

History 314: U.S. Civil War in History and Memory

Fall I 2020

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Monday-Friday 3:00-4:50 pm (We won't meet together every day--please consult the schedule below for details.) ALL times on this syllabus are listed in the CENTRAL TIME ZONE.

I am with you all the time--even though our class is online. Please email, call, or text me any time for help with class, or with anything else. I encourage you to take care of yourself. Let me know what you need, and try to share any concerns before they become severe. I am VERY flexible (especially right now), and I will always listen to you. Share your triumphs, too.

Please get in the habit of contacting me frequently and of connecting with your classmates. Our main objective in history seminar is for each person to produce excellent historical scholarship, and to do so within a supportive peer community (that's all of us). We will stay connected!

We are studying in a time of global crisis, and life will not always proceed as we envision it. I expect flexibility from you, and you may expect it from me. Please communicate, so we can help one another during these tough times.

Course Objectives

This is a particularly potent moment in the United States to be studying the U.S. Civil War in history and memory. We can see daily evidence in the news that the Civil War and Reconstruction are still very relevant and their memories provide a language for contests over white supremacy, politics, social justice, and much more. We will be studying history on its own terms, but with the knowledge that in this moment the stakes are high for the topics we are engaging. In this course, students will:

1. **Research and write a significant piece of original historical scholarship.** Most commonly, students will produce at 15-20 page paper. Alternative formats of scholarship (an op-ed piece for submission to a news outlet; a website; a digital project) supplemented by a shorter paper may be proposed by students. Whatever form the project takes, it will rest upon primary source analysis, relevant historiography, and scholarly apparatus such as bibliography and footnotes.
2. **Achieve an understanding of historical memory** (its definitions, theories, and uses).
3. **Comprehend and debate important recent trends in the historiography** of the U.S. Civil War and Reconstruction and of their memories.

Student Responsibilities:

- To be a good part of the peer community of historians in this course, you must be present and participate.
- Connect to the course hub on PioneerWeb to stay on top of readings and assignments. P-Web will also feature course announcements and other required material. Each week has a folder on P-Web with details about the weekly materials and assignments.
- Join in all small-group work, online discussion posts, peer review, and live discussions.
- Communicate with Prof. Purcell frequently.
- Read your email daily, and be sure to respond to any requests (such as requests to fill in surveys) from Prof. Purcell and your peers.
- Turn in your assignments by the deadlines, but if you need extensions or other flexible arrangements, do NOT be afraid to ask for them. Prof. Purcell expects you to ask for help, and she will give it.
- Consult and follow the rules for Academic Honesty in the Grinnell College Student Handbook and the college catalog. You can see the academic catalog policies on academic honesty here:
[http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty in Academic Work](http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work)
- Follow University of Chicago (17th Edition) style citations in footnotes or endnotes for all assignments in this course, unless the assignment directs you explicitly to do something else. You may consult the *Chicago Manual of Style* online through the Grinnell College Library catalog here (you will need to log into the Library through its proxy server): <https://www-chicagomanualofstyle-org.grinnell.idm.oclc.org/book/ed17/frontmatter/toc.html>
- For our class discussions, please be prepared at the beginning of class with at least TWO questions about the week's material. 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.
- Engage with the material, and be ready for controversy and difficult subjects. We are studying a series of events full of racism, violence, and disorder of all kinds. Take care of yourself as you learn to engage with difficult topics from the past that are, nonetheless, vital to understanding the world.

Note: Some of our primary sources contain extremely offensive language. To quote literary scholar Dr. Koritha Mitchell, we are scholars, “not re-enactors, so we need not let the text dictate what we *give life to* in the classroom (korithamitchell.com).” The same goes for our online discussion. We can't eliminate all racist, sexist, and other offensive language in our sources—but we always need to remember the historical context. Some slurs are too much. I, for one, do not ever say “the N-word” out loud, and I expect no one to do so in this class. If you

want to read a quotation out loud with the word in it, just say “N” or “N-word,” instead. Please be sensitive to other slurs, also, and feel comfortable substituting a similar short-hand substitution in our discussions. We have to grapple with these concepts, but we do not have to give voice to hatred.

Student Support:

- You can expect support from Prof. Purcell for any kind of need (personal or academic) in this class. Feel invited to call, text, or email her at any time. If you have any questions or need help of any kind, you can always start by asking Prof. Purcell.
- You may consult with the Grinnell College Writing Lab on any assignment in this course. Make an appointment [here](#).
- If you experience any tech problems at all, please let Prof. Purcell know, and she will help you contact the relevant Grinnell College office to get help solving your issues. We can also work around any tech issues.
- For health needs (physical and mental), please consult with Student Health and Wellness [here](#), and scroll down to see options for students residing inside Iowa or students residing outside Iowa.
- Chris Jones, the college archivist, is the consulting librarian for our class. You may email him directly with questions [joneschr], or you may book a Library Lab appointment [here](#).
- If you require accommodation for any diagnosed disability, please speak with Prof. Purcell during the first few days of class. Grinnell College (and Prof. Purcell) provide reasonable accommodations. Students must also arrange their accommodations with Accessibility and Disability Services; contact John Hirschman at 641-269-3710 or email [hirschma]. Information available [here](#).

Grading and Deadlines

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

Class Discussion	10%
Research Journal	10%
Discussion Board	10%
Scholarship Note	5%
Project Proposal	10%
Peer Review	5%
Research Project	50%

Deadlines:

September 13: Scholarship Note due

September 23: Paper Proposal due

October 7: Paper Draft due

October 21: Final Paper due

Weekly flow:

Check weekly folders on P-web to see exactly how to interact with the materials for each day and for assignment instructions.

Research Journal entries due each Thursday by 3:00 pm

Prof. Purcell research consultations Thursdays 3:00-4:50 pm

Live class meetings Fridays 3:00-4:50 pm

Course Schedule

Recommended Background refresher:

David Blight open course at Yale: <https://oyc.yale.edu/history/hist-119>

(#1, #26, and #27 all directly pertain to our course. All other lectures could help as background.)

Browse: *The Journal of the Civil War Era* Special issue on race and politics that brings together pertinent articles from the past ten years. Available freely online through August 2020:

<https://muse.jhu.edu/issue/42547?fbclid=IwAR04Mpm412GR82WPYvJba39tQQmbjryCkZPaDZw8HoH-wUnuLDYZw1NyzEI>

Schedule and Assignments: Many of these readings will require you to log in using your Grinnell College credentials. If you have trouble accessing any reading, please immediately email or call Prof. Purcell. You may also find most of them in “Course Reserves” or under the “Documents” button on P-web.

Week One: The Civil War in History and Memory

Monday, August 31

Brief Course Meeting 3:00 pm Central Time--Be sure to log onto P-web and examine "Week One" tab before the class meeting.

Course introduction (syllabus quiz); Discuss online activities and schedule; Introduce yourself; Discuss research paper assignment

Tuesday, September 1 History and Memory: Present-Day Context

Reading Due: David Blight, "Europe in 1989, America in 2020, and the Death of the Lost Cause," *The New Yorker*, July 1, 2020, <https://www.newyorker.com/culture/cultural-comment/europe-in-1989-america-in-2020-and-the-death-of-the-lost-cause>; Jelani Cobb, "Charlottesville and the Trouble with Civil War Hypotheticals," *The New Yorker*, August 16, 2017, <https://www.newyorker.com/news/daily-comment/charlottesville-and-the-trouble-with-civil-war-hypotheticals>; Brian Stole, "The Decline of the Civil War Reenactor," *New York Times*, July 28, 2018, <https://www.nytimes.com/2018/07/28/style/civil-war-reenactments.html>; David Blight, "The Civil War Isn't Over" *The Atlantic*, (April 8, 2015): <http://www.theatlantic.com/politics/archive/2015/04/the-civil-war-isnt-over/389847/>; Ta-Nehisi Coates, "What This Cruel War Was Over," *The Atlantic*, (June 22, 2015): <http://www.theatlantic.com/politics/archive/2015/06/what-this-cruel-war-was-over/396482/>

Wednesday, September 2 Collective Memory and its relationship to History

Reading Due: Jay Winter, *Remembering War*, Introduction and Chapter 1 (up through page 51), (New Haven: Yale University Press, 2006), <https://www.jstor.org/stable/j.ctt1npj6t>; David Blight, "A Quarrel Forgotten or a Revolution Remembered," in Blight, *Beyond the Battlefield: Race, Memory and the American Civil War*, 120-152 (Amherst: University of Massachusetts Press, 2002); Kirk Savage, "The Past in the Present: The Life of Memorials," *Harvard Design Magazine* 9 (Fall 1999), <http://www.harvarddesignmagazine.org/issues/9/the-past-in-the-present>

Thursday, September 3 Research Day 3:00 pm Research Journal due

Prof. Purcell available online for research advice "drop-in" 3:00 pm-4:50 pm Central Time

Recommended Reading: *The Craft of Research*, 3rd ed. pp. 31-33

Friday, September 4 Collective Memory of the U.S. Civil War—Historiography

CLASS MEETING 3:00pm – 4:50 pm Central Time

Watch This: Nicole Ellis, "How A Propaganda Campaign To Minimize Slavery's Role in the Civil War Became American History," *Washington Post*, June 2020, https://www.washingtonpost.com/video/national/descendants/how-a-propaganda-campaign-to-minimize-slaverys-role-in-the-civil-war-became-american-history/2020/02/24/d07114f5-f5be-4ab5-9d64-508f3775f86a_video.html

Reading Due: David Blight, *Race and Reunion*, Introduction; Caroline E. Janney, *Remembering the Civil War*, Prologue, pp. 3-11, skim book quickly, https://www.jstor.org/stable/10.5149/9781469607078_janney; Nina Silber, "Reunion and Reconciliation, Reviewed and Reconsidered," *Journal of American History* 103 (June 2016): 59-83, <https://doi.org/10.1093/jahist/jaw008>

Week Two: Civil War Monuments

Monday, September 7

View this: [Atlanta Journal Constitution](https://www.ajc.com/news/what-the-value-confederate-monuments/EwTVX2g2ywt3Czww9wl9BL/) video "What is the Value of Confederate Monuments?" (5:46)
<https://www.ajc.com/news/what-the-value-confederate-monuments/EwTVX2g2ywt3Czww9wl9BL/>

Reading Due: Ashleigh Lawrence-Sanders, "Beyond Monuments: African Americans Contesting Civil War Memory," [Black Perspectives](https://www.aaihs.org/beyond-monuments-african-americans-contesting-civil-war-memory/), October 16, 2017,
<https://www.aaihs.org/beyond-monuments-african-americans-contesting-civil-war-memory/>; Kiratiana Freelon, "Look at All These Monuments Around the World That Honor Those Who Fought Against Slavery," [The Root](https://www.theroot.com/look-at-all-these-monuments-from-around-the-world-that-1798358305), August 24, 2017,
<https://www.theroot.com/look-at-all-these-monuments-from-around-the-world-that-1798358305>; Megan Kate Nelson "Americans Need to Know the Hard Truth about Union Monuments in the West," [The Atlantic](https://www.theatlantic.com/ideas/archive/2020/07/how-union-promoted-white-supremacy-west/613918/?utm_source=share&utm_campaign=share), July 10, 2020:
https://www.theatlantic.com/ideas/archive/2020/07/how-union-promoted-white-supremacy-west/613918/?utm_source=share&utm_campaign=share; "Gettysburg and July 4, 2020: Four Historians Respond," [The Muster](https://www.journalofthecivilwarera.org/2020/07/gettysburg-and-july-4-2020-four-historians-respond/), July 20, 2020,
<https://www.journalofthecivilwarera.org/2020/07/gettysburg-and-july-4-2020-four-historians-respond/>

Tuesday, September 8

Reading Due: "Whose Heritage? Public Symbols of the Confederacy," Southern Poverty Law Center, <https://www.splcenter.org/20160421/whose-heritage-public-symbols-confederacy>; Dr. Hilary Green [map](#) regarding Confederate statue and monument removal; Ryan Best, "Confederate Statues Were Never Really About Preserving History," [FiveThirtyEight](https://projects.fivethirtyeight.com/confederate-statues/?fbclid=IwAR0X_WxFNspFuivp0BNq246mjNhmA7mSf68YO83PNrMZ3KLK0suiqRNjnkA), July 8, 2020, https://projects.fivethirtyeight.com/confederate-statues/?fbclid=IwAR0X_WxFNspFuivp0BNq246mjNhmA7mSf68YO83PNrMZ3KLK0suiqRNjnkA; John Ismay, "The Army Was Open to Replacing Confederate Base Names. Then Trump Said No," [New York Times Magazine](https://www.nytimes.com/2020/06/10/magazine/army-confederate-base-names.html), June 10, 2020,
<https://www.nytimes.com/2020/06/10/magazine/army-confederate-base-names.html>

Wednesday, September 9

Reading Due: Adam Domby, [The False Cause](https://muse.jhu.edu/chapter/2494463), Intro. and Chapter 1;
<https://muse.jhu.edu/chapter/2494463>; Andrew Carter, "Witnessing a New History: Confederate Statue Comes Down in NC after 125 Years," [Raleigh News Observer](https://www.newsobserver.com/news/local/article243751367.html), June 23, 2020, <https://www.newsobserver.com/news/local/article243751367.html>

Thursday, September 10 Research Day 3:00 pm Research Journal due
Prof. Purcell available online for research advice "drop-in" 3:00 pm-4:50 pm Central Time

Friday, September 11

CLASS MEETING 3:00pm – 4:50 pm Central Time

Reading Due: Thomas J. Brown, *Civil War Monuments and the Militarization of America*
JSTOR: https://www.jstor.org/stable/10.5149/9781469653761_brown

SPECIAL DEADLINE: SUNDAY, SEPTEMBER 13 3:00 pm Central Time “Scholarship Note” due

Week Three: Some Recent Trends in Civil War Historiography

Monday, September 14

Reading Due: Earl J. Hess, “Where Do We Stand?” *Civil War History* 60 (December 2014): 371-403,
<http://search.ebscohost.com/login.aspx?direct=true&db=31h&AN=99464652&site=ehost-live>; Editor’s Note, *Journal of the Civil War Era* 4 (December 2014): 485-486 (Project Muse
http://muse.jhu.edu/journals/journal_of_the_civil_war_era/v004/4.4.editor.html); Gary W. Gallagher and Katheryn Shively Meier, “Coming to Terms with Civil War Military History,” *Journal of the Civil War Era* 4 (December 2014): 487-508 (Project Muse
http://muse.jhu.edu/journals/journal_of_the_civil_war_era/v004/4.4.gallagher.html); Megan Kate Nelson, “Civil War Military Historians Are Freaking Out,”
<http://www.megankatenelson.com/civil-war-military-historians-are-freaking-out/>; Kevin Gannon, “Taking a Walk on the Civil War’s ‘Dark Side,’”
<http://www.thetattooedprof.com/archives/276>; Kathleen Logothetis Thompson, “Coming to Terms with Civil War Military History: A Response,”
<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, and Meier,” <http://cwmemory.com/2014/12/11/in-defense-of-hess-gallagher-and-meier/>

Tuesday, September 15

Reading Due: Choose one essay from Joan Cashin, ed., *War Matters: Material Culture in the Civil War Era* (Chapel Hill: University of North Carolina Press, 2018), JSTOR
https://www.jstor.org/stable/10.5149/9781469643229_cashin

Wednesday, September 16

Reading Due: Choose one essay from Stephen Barry, ed., *Weirding the War: Stories from the Civil War’s Ragged Edges* (Athens: University of Georgia Press, 2011), JSTOR,
<https://www.jstor.org/stable/j.ctt46nckk>; Read Chapter 6 of Daina Ramey Barry and Kali Nicole Gross, *A Black Women’s History of the United States* (New York: Beacon Press, 2020).

Thursday, September 17

Research Day

3:00 pm Research Journal due

Prof. Purcell available online for research advice “drop-in” 3:00 pm-4:50 pm Central Time

Friday, September 18

CLASS MEETING 3:00pm – 4:50 pm Central Time

Reading Due: J. David Hacker, “A Census-Based Count of the Civil War Dead,” Civil War History 57 (December 2011): 307-348

<http://search.ebscohost.com/login.aspx?direct=true&db=31h&AN=70149385&site=ehost-live>; Nicholas Marshall, “The Great Exaggeration: Death and the Civil War” Journal of 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>

Week Four Paper proposals

Monday, September 21 Writing Day

Tuesday, September 22 Writing Day

Wednesday, September 23 **Paper Proposal Due 3:00 pm Central Time**

Thursday, September 24 3:00 pm Research Journal due

3:00 pm -4:50 pm Central Time Proposal Peer Review Meetings
(come only for your group’s assigned time)

Friday, September 25

3:00 pm -4:50 pm Central Time Proposal Peer Review Meetings
(come only for your group’s assigned time)

Week Five: Paper drafts

Monday, September 28 Writing Day

Tuesday, September 29 Writing Day

Wednesday, September 30 Writing Day

Thursday, October 1 Writing Day 3:00 pm Research Journal due

Prof. Purcell available online for research advice “drop-in” 3:00 pm-4:50 pm Central Time

Friday, October 2 Writing Day

Week Six: Paper drafts

Monday, October 5 Writing Day

Tuesday, October 6 Writing Day

Wednesday, October 7 **Paper Draft Due 3:00 pm Central Time**

Thursday, October 8 3:00 pm Research Journal due
3:00 pm -4:50 pm Central Time Draft Peer Review Meetings
(come only for your group's assigned time)

Friday, October 9
3:00 pm -4:50 pm Central Time Draft Peer Review Meetings
(come only for your group's assigned time)

Week Seven: Revision

Monday, October 12 Writing Day

Tuesday, October 13 Writing Day

Wednesday, October 14 Writing Day

Thursday, October 15 Writing Day 3:00 pm Research Journal due
Prof. Purcell available online for research advice "drop-in" 3:00 pm-4:50 pm Central Time

Friday, October 16 Writing Day

Week Eight: Finals week:

Final Paper Due Wednesday, October 21 at 3:00 pm Central Time via P-Web