

HIS 338: CIVIL WAR, RECONSTRUCTION, AND REUNION

Class Meeting Time: Tuesday-Thursday, 11:00-12:15

Professor Mark Elliott

Office Hours: Contact me for a Zoom or Google Meet Appointment

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Faculty

webpage: <https://his.uncg.edu/faculty/elliott.html> (Links to an external site.)

Course Description

The Civil War and its aftermath marked a watershed in the social, ideological and political history of the nation, and its impact continues to be felt today. This course examines the American Civil War and its aftermath with an emphasis on the causes and consequences of the conflict between the North and South. It traces the development of an antagonism between contrasting social and ideological systems, assesses the strengths and weaknesses of these systems as they influenced the outcome of the war. The political history of the war as well as its impact on people's lives—both on the battlefield and the homefront—is given special emphasis. The contentious issues that caused the war were not resolved in 1865, and the class follows the continuation of the issues until 1896. During Reconstruction, the attempt to reconstruct Southern society raised contentious issues about the rights of the individual citizen, the meaning of freedom, and Federal authority over the states that are examined in detail. The course will conclude by examining the myths, legends, and ideological legacies of both the Civil War and Reconstruction.

Course Objectives

- Students will establish a strong foundation of knowledge in the causes, conduct, and consequences of the Civil War and Reconstruction
- Students will be able to historical thinking to contextualize and analyze primary and secondary sources representing different points of view.
- Students will be able to Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument.
- Students will be able identify common myths and false beliefs about the Civil War, and recognize the ideological purposes such myths and beliefs serve.

Communication

- I will make periodic announcements regarding important information about the course, accessible in the “Announcements” tab. You should use your settings to have announcements arrive in your email inbox. I will provide feedback on assignments under comments. I might also send you a message via Canvas or an email to your UNCG email address if needed. It is your responsibility to monitor and read all of these communications in a timely manner.

I am happy to answer your questions by email or message in Canvas. Please allow me a full day to respond (or two on weekends and holidays), but I'll usually reply sooner.

I also encourage you to contact me for an office hours appointment via Zoom or Google Meet. Tuesdays 11:00-12:15 and Wednesdays 10:00-11:00 am are times I have set aside for Office Hours.

Accessibility

It is the University's goal that online learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. For students with recognized disabilities, please see the resources below. Students must be able to access Canvas and attend live discussion sections via Zoom. For this, you will require a computer and online access.

Students with Disabilities

Students with recognized disabilities should register promptly with the Office of Accessibility Resources & Services (OARS). OARS is located on the second floor of the Elliott University Center (EUC) in Suite 215 and maintains a webpage at <http://ods.uncg.edu/> ([Links to an external site.](#))[Links to an external site.](#). The mission of OARS is to provide, coordinate, and advocate for services which enable undergraduate and graduate students with disabilities to receive equal access to a college education and to all aspects of university life. Students who have concerns about accessing any of the course material should contact OARS for assistance or let the professor know immediately.

Health and Well-Being Statement

- Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems,

feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling [336-334-5874](tel:336-334-5874), visiting the website at <https://shs.uncg.edu/> ([Links to an external site.](#)) or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> ([Links to an external site.](#)) or reaching out to recovery@uncg.edu

Academic Integrity Policy

All work submitted in your name must be your own original work for this class with proper citation or credit given to all sources. All papers will be turned in through Canvas so that the “Turnitin” function will scan your paper for plagiarism. Plagiarism is a serious offense of academic dishonesty that involves taking the work of another person and misrepresenting it as your own. Each student should be familiar with the Academic Integrity Policy, and UNCG's policies regarding [plagiarism \(Links to an external site.\)](#). Refer to this address on the UNCG website for more details and definitions:

[UNCG Academic Integrity Policies](#)

COVID-19 Spartan Shield Video

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes.



<https://youtu.be/Mb58551qxEk> ([Links to an external site.](#))

Assignments

Weekly Quizzes: Each week there will be cumulative quizzes on the readings, lectures and videos assigned that week. The weekly quiz must be completed by midnight on Wednesdays.

Class Zoom Discussions. Half of the students each week will be graded based on their participation in a live discussion held during Thursday's class. Students who are being graded must have their camera on and should be prepared to discuss all readings, films, and Powerpoint lectures assigned that week. Please make your contributions to discussion informed, intelligent, and constructive. Your participation grade will be based on quality—not the quantity of contributions you make. It is important for all students to respect each other's opinions, and maintain civility and collegiality when exchanging viewpoints. Antagonistic or rude behavior will lower your participation grade. Each discussion will be worth up to 10 points. Students must bring ONE discussion question to the Zoom based on one of the readings or videos which they will be asked to post in the chat box during the discussion. Posting their discussion question will be worth 3 of the 10 points.

Discussion Board Posts: Each week students who are not being graded for their participation in discussion section will contribute to a Discussion Board. Students will be graded based on two posts. First, students will respond to a general prompt for your group written by the professor and, secondly, students will respond to a question posed by one of their fellow students. Like the class discussion, you will be graded based on the quality of your comments which should be informed, intelligent and constructive and should reflect familiarity with the course material for the week. Likewise, It is important for all students to respect each other's opinions, and maintain civility and collegiality when exchanging viewpoints. Antagonistic or rude behavior will lower your participation grade. Each discussion will be worth up to 15 points.

Film Choice: Early in the semester, you will be asked to choose one of the films listed on the under the "Pages" link on the left which will become the basis for further research and a paper.

Film Analysis Sources: In order to assess the historical validity and value of a film, it is important to conduct some research. You will be required to collect some sources from the Jackson Library for your film analysis.

Film Analysis Paper: You will write an historical film analysis paper of 1200-1500 words in length. You will choose a feature film to write about which can be accessed through the "Pages" button on the left side of the Canvas homepage. Details about this assignment will be given on Canvas. Late papers will be marked down 10 points for each day they are late.

Grading Breakdown:

- 5 Points: Film Choice
- 45 Points: Film Analysis Annotated Bibliography
- 100 Points: Film Analysis Paper
- 60 Points: Participation in Thursday Discussions
- 90 Points: Discussion Board Posts

200 Points: Weekly Quizzes

Final Grade Scale: **A+** 485-500; **A** 465-484; **A-** 450-464; **B+** 435-449; **B** 415-434; **B-** 400-414; **C+** 385-399; **C** 365-384; **C-** 350-364; **D+** 335-349; **D** 315-334; **D-** 300-314; **F** 299 or less.

REQUIRED READING (available at UNCG Bookstore)

Douglass, *Narrative of the Life of Frederick Douglass*

Bruce Levine, *The Fall of the House of Dixie*

Eric Foner, *Forever Free*

FILMS (available as streaming media via Canvas):

Lincoln (2012)

Free State of Jones(2016)

Glory(1989)

Gone with the Wind(1939)

Cold Mountain(2003)

Andersonville(1996)

Week 1. INTRODUCTION: CONTEMPORARY CONTROVERSIES

Blight, "America's Deadly Divide and Why it Has Returned" (newspaper commentary)

Monumental Crossroads (video)

Jan. 19 Class introduction

Jan. 21. Discussion: The Civil War Today

Week 2. ABOLITIONISM AND RESISTANCE TO SLAVERY

Reading: The Fall of the House of Dixie, Chapter 1 (secondary source)

Reading: From *Narrative of the Life of Frederick Douglass*, 31-125 (primary source)

Jan. 26 Abolitionism and Resistance

Jan. 28 Discussion: Slavery in the Old South

Week 3. THE TUMULTUOUS 1850s

Foner, *Forever Free*, Chapter 1 (secondary source).

Douglass, "What to the Slave is the 4th of July?" 139-171 (primary source)

Dred Scot Opinion (primary source).

The Abolitionists (video clip)

Feb. 2 The Collapse of the Union in the 1850s

Feb. 4 Discussion: How did slavery divide the nation?

Week 4. THE CRISIS OF SECESSION

Reading: The Fall of the House of Dixie, Chapter 2 (secondary source).

Documents: Stephen's "Cornerstone Speech" (primary source)

Secession Documents (primary sources)

Jefferson Davis (primary source)

Lincoln's first Inaugural Address (primary source)

Film: Ken Burns, The Civil War, Part 1.

Feb. 9 Proslavery Politics and the Rise of Secessionism

Feb. 11 Discussion: Why Did the Confederate States Secede?

Week 5. THE EARLY WAR

Reading: The Fall of the House of Dixie, Chapters 3 (secondary source)

Attie, "Tapping Female Patriotism." (Secondary Source)

Glymph, "The Woman's Fight" (Secondary Source)

Excerpt from Hospital Sketches (Primary source)

"Women of the War" (video).

Feb. 16 The Expanding Scope of the War

Feb. 18 Discussion: How did women respond to the war?

Week 6. MILITARY AND POLITICAL BATTLES

Reading: The Fall of the House of Dixie, Chapters 4-5 (secondary source).

Manning, "Wartime Nationalism and Race." (secondary source)

"Confederate Flag" (primary source)

Gettysburg (video)

Feb. 23 Emancipation and the Confederacy

Feb. 25 Discussion: Confederate Strengths and Weaknesses

Week 7. THE FALTERING CONFEDERACY

Reading: The Fall of the House of Dixie, 218-268.

Bynum, "the Guerilla War"

Ken Burns, "The Civil War" Part 6 (video)

March 2 The Southern Homefront

March 4 Roundtable Discussion: What is the Significance of Southern Dissent?

Week 8. UNION VICTORY

Reading: The Fall of the House of Dixie, 269-299.

Frisby, "Remember Fort Pillow!" (secondary source)

From Sherman's March in Myth and Memory

Ken Burns, "The Civil War" Part 8 (video)

Mar. 9 Sherman's March to the Sea; the Confederate Collapse

Mar. 11 Roundtable Discussion: Was the Civil War a Total War?"

Week 9. CIVIL WAR FILMS

Mar. 18 Term Paper Discussion

Week 10. WARTIME RECONSTRUCTION AND BLACK CITIZENSHIP

Foner, *Forever Free*, Chapter 2.

Reading: Williams, "Symbols of Freedom and Defeat."

David Frisby, "Remember Fort Pillow!"

Mar. 23 The 13th Amendment and the postwar South

Mar. 25 Roundtable Discussion: How did black Union soldiers transform the meaning of the war?

Week 11. RADICAL RECONSTRUCTION

Textbook reading: Foner, Chapters 3-4.

Documents on Radical Reconstruction (primary source)

Hogue, "Strange Career of Longstreet" (secondary source)

Mar. 30 Andrew Johnson and the Problem of Reconstruction

April 1. The Radicals Take Charge

WEEK 12. SOCIAL RECONSTRUCTION

Foner, Chapters 5-6.

Reading: Brisson, "Kirk-Holden War" (secondary source)

Reading: Memoirs of W.W. Holden (primary Source)

Reading: Letter from Albion Tourgée to Senator Abbott (1871) Primary Source

April 6 Northernizing the South; Reconstructing the North

April 8 Roundtable Discussion: Should Governor Holden have been impeached?

Week 13. THE COLLAPSE OF RECONSTRUCTION

Foner, 7, Epilogue

Reading: Ida B. Wells, "A Red Record,"

April 13 The Collapse of Reconstruction

April 15 Roundtable Discussion: What were the legacies of Reconstruction?

Week 14. SEGREGATION AND RECONCILIATION

Reading: Amy Wood, From Lynching and Spectacle (secondary source)

Reading: Silber, "Emancipation without Slavery" (secondary source)

Film: Selections from *Birth of A Nation* (1915)

April 20 Reconstruction and the "New South"

April 22 Discussion: What did the success of Birth a Nation mean?

RELIGIOUS HOLIDAYS

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy,

visit: https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?usp=sharing (Links to an external site.)

ELASTICITY STATEMENT

It is the intention of the instructor that this syllabus and course calendar will be followed as outlined, however, as the need arises there may be adjustments to the syllabus and calendar. In such cases, the instructor will notify the students in class and via e-mail with an updated syllabus and calendar within a reasonable timeframe to allow students to adjust as needed.

ADVERSE WEATHER

In cases of inclement weather that impact this course and course schedule, details can be found:

- In your University email: UNCG sends out Adverse Weather updates
- In the UNCG Mobile App: You can even set it to provide you alerts
- Via television announcements: UNCG makes weather announcements available on five local stations (WFMY-2, WGHP-V, WXII-TV, WXLV-TV, and Spectrum News)
- Visit Spartanalert.uncg.edu or the UNCG homepage: UNCG posts up-to-date information on the main University web site (uncg.edu) and on the main Spartan Alert page (spartanalert.uncg.edu).

ACADEMIC RESOURCES

UNCG provides a variety of useful services for you, the student. Check them out!

The UNCG Library (<https://library.uncg.edu/> (Links to an external site.)) has a wealth of books, articles, archival materials, and other media resources, computers, inter-library loan services, and knowledgeable staff.

The UNCG Writing Center (<https://writingcenter.uncg.edu/> (Links to an external site.)) provides assistance with writing assignments; contact staff members to set an appointment either in person or via instant-messaging.

The UNCG Speaking Center (<https://speakingcenter.uncg.edu/> (Links to an external site.)) provides assistance in improving your skill and confidence in public, group, and individual speaking.

If you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS) (<https://ods.uncg.edu/> (Links to an external site.)). I prioritize making this course accessible to all of the students in it, and I will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to me or your TA to receive accommodations.