

HIS 338: CIVIL WAR, RECONSTRUCTION, AND REUNION

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

Meeting Place: MHRA 1214

History Department website: <https://his.uncg.edu> (Links to an external site.)

Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/> (Links to an external site.)

Professor Mark Elliott

Office Hours: Tuesday 2-3 or contact me for a Zoom or Google Meet Appointment

E-mail: mark.elliott@uncg.edu

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 home front—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.

Elasticity Statement:

This syllabus is subject to change according to circumstances and the needs of the instructor. Students will be notified of any important change made after the semester begins.

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 using the comments and mark-up features of Canvas so you will need to go to the assignment to see the feedback. 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. Please allow me a full day to respond (or two on weekends and holidays), but I’ll usually reply sooner.

Accessibility:

It is the University’s goal that all 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. **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.](#)). 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](#)

Attendance

Attendance is required for this class. I do not evaluate excuses for being absent (please do not submit doctor's notes). Every student has 4 "sick days" for emergencies of any kind. After missing 4 classes, each additional missed class will impact the student's overall grade by deducting 15 points off their total points for the class. Students should use their 4 unpenalized absences wisely and save them for true necessities.

UNCG COVID-19 Policy

All students, faculty, and staff and all visitors to campus are required to uphold UNCG’s culture of care by actively engaging in behaviors that limit the spread of COVID-19. While face-coverings are optional in most areas on campus, individuals are encouraged to wear masks. All individuals and visitors to campus are asked to follow the following actions:

- Engaging in proper hand-washing hygiene
- Self-monitoring for symptoms of COVID-19
- Staying home when ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill

- Completing a [self-report Links to an external site.](#) when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive
- Staying informed about the University's policies and announcements via the [COVID-19Links to an external site.](#)

Students who are ill, quarantining, or isolating should not attend in-person class meetings, but should instead contact their instructor(s) so alternative arrangements for learning and the submission of assignments can be made where possible.

As we continue to manage COVID-19 on our campus, we are following the lead of the local health department and we will adjust our plans to balance student success, instructional requirements, and the hallmarks of the collegiate experience with the safety and wellbeing of our campus community.

Written Assignments:

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 term paper.

Film Response: After watching the film, you will write an initial response to it describing the interpretations of history you perceived and the questions you have about its accuracy.

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 2500-3000 words in length analyzing your chosen film in light of the historical research you conducted about it. Details about this assignment will be given on Canvas. Late papers will be marked down 10 points for each day they are late.

Tests: There will be three cumulative tests on the readings, lectures, and videos required during that portion of the semester.

Weekly Quizzes: Each week there will be quizzes on the readings, lectures or videos assigned that week. The weekly quiz must be completed by Thursday morning at 10:30.

Grading Breakdown:

50 Points: Participation in Class Discussions

10 Points: Film Choice

45 Points: Film Response Paper

45 Points: Film Analysis Annotated Bibliography

100 Points: Film Analysis Paper

75 Points: Weekly Quizzes

50 Points: First Exam

50 Points: Second Exam

75 Points: Final Exam

Negative Points: -15 Points for each unexcused absence over 4.

Extra Credit: +15 for each Extra Credit Assignment

Final Grade Scale: A 465-500; 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)

Jonathan Daniel Wells, [A House Divided: The Civil War and Nineteenth Century America](#). (click for E-book via Jackson Library)

Andrew Delbanco, *The War Before the War: Fugitive Slaves and the Struggle for America's Soul from the Revolution to the Civil War*

FILMS:

12 Years a Slave (2013)

Emancipation (2022)

Lincoln (2012)

Free State of Jones (2016)

Glory (1989)

Gone with the Wind (1939)

Cold Mountain (2003)

Andersonville (1996)

Week 1. INTRODUCTION: CONTEMPORARY CONTROVERSIES

Jan. 10 Class introduction

Reading: Delbanco, *The War Before the War*, Introduction 1-14.

Jan. 12. Myth and Lies about the Civil War Today

Week 2. ABOLITIONISM AND RESISTANCE TO SLAVERY

Reading: Wells, *A House Divided*, p 1-49 (secondary source)

Jan. 17 Slavery and the Founding

Reading: Delbanco, *The War Before the War*, p 17-42, 101-186 (secondary)

Jan. 19 Abolitionism and Resistance

Week 3. THE TUMULTUOUS 1850s

Reading: Wells, *A House Divided*, p 49-79 (secondary source)

Jan. 24 The Collapse of the Union in the 1850s

Reading: Delbanco, *The War Before the War*, 189-349 (secondary source)

Jan. 26 How did slavery divide the nation?

Week 4. THE CRISIS OF SECESSION

Reading: Wells, *A House Divided*, 79-123 (secondary source)

Jan. 31 Proslavery Politics and the Rise of Secessionism

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

Secession Documents (primary sources)

Jefferson Davis (primary source)

Lincoln's first Inaugural Address (primary source)

Feb. 2 Why Did the Confederate States Secede?

Week 5. THE EARLY WAR

Reading: Wells, *A House Divided*, p. 124-156 (secondary source)

Feb. 7 The Expanding Scope of the War

Reading: Excerpts from Nurses (Primary sources)

Feb. 9 How did women respond to the war?

Week 6. MILITARY AND POLITICAL BATTLES

Reading: "Confederate Flag" (primary source)

Feb. 14 Confederate Strengths and Weaknesses

Feb. 16 First Exam

Week 7. Emancipation

Reading: Wells, *A House Divided*, p 156-94 (secondary source)

Feb. 21 Adopting a Policy of Emancipation

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

Feb. 23 The Turning Points of 1863

Week 8. THE FALTERING CONFEDERACY

Reading: **Wells, *A House Divided***, p 194-230 (secondary source)

Feb. 28 Politics and draft riots in the North

Reading: Bynum, "the Guerilla War"

Mar. 2 Dissent in the South

SPRING BREAK (March 5-10)

Week 9. UNION VICTORY

Reading: **Wells, *A House Divided***, p. 231-257. (secondary source)

Mar. 14 Sherman's March to the Sea; the Confederate Collapse

Mar. 16 Lincoln's Plans for Reconstruction

Week 10. PRESIDENTIAL RECONSTRUCTION

Reading: **Wells, *A House Divided***, p. 258-298 (secondary source)

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

Documents by Dana, Stevens, etc.

Mar. 21 The 13th Amendment and the postwar South

Mar. 23 Violence and Upheaval

Week 11. RADICAL RECONSTRUCTION

Reading: **Wells, *A House Divided***, p 298-320 (secondary source)

Documents on Radical Reconstruction (primary source)

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

Mar. 28 Andrew Johnson and the Problem of Reconstruction

Mar. 30 Second Test

WEEK 12. SOCIAL RECONSTRUCTION

Reading: TBA

April 4 Northernizing the South; Reconstructing the North

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

April 6 The Impeachment of Governor Holden in North Carolina

Week 13: RECONSTRUCTING THE NORTH AND WEST

Reading: **Wells, *A House Divided***, 320-337 (secondary source)

April 11 Native Americans and Nationalization of the West

Reading: TBA

April 13 Labor Rights in the North

Week 14. THE COLLAPSE OF RECONSTRUCTION

Reading: **Wells, *A House Divided***, 338-363 (secondary source)

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

April 18 The Collapse of Reconstruction

April 20 What were the legacies of Reconstruction?

Week 15. SEGREGATION AND RECONCILIATION

Reading:

April 25 Civil War and Reconstruction in Memory

May 4 Final Exam (12-2pm, Thursday)

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

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 GA to receive accommodations.