

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

Fall 2023

Prof. Sarah Purcell (**she/her**)

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Tuesday 10:00-11:50 & Thursday 10:00-10:50 HSSC S2333

Open Office Hours: T & Th 1-3 pm and by appointment

Please email, call, or text me any time for help with class, or with anything else. I encourage you to take care of yourself and seek support from others. Let me know what you need, and try to share any concerns before they become severe. I am VERY flexible, 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!

I have a chronic illness and will need to be masked this semester. Please wear a mask when you visit my office. I will also really appreciate it if you would wear a mask in class, and I have masks to share.

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 as part of a community of scholarship and support.

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 and legal framework 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 20-30 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. See research guide/assignment here: <https://arcg.is/15GzyC1>

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. Everyone will be assigned a peer accountability/peer review partner, and we will do team work throughout the semester—stay present for your partner.
- Connect to the course hub on PioneerWeb to stay on top of readings and assignments.
- Join in all small-group work, online 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:
[https://catalog.grinnell.edu/content.php?catoid=32&navoid=5208#Honesty in Academic Work](https://catalog.grinnell.edu/content.php?catoid=32&navoid=5208#Honesty_in_Academic_Work)
- I recommend against using ChatCPT or any other AI technology for this class, unless it is expressly included in a course assignment. But if you do use AI technology, you must acknowledge it in citations.
- 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 may 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 or TWO passages in the reading that you'd like to discuss. 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. Several of our books (notably Judith Giesburg's *Sex and the Civil War* and

Thavolia Glymph's *The Women's Fight*) contain discussion and images of pornography and/or sexual violence. 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, and she can help you figure out next steps.
- You may consult with the Grinnell College Writing, Speaking, and Reading Center 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](#).
- 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 Jae Baldree at 641-269-3710 or email [baldreej]. Information available [here](#).

If you have other needs not addressed above, please let me know soon so that we can work together for the best possible learning environment. In some cases, I will recommend consulting with the Academic Advising staff. They are an excellent resource for developing strategies for academic success and can connect you with other campus resources as well: <http://www.grinnell.edu/about/offices-services/academic-advising>. If I notice that you are encountering difficulty, in

addition to communicating with you directly about it, I will also likely submit an academic alert via Academic Advising's SAL portal. This reminds you of my concern, and it notifies the Academic Advising team and your adviser(s) so that they can reach out to you with additional offers of support.

Attendance and Illness Policies:

Attendance is important to this class, so please attend if at all possible. That being said, we all know that illness can/will happen, **and you should NOT attend class if you are ill**. Please email Prof. Purcell (if possible) if you are ill, and we will make arrangements for how you can keep up with course work on a flexible schedule (according to how ill you are). You don't need to provide a doctor's note, or to give Prof. Purcell details about your health challenge, just reveal that you need to be out of class, and we will adjust.

If you need to miss class for a religious holiday, athletic team event, or other co-curricular activity, please let Prof. Purcell know in advance, and she will support you.

Books

All of our books are available at the College Bookstore AND on JStor. They are also on reserve at the Grinnell College Library.

Karen Cox, *No Common Ground: Confederate Monuments and the Ongoing Struggle for Racial Justice* (2021) purchase or consult JStor

David Blight, *Race and Reunion: The Civil War in American Memory* (2001) purchase or consult JStor

Judith Giesburg, *Sex and the Civil War: Soldiers, Pornography, and the Making of American Morality* (2017) purchase or consult JStor

Thavolia Glymph, *The Women's Fight: The Civil War's Battles for Home, Freedom, and Nation* (2020) purchase or consult JStor

Most other course readings can be accessed through links on this syllabus and through Library reserves. Many of these readings will require you to log in using your Grinnell College credentials, even if you click a link below (especially if you are off-campus). If you have trouble accessing any reading, please immediately email or call Prof. Purcell. You may also find them in "Course Reserves" or under the "Documents" button on P-web.

Grading and Deadlines

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

| | |
|-----------------------|-----|
| Class Engagement | 10% |
| Research Journal | 10% |
| Scholarship Note | 5% |
| Bibliography | 5% |
| Project Proposal | 10% |
| Peer Review | 5% |
| Research Presentation | 5% |
| Research Project | 50% |

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 recent years. Available freely online (although you may need to go through the Grinnell Library proxy server):

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

There is a lot of online advice about how to read for a seminar of this type. Check out this peer advice from a group of History graduate students on the blog “Clio and the Contemporary”: <https://clioandthecontemporary.com/2019/09/23/how-to-read-and-take-notes-efficiently/> Reading book reviews of any books you are trying to read efficiently or skim is also a good technique to help you understand the book’s arguments and where you might focus your reading.

Schedule and Assignments:

Week One: The Civil War in History and Memory

Thursday, August 24

Course introduction

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, “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>

10:40 am—Introducing peer accountability partners

Friday, August 25 First Research Journal entry due at noon under “Journal” tab on P-web. An entry is due EACH Friday (with the exception of Weeks Seven, Eight, Nine, Thirteen, and Finals Week). Prof. Purcell will provide questions and prompts for the Research Journal entries under the “Assignments” tab on P-web, and you are free to write about anything at all related to your research for this class. Individual entries will not be graded—you will receive full credit with an “A” on the Research Journal overall if you complete 9 out of the 11 entries. You will receive a “B” on the Research Journal if you complete 7 or 8 entries. Grades adjust downward from there. As with all assignments, doing these entries by the Friday deadline is important, but just let Prof. Purcell if you need to turn in an entry a bit late, and that won’t be a problem. Prof. Purcell will provide feedback and comments in the Journal for you to read, so be sure to check back and look at those. Writing *style* is not particularly important in these entries, and you may regard them as casual conversations about your research and writing *process*. The Journals are marked to be private to each student and Prof. Purcell. The average entry will be around 200 words, but length may vary.

Week Two: Race and Memory

Tuesday, August 29

Reading Due: David Blight, *Race and Reunion*, pp. 1-254

Thursday, August 31

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

10:40 am—Peer accountability

FRIDAY at NOON Research Journal entry due on P-web

Week Three: Reunion or Reconciliation?

Tuesday, September 5

Reading Due: 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>

Thursday, September 7

Reading Due: 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> ;

Martha S. Jones, “History and Commemoration: The Emancipation

Proclamation at 150,” *Journal of the Civil War Era* 3 (December 2013): 452-457,

<https://www.jstor.org/stable/26062095>

10:40 am—Peer accountability

FRIDAY at NOON Research Journal entry due on P-web

Week Four: Monuments and Memory

Tuesday, September 12 Confederate Monuments, Rising and Falling

Reading Due: Cox, No Common Ground; Watch This: Nicole Ellis, "How A Propaganda Campaign To Minimize Slavery's Role in the Civil War Became American History," *Washington Post*, June 2020 (8:11),

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/do7114f5-f5be-4ab5-9d64-508f3775f86a_video.html; Browse: Southern Poverty Law Center, "Whose Heritage? Project," <https://www.splcenter.org/20190201/whose-heritage-public-symbols-confederacy>

Thursday, September 14 RESEARCH LAB Meet in **Burling Library**

FRIDAY at NOON Research Journal entry due on P-web

Week Five: Recent Trends in Civil War Historiography

Tuesday, September 19 War and Society

Reading Due: Thavolia Glymph, Women's War

Thursday, September 21 War and Material Culture

Reading Due: Read Introduction and 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

10:40—Peer accountability

FRIDAY at NOON Research Journal entry due on P-web

Week Six: War and Death

Tuesday, September 26

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.marsh

[all.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>

Thursday, September 28 Professor Purcell is out of town at a conference; please work on your research independently. Email Prof. Purcell if you need anything!

Optional Reading: Sarah J. Purcell, Spectacle of Grief: Public Funerals and Memory in the Civil War Era (Chapel Hill: UNC Press, 2022), Introduction, https://www.jstor.org/stable/10.5149/9781469668352_purcell.4 and Chapter 2 “The Death of Union and the Martyrdom of Elmer Ellsworth and Stonewall Jackson,” https://www.jstor.org/stable/10.5149/9781469668352_purcell.6

FRIDAY at NOON Research Journal entry due on P-web

Week Seven: Sex, the Civil War, and the Constitution

Tuesday, October 3

Reading Due: Giesburg, Sex and the Civil War

Thursday, October 5 Research Work Day Meet in Burling Library
5:00 pm “Scholarship Note” due in P-web under “Assignments”

Friday, NO RESEARCH JOURNAL ENTRY DUE TODAY

Week Eight: Civil War Memory and Documentary

Tuesday, October 10 Watch “Moving Midway” documentary film in class

Thursday, October 12 No class meeting

Friday, NO RESEARCH JOURNAL ENTRY DUE TODAY

OCTOBER 14- OCTOBER 22 FALL BREAK

Week Nine: Research Proposals

Tuesday, October 24 Co-working research day meet in **Burling Library**

Thursday, October 26 Co-working research day meet in regular classroom
10:40—Peer Accountability

5:00 pm research proposal due in P-web under “Assignments”

Friday, NO RESEARCH JOURNAL ENTRY DUE TODAY

Week Ten: Proposal Review

When not working on peer-review—spend time researching and working on your paper.

Tuesday, October 31 Come to class only during your group peer-review time

Thursday, November 2 Come to class only during your group peer-review time

FRIDAY at NOON Research Journal entry due on P-web

Week Eleven: Research and Writing

Tuesday, November 7 Writing Day

Co-working: meet in regular classroom

Thursday, November 9 Writing Day

Co-working: meet in regular classroom

FRIDAY at NOON Research Journal entry due on P-web

Week Twelve: Source Presentations & Bibliographies

Tuesday, November 14 Writing Day

Co-working: meet in regular classroom

Thursday, November 16 Writing Day

Co-working: meet in regular classroom during class time

5:00 pm—Bibliography due in P-web

FRIDAY at NOON Research Journal entry due on P-web

Week Thirteen: Drafting

Tuesday, November 21 Writing Day

Co-working: meet in regular classroom during class time

Thursday, November 23 THANKSGIVING no class meeting

Friday, NO RESEARCH JOURNAL ENTRY DUE TODAY, Thanksgiving Break

Week Fourteen: Drafting

Tuesday, November 28 Writing Day
Co-working: meet in regular classroom during class time

Thursday, November 30 Writing Day
Co-working: meet in regular classroom during class time

FRIDAY at NOON Research Journal entry due on P-web

Friday, December 1, Research Papers Due at 5:00 in P-Web

Week Fifteen: Peer Review & Presentations

Monday, December 4 Draft Peer Review Meetings—sign up for special group meeting time

Tuesday, December 5 Research Presentations in class

Wednesday, December 6 Draft Peer Review Meetings—sign up for special group meeting time

Thursday, December 7 Research Presentations in class

FRIDAY at NOON Research Journal entry due on P-web

Week Sixteen: Finals week--REVISIONS

Final Paper Due: Friday, December 15 at 5:00 pm in P-Web