students at this level know how to cite sources and will not plagiarize. If a student cheats on an examination or plagiarizes a paper, that student will earn a zero on the assignment. Historians MUST display an ability to do their own work since the public depends on an honest interpretation of the evidence. Integrity is essential. Plagiarism will be discussed in class. More information can be found at http://life.iupui.edu/help/code.asp.

Attendance and classroom etiquette: Attendance is required. Consistent attendance will be used to determine the outcome of borderline grades. Please arrive on time and enter quietly if you must be late. Do not leave class early for other appointments. Turn off cell phones or place them on vibrate and remove all earphones. Listening and note taking are essential life skills, therefore, tape recorders are not permitted in the classroom without special permission. This class heavily relies on classroom discussion. Cooperation and the professional discussion of issues and not competition will be stressed in these discussions—civil academic debate is our goal.
Other Services: If you have difficulties that might require accommodation for completion of the class, please contact me and Adaptive Educational Services, CA 001E. The staff can arrange assistance. The Student Advocate Office can guide you to departments and people, familiarize you with university policy and procedures, and give you guidance on a wide variety of problems. It is located in UC 002 or at stuaadvoc@iusui.edu.

Grading: Students will complete one essay quiz over The Market Revolution and one essay quiz over the instructor provided readings. Study guides will be distributed prior to the quizzes. Students will also complete five projects involving the primary sources on the Valley of the Shadow CD and the Valley of the Shadow web site.

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 quizzes @ 100</td>
<td>200</td>
</tr>
<tr>
<td>5 projects @ 100</td>
<td>500</td>
</tr>
<tr>
<td>Total points</td>
<td>700</td>
</tr>
</tbody>
</table>

Grades are based on a straight scale: 700-676=A+; 675-653=A; 652-630=A-; 629-606=B+; 605-583=B; 582-560=B-; 559-537=C+; 536-514=C; 513-490=C-; 489-466=D+; 465-443=D; 442-420=D-; 419 and lower = F. A zero has a greater negative impact on your final grade than at least some attempt to complete an assignment. Make-up quizzes are strongly discouraged. No make-up quiz will be given without documentation proving an extreme emergency. Documentation includes doctors' forms, funeral notices, accident reports, and similar verifiable papers. The instructor reserves the right to refuse to grant a make-up quiz if the documentation is not presented or is deemed invalid. If a make-up quiz is approved it must be completed within one week of the original quiz. Incompletes are strongly discouraged and rarely given. In the School of Liberal Arts, an incomplete cannot be given unless 75% if the work for the semester is completed with a passing grade. Under those stipulations, rarely does a student quality for an incomplete.

Schedule of readings, projects, and examinations. Please complete the assigned reading before class.

- **August 21**: Introduction to the Course
- **August 26**: CD and web site introduction
- **August 28**: Read: The Market Revolution, Chapters 1-3
- **September 2**: Read: The Market Revolution, Chapters 4-6
- **September 4**: Read: The Market Revolution, Chapters 7-10
- **September 9**: Read: The Market Revolution, Chapters 11-13
- **September 11**: QUIZ The Market Revolution
- **September 16**: Discuss Readings provided by the instructor
- **September 18**: QUIZ on the readings
- **September 23**: Project 1 Introduction
- **September 25**: Project 1 discussion and sharing of findings
- **September 30**: Project 1 discussion and sharing of findings
- **October 2**: Project 1 due
October 7: Project 2 Introduction
October 9: Project 2 discussion and sharing of findings
October 14: Project 2 discussion and sharing of findings
October 16: **Project 2 due**
October 21: Project 3 Introduction
October 23: Project 3 discussion and sharing of findings
October 28: Project 3 discussion and sharing of findings
October 30: **Project 3 due**
November 4: Project 4 Introduction
November 6: Project 4 discussion and sharing of findings
November 11: Project 4 discussion and sharing of findings
November 13: **Project 4 due**
November 18: Project 5 Introduction
November 20: Project 5 discussion and sharing of findings
November 25: Project 5 discussion and sharing of findings
November 27: NO CLASS—HOLIDAY
December 2: **Project 5 due**
December 4: What does it all mean?
Research Projects

Each project is based on the primary sources found on the Valley of the Shadow CD and web site and will consist of a paper of a minimum of five pages of analysis of those primary sources. The paper should be typed, double-spaced with one-inch margins on all sides with 12-point font (no more or less). Your analysis must be supported by properly cited evidence. Use the Chicago Manual of Style or Turabian for proper citation method. Some variance will occur when citing primary sources. For example, a letter may be cited as: John Doe to John Smith, August 1, 1845, Augusta County, Virginia, Valley of the Shadow Project. A diary entry might be cited as: John Doe Diary, entry dated August 1, 1845, p. 50, Augusta County, Virginia, Valley of the Shadow Project. Census data may be listed as: U.S. Federal Population Census, Augusta County, Virginia, 1850, p. 297, as found in the Valley of the Shadow Project. The key is to be consistent throughout your paper. Once you determine a style for citing primary sources, maintain it to avoid confusing your reader.

Project 1: Immigration in the Valley

This project will explore the lives of Irish and German immigrants who lived in Augusta County, Virginia, and Franklin County, Pennsylvania. For this project you will be searching for the answers to these questions: What occupations did each group pursue? Did Germans or Irish dominate any occupations? Did Germans and Irish immigrants marry native-born citizens? What religions did they follow? Were they discriminated against? Were there more immigrants in Virginia or in Pennsylvania? When the war came did German and Irish regiments fight in the war? What happened to immigrant communities after the war?

When using the census for this project, note that German citizens may have listed the following German states as their places of origin: Hanov, Cur H. Hesse, Baver, Baden, Saxon, Boyer, Breme, Witte, Darms, Alboc, Nassa, Coor, Cober, Kurn Saxe-, Holst, Minum. For the Irish, look also for County Cork or other Irish designations.

Be sure to look for information on Daniel Downey, an Irish Catholic Priest who was accused of murder. This story might help you to decide whether or not immigrants faced discrimination.

As you search the newspapers, use words such as Irish, Irishman, German, Catholic, Catholics, immigrant, Know-Nothing, and Know Nothing. You can also search the newspapers by using the “topics” section of the search. If you find an individual name which interests you, enter that name into the search area of all of the other databases in order to acquire a complete picture of that person’s life. This will be useful for searching the manufacturing and agricultural census and the tax lists. Each of these databases includes a “how to search” section. Be sure to read that before commencing your search.
Project 2: Disease, Death, and Dying

Disease, death, and dying were everyday occurrences. For this project answer the following questions: What were the causes of death? Was there a difference based on age, gender, economic status, race, or ethnicity? North or south? What customs were followed after the death of a loved one? Did this vary by county? How did people in the north and south deal with the constant presence of disease and death? Did customs concerning death change with the chaos and urgency of the war? Did disease increase during the war? Did each community suffer large loss of life during the war?

Possible places to search in the database: Look at the section which describes the churches. Look at the church records. They sometimes list the causes of death of a parishioner in the “notes” section. In the newspapers section, search by “topic” and click on “daily life.” In the diaries and letters section, search using these words: funeral, died, death, illness, or the name of a specific disease. Once you have names, to find out more about the people, enter their names in the population census database and in the tax list if they were old enough to pay taxes.

Project 3: Internal Improvements and Industrialization

Internal improvements and industrialization linked Augusta and Franklin counties with other regions of the country. In this assignment you will compare the presence of internal improvements and the growth of industry in each county. Answer the following questions: Did railroads exist in these counties? How were they used? By whom? What group of people funded internal improvements? What differences, if any, do you see in the use and acceptance of internal improvements and industrialization in the northern and southern counties? Do the cities in these counties appear to be very different from each other in their approaches to development? Did internal improvements affect the local war effort? Were these improvements affected by the war? What role did they play in reconstructing the communities after the war?

Look in these areas for your information: In the newspaper search use “topics” and look at trade and commerce and government. In diaries and letters search with these words: railroads, school(s), streets, roads, canal(s), business, industry, gas, and economy.
Project 4: Attitudes towards slavery and free blacks

Slavery did not exist in Pennsylvania, but free blacks lived there. Slaves and free blacks, of course, lived in Virginia. All northerners did not hate slavery and accept free blacks and not all southerners accepted slavery. Political parties developed positions on this topic. For this project answer these questions: How did the residents of Pennsylvania and Virginia view slavery and free blacks? Were there differences and similarities between the northern and southern counties? What were the positions of the political parties within the counties toward racial issues? Where did free blacks live in each county? Did their places of residence reveal anything about attitudes of whites toward free blacks? (The maps section of the database might prove useful for these questions.) How did slaves and free blacks participate in the war? Did their lives change after the war?

Be sure to: Use the topics section of the newspaper search using the race relations section. The Free Black registry can be searched by gender using M or F. Once you have the names from the registry, you can use these names to search the manufacturing, agricultural, and population census databases as well as the tax lists. To find how many people of all races live in the counties, search the population census by race using M (mulatto), B (black), and W (white). In the diaries and letters section, search using these words: slave, negro, and colored. Also look at the WPA narratives for descriptions of the lives of former slaves.

Project 5: Women in northern and southern communities

Antebellum women’s lives were not bound by the societal ideals of purity, piety, domesticity, and submissiveness. Using the primary sources answer these questions: What occupations did women follow? Did they own land or slaves? How were women’s lives impacted by weddings, funerals, and other social customs? How did they participate in the war effort? Was there a difference between women in Pennsylvania and Virginia? If so, what is that difference? What was their role in reconstructing their communities after the war?

Be sure to use these sources: Search the population census by sex to get the names of women. Once you have the names you can search tax lists and other census databases to find more information. Look at the church records to see if more men or women are listed as members. Check all newspaper topics. While some do not seem related to women at all, you might find a woman mentioned there. In the diaries and letters section search: weddings, birth, funeral, quilt, daughter, sister, mother, dressmaker, cleaning, teacher, ladies, and bride. Also be sure to look closely at Sarah Cordelia Wright’s Diary, 1853.